



HANOVER COLLEGE

Graduate Academic

Catalog

2022-23



2022-2023 HANOVER COLLEGE
GRADUATE ACADEMIC CATALOG

Dear Student,

This Catalog is your main resource in understanding program requirements and policies during your academic pursuit at Hanover College. The program requirements that you will need to fulfill for graduation are those listed in the Catalog of the year in which you enter Hanover College, so you should keep this Catalog and refer to it regularly over the duration of your program. Answers to almost all questions related to your academic life are contained in this Catalog, so the more familiar you are with the Catalog's contents, the better informed you will be.

Please note that the primary responsibility for knowing and meeting the requirements for graduation rests with you.

Your academic department and the Registrar's Office can assist you in understanding your academic requirements. You should also utilize the College's "My Hanover" website, which gives you access to your "Course History" and "Unofficial Transcript." Utilizing these electronic resources along with clarification from your academic department will give you the most complete information possible about your academic progress. If you have questions about any of the programs or requirements described in this Catalog, please feel free to contact our offices.

I wish you success, both academically and personally, during your program, and I look forward to declaring you eligible for a diploma from Hanover College.

Sincerely,

Ken Prince, Ph.D.
Registrar

This catalog is the official guide to the current graduate program at Hanover College and includes information about policies and procedures, as well as general descriptions of the academic program and degree requirements.

TABLE OF CONTENTS

HANOVER COLLEGE: MISSION, VISION, HISTORY & PRINCIPLES.....	5
HANOVER COLLEGE UNDERGRADUATE STUDENT FACTS	8
COLLEGE OR INSTITUTIONAL (REGIONAL) ACCREDITATION.....	9
HANOVER COLLEGE ACADEMIC INFORMATION	10
STUDENT RECORDS AND TRANSCRIPTS.....	10
ASSESSMENT.....	10
DOCTOR OF PHYSICAL THERAPY PROGRAM: MISSION, GOALS, & OUTCOMES	11
DOCTOR OF PHYSICAL THERAPY PROGRAM: PHILOSOPHY, EDUCATIONAL PRINCIPLES, & VALUES	13
PREPARATION FOR PROFESSIONAL LICENSURE.....	15
PROGRAM COMPLAINTS	16
PROGRAM ACCREDITATION	16
EQUAL OPPORTUNITY STATEMENT:	16
HANOVER COLLEGE DIVERSITY, EQUITY, AND INCLUSION STATEMENT:.....	16
HANOVER COLLEGE DOCTOR OF PHYSICAL THERAPY ACADEMIC CALENDAR...	17
DOCTOR OF PHYSICAL THERAPY PROGRAM REQUIREMENTS	18
TECHNICAL STANDARDS.....	18
COMPUTER REQUIREMENTS.....	22
CRIMINAL BACKGROUND CHECKS, REGISTRY CHECKS & DRUG TESTING.....	23
HEALTH INSURANCE.....	24
IMMUNIZATION AND HEALTH REQUIREMENTS.....	24
PROFESSIONAL LIABILITY INSURANCE.....	25
PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS.....	25
BASIC LIFE SUPPORT CERTIFICATION.....	26
ADMISSIONS CRITERIA, PREREQUISITES, & APPLICATION PROCESS.....	27
ADMISSION REQUIREMENTS.....	27
APPLICATION PROCESS	29
APPLICATION REVIEW	30
ACADEMIC PROGRESSION AND INFORMATION	31
CREDIT HOUR POLICY	31
STUDENT ASSESSMENTS.....	32
ACADEMIC DISHONESTY POLICY.....	33

COURSE GRADING SYSTEM.....	35
ASSESSMENT: REMEDIATION AND RETESTING.....	39
CLINICAL EDUCATION COURSE GRADING.....	41
ACADEMIC AND NON-ACADEMIC PROBATION.....	47
ACADEMIC WITHDRAWAL	48
PROGRAM DISMISSAL.....	48
FINANCIAL EFFECT OF ACADEMIC WITHDRAWAL	50
ADVANCED PLACEMENT AND TRANSFER OF CREDIT.....	50
GRADUATION REQUIREMENTS	50
PHYSICAL THERAPIST LICENSURE.....	51
TUITION AND FEES	52
DOCTOR OF PHYSICAL THERAPY PROGRAM TUITION AND FEES 2022-23	52
PAYMENT TERMS AND CONDITIONS	53
FINANCIAL AGREEMENT	54
REFUND POLICY	54
WITHDRAWAL REFUND CALCULATION	55
FINANCIAL AID.....	55
FINANCIAL AID APPLICATION.....	56
FINANCIAL AID POLICIES	58
SATISFACTORY ACADEMIC PROGRESS	59
VETERANS AFFAIRS (VA) BENEFITS RECIPIENTS.....	60
ACADEMIC PROGRAMS	61
DOCTOR OF PHYSICAL THERAPY PROGRAM	61

HANOVER COLLEGE: MISSION, VISION, HISTORY & PRINCIPLES

HANOVER COLLEGE MISSION

Mission Statement:

“Hanover College is a challenging and supportive community whose members take responsibility for lifelong inquiry, transformative learning and meaningful service.”

Hanover College is dedicated to creating a distinctive intellectual community within which students are challenged and nurtured to take responsibility for their learning and their lives and to develop their unique abilities to their highest levels.

The achievement of these purposes requires personal commitment, a willingness to accept responsibility and discipline in exercising it. Academically, Hanover College emphasizes the importance of oral and written expression, intellectual curiosity, and sound judgment.

A VISION OF THE LIBERAL ARTS

The liberal arts are arts suited for free people. The purpose of a liberal arts education is to enable such people to cultivate humanity, to realize their full potential as human beings and as citizens. Accordingly, the liberal arts are designed to equip individuals to develop and integrate every dimension of their own humanity – physical, intellectual, artistic, ethical, and spiritual – and to understand and respect the humanity of others. Through critical inquiry, analysis, and interpretation, through articulate and respectful argumentation, and through engagement with multiple disciplinary and cultural perspectives, individuals acquire an education that is both ennobling and practical. The liberal arts prepare people to gain command of their thoughts and expression, to lead deliberate, examined lives, to acquire wisdom and moral integrity, and to contribute meaningfully to local and international communities.

Hanover College is a community dedicated to realizing these objectives through disciplined and morally concerned inquiry. Students and professors work together to confront enduring and topical questions and to engage in conversation with others inside and outside the College community. They are sustained by an ethos that combines respect for tradition with a spirit of rational inquiry, discovery, and innovation, an ethos that looks both backward to historical origins and context and forward to the expansion of the boundaries of knowledge and inquiry.

The Hanover community cultivates a culture that inspires passion and joy for learning, prizes intellectual and moral integrity, and celebrates quality. Its curricular and co-curricular programs are designed to encourage students to develop and integrate all facets of their lives and to discern and cultivate that which is extraordinary and rare in themselves and others. Providing students with sustained individual attention that both challenges and supports, a Hanover education places singular emphasis on students’ independent development. It equips students to be free people, to be creative, inquisitive, discerning, and resourceful human beings, capable of exercising leadership in their communities and professions.

HISTORY

In the early 19th century, groups of devout and learned men traveled the route of the Ohio River to bring the Christian gospel and education to the growing western frontier. Cincinnati and Louisville became centers of commerce and culture, and the river town of Madison, halfway between these cities, became the major port of the new state of Indiana.

On Jan. 1, 1827, five miles west of Madison, the Rev. John Finley Crowe met two students in a loom house near his home in Hanover. The school grew and was taken under the care of Madison Presbytery of the Presbyterian Church on April 11, 1828, as Hanover Academy. The General Assembly of the State of Indiana granted a charter to Hanover Academy, effective February 26, 1829.

On November 9, 1829, the Board of Trustees of the Academy accepted a proposal by the Presbyterian Synod of Indiana to adopt the school with the proviso that a theological department be established. This became Indiana Seminary, and eventually McCormick Theological Seminary in Chicago.

In December 1832, the State issued a new charter to the Academy, creating Hanover College, effective January 1, 1833. Under this charter, the Board of Trustees of Hanover College is independent of ecclesiastical control but has formally adopted for the institution the standards for Presbyterian colleges, an association that continues to the present. The new college used the College Edifice (built in 1832 and now the Hanover Presbyterian Church) as the center of its campus until 1857 when it moved one-half mile east to its present location overlooking the Ohio Valley.

The college's main building, Classic Hall, was destroyed by fire in 1941. This loss precipitated the reshaping of the campus along its present lines, following a campus plan developed by distinguished architect Jens Frederick Larson. The college continued to grow in the following years. In September 1964, the college's enrollment reached 1,000 students for the first time, and it has remained around that size ever since. Today's campus includes 35 major buildings on 650 acres, with the most recent buildings including three residential buildings, a state-of-the-art science building, and a fitness and recreation center.

In 1961, Hanover adopted the Hanover Plan, which created the innovative academic calendar culminating in an intensive short term, instituted a sequence of general education courses in several disciplines, and rededicated Hanover to the principles of liberal arts education. The Hanover Plan provided for the development of student skills and knowledge which culminated in the student's production of independent original work in the major field. Revisions to the curriculum in 2002, and again in 2016, restated Hanover's commitment to the liberal arts and to providing liberal arts education for the 21st century.

Hanover is the oldest private college in Indiana. Since 1915, Hanover College has been accredited by the Higher Learning Commission (formerly the North Central Association of Colleges and Secondary Schools) as an institution granting the baccalaureate degree.

The cultivation of the intellect is Hanover's primary aim. The College also realizes that personal growth accompanies scholarly developments, and Hanover strives to provide cocurricular opportunities that will contribute to a student's social, emotional, physical, and spiritual development outside the formal classroom.

Students should be challenged to probe and question themselves and their environment, and learn from this process. In this spirit, the College does not shield students from responsibility and would be remiss if students were not given opportunities to develop powers of decision making. Involvement in campus organizations, providing leadership opportunities, and trying new activities are all broadening experiences that should prove beneficial later in life. An education at Hanover should be total, enabling graduates to stand confidently in the world beyond the campus.

The congenial environment and friendliness of Hanover are desirable, but they also mean that members of the campus community must live and work together. Everyone must act and behave thoughtfully and give ample consideration to those around them or who may be affected by them.

As members of the Hanover Community, each of us is expected to take care of one another by being responsible for our own health and that of the community. The COVID-19 pandemic has changed every area of life, and colleges have been deeply affected. While we will never be able to eliminate the risk of COVID-19 outbreaks on campus, to limit outbreaks as much as possible and comply with public health guidelines, we have introduced a number of protocols around health and safety; including increased attention on handwashing and hygiene, as well as appropriate use of face coverings and social distancing. Please visit MyHanover for current policies. Everyone on campus is expected to adhere to these community health standards as we strive to keep Hanover College as healthy as possible.

In this spirit, all members of the College community live under a shared set of principles which guide their behavior. These principles were developed by a task force of trustees, faculty, administrators, students, alumni, and parents and were implemented during the 1999-2000 academic year. The Principles of Hanover College read as follows:

HANOVER COLLEGE PRINCIPLES

We, the students, faculty, staff, and trustees of Hanover College, seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. To this end, we each commit ourselves to the following:

Pursuit of academic excellence

I will seek the breadth and depth of knowledge appropriate to a liberal arts education, will seek to foster intellectual vitality, and will practice academic integrity.

I will participate in the open and free exchange of ideas necessary for a meaningful education and a successful democracy.

Pursuit of personal excellence

I will pursue physical, moral, emotional, and spiritual well-being, with respect for the Christian and liberal arts traditions of the College.

I will practice self-respect and self-discipline, and will seek to grow in maturity and independence.

Respect for one another

I will work to create a safe campus community, free from unjust coercion, harassment, and other threats to persons or property.

I will practice honesty toward, tolerance of, and compassion for others, working to support the well-being of other members of the College community.

Community responsibility

I will participate in decision-making on rules and procedures, and will encourage others to do the same.

I will be a good steward of the College, the environment, and the world community.

Accountability

I will know and adhere to the rules of the College and to state and federal laws, accepting accountability for my own actions and encouraging others to be accountable for theirs.

I will practice justice, fairness, and respect in my responses to violations of these commitments and of College rules by community members.

As members of the Hanover College community, we will make decisions in conversations with those who will be most affected by them, we will seek the greatest amount of relevant input possible to our decision-making, and, to the extent possible, we will encourage decision-making on rules and procedures by those who will be most affected by them.

HANOVER COLLEGE UNDERGRADUATE STUDENT FACTS

Hanover is a private, coeducational liberal arts college, affiliated with the Presbyterian Church (U.S.A.). Founded in 1827, it is the oldest private, four-year college in Indiana.

Location: The town of Hanover is located in southeastern Indiana. Louisville is 45 miles away, Cincinnati, 70 miles, and Indianapolis, 95 miles.

Campus: Hanover College owns 650 acres on a site overlooking the Ohio River. There are 35 major buildings, characterized by Georgian architecture.

Library: The Duggan Library, dedicated in 1973, houses the College's library collections of 493,500 volumes, not including government documents, along with 7,400 audiovisual items, and

53,000 microforms. Additionally, the Library provides 90 databases and over 19,000 serials, both print and electronic, with online access to thousands of full-text articles

Enrollment: Hanover's more than 1,100 young men and women come from 24 states and 19 foreign countries. Almost all students live on campus.

Faculty: More than 90 percent of Hanover's faculty members hold doctorates or other terminal degrees. The student-faculty ratio is 13 to 1, and many faculty members reside on campus grounds, creating an academic community.

Academic calendar: Hanover operates on a 4-4-1 calendar. Students take four courses each during Fall and Winter Terms. Spring Term is devoted to a month of concentrated study on campus, internships, or off-campus programs.

Majors include anthropology, art and design, art history, biochemistry, biology, business, chemistry, classical studies, communication, computer science, economics, elementary education, engineering, English, environmental science, French, gender studies, geology, German, German studies, health and movement studies, history, international studies, kinesiology and integrative physiology, mathematics, Medieval-Renaissance studies, music, philosophy, physics, political science, psychology, sociology, Spanish, theatre, and theological studies.

Minors are offered in anthropology, archaeology, art, art history, Asian studies, biochemistry, biology, business, chemistry, classics, communication, computer science, creative writing, design, economics, English, environmental science, environmental studies, film studies, French, gender studies, geology, German, German studies, Greek, health and movement studies, history, international studies, journalism, kinesiology and integrative physiology, Latin, mathematics, Medieval-Renaissance studies, music, philosophy, physics, political science, psychology, race and ethnic studies, sociology, Spanish, theatre, theological studies and world religions.

Costs: The most current cost information is always available from the Office of Admission.

Financial assistance: More than 90 percent of Hanover's students receive some form of financial assistance. College aid is available in the form of scholarships, grants, loans, and campus employment. Hanover's strong financial base supports its rank in the top 10 percent of the nation's colleges on an endowment-per-student basis.

COLLEGE OR INSTITUTIONAL (REGIONAL) ACCREDITATION

Hanover College is accredited by the Higher Learning Commission, 230 S. LaSalle St., Suite 7-500, Chicago, IL 60604 / (800) 621-7440.

HANOVER COLLEGE ACADEMIC INFORMATION

STUDENT RECORDS AND TRANSCRIPTS

A record of the student's academic progress is kept in the Registrar's Office, where it is available for review by the student. An official transcript will be provided upon receipt of a written request that bears the signature of the student. Students may fill out a Transcript Request Form in the Registrar's Office, request a transcript by letter, or request it by fax.

For specific instructions on how to order an official transcript, including the current cost, please consult the Registrar's web page: <http://www.hanover.edu/academics/registrar/transcripts> or contact the Registrar's Office by calling (812) 866-7051.

Transcripts are usually mailed within five days of receiving a request. Electronic delivery of an official transcript may also be an option; consult the Registrar's webpage (above) for more information. An unofficial copy of a transcript may be faxed to a fax machine number, and an official, sealed transcript sent to another address. Transcripts that are picked up at the Registrar's Office will be stamped "UNOFFICIAL COPY" unless they are sealed by request.

Please note that transcript requests cannot be honored if you are financially indebted to the College. If you are unsure about your account, please call the Registrar's Office (812- 866-7051) in advance of submitting your request and your records will be checked. Also note that transcripts cannot be ordered by telephone, as federal law requires the signature of the person whose transcript is requested.

Requests for transcripts, grades, or other information such as courses completed, etc. cannot be issued to an outside party unless the student has given the Registrar written permission to release this information to that specific party, as allowed under The Family Educational Rights & Privacy Act (FERPA).

ASSESSMENT

The academic departments of Hanover College, as well as some of the administrative offices that serve the academics of the College, participate in a process of assessment. The goal is to evaluate the effectiveness of classroom instruction and our students' ability in writing across the curriculum, verbal communication, and critical thinking, with an eye toward improvement. Toward this end, students may be asked to participate in the process, which is guided by the Committee on Learning and Teaching, comprised of faculty, students, and administrative representatives.

DOCTOR OF PHYSICAL THERAPY PROGRAM: MISSION, GOALS, & OUTCOMES

DOCTOR OF PHYSICAL THERAPY PROGRAM MISSION

Mission Statement:

“The mission of Hanover College’s DPT Program is to empower students to live purposeful lives with a personal commitment to academic excellence, a quest for life-long inquiry, the promotion of innovation, and meaningful service to improve the health of society.”

In alignment with the mission of Hanover College, the DPT Program’s mission is to empower students to own their education and futures. Whether it involves an online or face-to-face learning environment, faculty strive to provide the required tools for students to take responsibility for life-long learning. The faculty want to stimulate students to wake up every day with a purpose and a reason to work hard. This will allow students to transform into everything they can be for themselves and their future patients. A DPT degree requires a personal

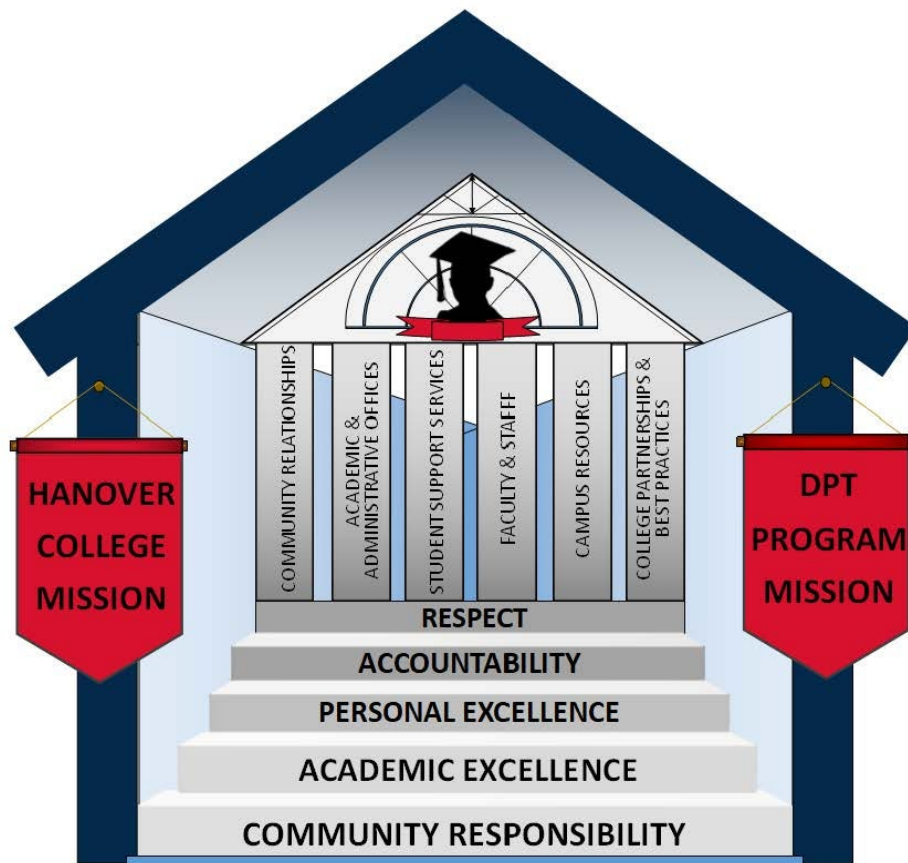


Figure 1: Core foundation, support structures, and mission statements. The DPT student is the focal point of the structure.

commitment to growth: In academics, professional behavior, innovation, and service. Innovation will challenge students to see the world through a different lens to help solve problems in society. Through sound judgment and intellectual curiosity, students' efforts from lessons learned in the DPT Program will be far-reaching and impact many lives.

The inspiration for the Doctor of Physical Therapy (DPT) program infographic comes from Hanover College's history, culture, and community. Hanover College has been long associated and revered as one of the most beautiful campuses in the United States. As such, the College is situated on a bluff that overlooks the Ohio River, which separates Indiana from Kentucky. Across campus, uniform Georgian architecture adds an element of sophistication that symbolizes its symmetry and proportion. Figure 1 illustrates the core foundation, support structures, and missions for which the program is built. The focal point of the infographic is the DPT student.

Hanover College Principles¹, illustrated within the five steps entering the building, serves as the foundation for the program. As students embark upon the first steps of graduate education, they transform from developing professionals to Doctors of Physical Therapy. The Principles seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. In addition to the Hanover College Mission, Hanover's Principles serve as the foundation for assessing the quality of the program, support individual performance in achieving the DPT program's mission, and align with the Core Values of the physical therapy profession.²

A variety of stakeholders, represented within the six pillars, help provide important internal and external support for the DPT program and students. These pillars include valuable departments, resources, and members of the campus community who help support the DPT program: Community relationships, academic and administrative offices, student support services, faculty and staff, campus resources, and college partnerships and best practices. As evident in the infographic, the six pillars are interdependent and must work together consistently.

The Hanover College and DPT Program missions adjoin the sides of the pillars. The missions communicate the purpose, represent the "why," and thread into the goals and outcomes for the program, faculty, and students.

The gable within the peak, stabilized by a solid foundation, is considered the focal point of the building. A silhouette of a DPT program graduate is portrayed in the window. With a strong foundation of core values and support structures in place, the successful graduate will be empowered to live a purposeful life with a personal commitment to academic excellence, the quest for life-long inquiry, promotion of innovation, and meaningful service to improve the health of society.

References:

1. Hanover College. Principles. <https://www.hanover.edu/about/principles>. Date Accessed: February 27, 2020.
2. American Physical Therapy Association. Professionalism. <http://www.apta.org/Professionalism/> Updated: September 26, 2019. Date Accessed: February 27, 2020.

DOCTOR OF PHYSICAL THERAPY PROGRAM: PHILOSOPHY, EDUCATIONAL PRINCIPLES, & VALUES

PROGRAM PHILOSOPHY

The DPT Program is designed for the delivery of a contemporary and evidence-based curriculum using faculty members and contributors who are dedicated educators, clinicians, researchers, and leaders in the physical therapy profession. Faculty and contributors facilitate student learning and professional growth with student-centered active learning experiences, modeled clinical and scholarly excellence and steadfast professionalism. Using a blended learning model, the curriculum combines the best aspects of online learning activities and interactions, hands-on laboratory immersive sessions, and collaborative clinical education experiences into an innovative and dynamic learning experience. In so doing, the program will transform physical therapy education, improve scalability and access to DPT education, increase flexibility for traditional and nontraditional learners, increase the level of active learning in courses, and seek to achieve quality student experiences and outcomes. Graduates of the Hanover College DPT Program will be prepared for skillful, mindful, and compassionate clinical practice, lifelong learning and professional development, and meaningful service to their community and profession.

EDUCATIONAL PRINCIPLES

Faculty-Student Relationship. A strong, collaborative, and mutually respectful relationship between faculty members and students is imperative for education. Education is an active, continuous, cooperative process that must meet student needs and faculty objectives.

Student Responsibility. Learning is a developmental process in which the student is ultimately responsible for the acquisition and synthesis of knowledge. The program's blended model empowers students to take a leadership role in their learning. Faculty members serve as facilitators in this process, guiding students in self-discovery and the acquisition of knowledge. Faculty members provide encouragement and reinforcement as well to the student throughout this process.

Active learning and engagement. Education must be student-centered, where students are actively involved in the teaching and learning process. Learning activities in online, lab, and clinical settings fully engage students and facilitate participation. Interactive discussions encourage critical thinking and promote the sharing of thought and ideas. Collaborative learning is encouraged whereby students help each other in knowledge acquisition and skill development.

Self-Reflection. Learning is enhanced when students engage in frequent, intentional self-reflection. Students develop the skills to become mindful and reflective practitioners, skills that will be modeled by faculty members and encouraged from students during the learning process. Students are provided several opportunities for self-assessment and reflection during the program.

Motivational and Relevant. Students learn best when they are motivated to learn, and the best way to stimulate motivation is to make learning clinically oriented and professionally relevant. Using an evidence-based approach, students learn foundational and clinical science content that is immediately applicable to clinical practice and necessary for developing best practice entry-level skills. Faculty members create opportunities for “teachable moments” in online, lab, and clinical learning activities to motivate students and provide connections between didactic content and clinical practice.

Sequential Building Blocks. Effective learning builds upon student knowledge and experiences to improve comprehension and skill development. This concept is applied internally to courses as content and learning objectives progress from foundational and factual to complex and conceptual. The overall curriculum design sequences courses in a logical, sequenced progression from foundational to clinical to physical therapy sciences. While sequenced, the curriculum recognizes the need for repetition in learning. Important concepts are taught multiple times in a variety of settings to solidify learning.

Practical Application. Practical application is a concept that encompasses and facilitates content relevancy, student motivation, and active engagement. Practical application is accomplished during online virtual rounds and case presentations, in hands-on lab immersives, and most importantly during clinical education. These opportunities are well timed during courses and the curriculum to verify student understanding and skill development and contribute to the student’s confidence and competence.

VALUES

In addition to the Hanover College’s Mission, Hanover’s Principles serve as the foundation for assessing the quality of the program and individual performance in achieving the DPT Program’s mission. These Principles will reflect the DPT Program’s commitment to the development of the APTA Core Values within students:

- The pursuit of Academic Excellence
 - *We will seek to provide the breadth and depth of knowledge appropriate for the DPT degree, will try to facilitate intellectual vigor with academic integrity.*
- The pursuit of Personal Excellence
 - *We will pursue physical, moral, emotional, and spiritual well-being for the Christian and liberal arts tradition of the College. As role models for students, patients, and the community-at-large, we will practice self-respect and self-discipline.*
- Respect for One Another
 - *We will work to create a safe and supportive environment where all persons feel welcome.*

- Community Responsibility
 - *We will participate in decision-making on rules and procedures and encourage others to do the same. We will be good stewards of the College, the environment, and the world community.*

- Accountability
 - *We will know and adhere to the rules of the College and the profession of Physical Therapy, accepting accountability for our actions, and encouraging others to be accountable for theirs.*

The DPT Program’s core professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility encompass our expectations for professional behaviors in physical therapy education and practice.

Likewise, the DPT Program’s ethical values are delineated in the Code of Ethics for the Physical Therapist and serve as the foundation for ethically informed problem solving and decision-making. We will work diligently to model and instill these values in our students and hold them accountable for demonstrable professional behaviors in academic, clinical, and professional environments.

These values and attitudes provide the basis for interacting with patients, colleagues, and communities and are the stimuli for lifelong learning and contribution to the physical therapy profession.

PREPARATION FOR PROFESSIONAL LICENSURE

The program has determined that its curriculum meets the state educational requirements for licensure or certification in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands secondary to its accreditation by the Commission on Accreditation in Physical Therapy Education, based on the following:

CAPTE accreditation of a physical therapist or physical therapist assistant program satisfies state educational requirements in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. Thus, students graduating from CAPTE-accredited physical therapist and physical therapist assistant education programs are eligible to take the National Physical Therapy Examination and apply for licensure in all states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org

PROGRAM COMPLAINTS

Any member of the Hanover College community has the right to file a complaint or grievance against the DPT Program without fear of retaliation. Complaints may be reported here.

<https://www.hanover.edu/about/consumerinfo/dptcomplaints>

PROGRAM ACCREDITATION

Effective 4/27/21, Hanover College has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706- 3245; email: accreditation@apta.org. If needing to contact the program/institution directly, please call 812-866-7030 or email: dpt@hanover.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

EQUAL OPPORTUNITY STATEMENT:

“Hanover College is an Equal Opportunity Employer committed to providing an inclusive, welcoming, and diverse college environment. We seek candidates of all backgrounds regardless of age, color, disability, gender, gender expression, gender identity, national origin, marital status, religion, sex, sexual orientation or veteran status. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any College program or activity, including with respect to employment terms and conditions. We embrace diversity and encourage all who are interested to apply”.

HANOVER COLLEGE DIVERSITY, EQUITY, AND INCLUSION STATEMENT:

The students, faculty, staff, and trustees of Hanover College are committed to providing a diverse, equitable, and inclusive campus so that all feel welcome to seek academic, personal, and moral growth within a community that is safe, challenging, and responsive. We embrace diversity in recruiting and retaining students, faculty, and staff of all backgrounds regardless of age, race, color, disability, gender, gender expression, gender identity, national origin, marital status, political viewpoint, religion, sex, sexual orientation or veteran status. We recognize that our definition of diversity must be inclusive, porous in its boundaries and ever evolving, changing as our campus, our society, and our vision of the world changes. It must also create a safe space for the discussion and debate of well-reasoned, thoughtful, and constructive ideas of all kinds. We strive to practice respect, compassion, and understanding for one another, so that all may participate in the open and free exchange of ideas necessary for a meaningful education and a successful democracy.

HANOVER COLLEGE DOCTOR OF PHYSICAL THERAPY ACADEMIC CALENDAR

Hanover College Doctor of Physical Therapy Program

Class of 2024 Academic Calendar

(dates may be subject to change)

Fall Semester – 2022

Virtual orientation	August 16-17, 2022
Semester 1 & Minimester 1.1 begin	August 22, 2022
Holiday: Labor Day	September 5, 2022
Lab Immersion 1.1 (Hanover College & Jeffersonville)	September 29 - October 10, 2022
Minimester 1.1 end	October 14, 2022
Minimester 1.2 begin	October 17, 2022
Holiday: Thanksgiving Break	November 23-25, 2022
Lab Immersion 1.2 (Hanover College & Jeffersonville)	December 1-5, 2022
Semester 1 & Minimester 1.2 end	December 9, 2022

Inter Semester Break

December 11 – January 2, 2023

Spring Semester – 2023

Semester 2 & Minimester 2.1 begin	January 3, 2023
Holiday: MLK	January 16, 2023
Lab Immersion 2.1 (Hanover College & Jeffersonville)	February 11-21, 2023
Semester 2.1 end	February 24, 2023
Semester 2.2 begin	February 27, 2023
Lab Immersion 2.2 (Jeffersonville)	April 8-18, 2023
Semester 2 & Minimester 2.2 end	April 21, 2023

Inter Semester Break

April 23-29, 2023

Summer Semester – 2023

Semester 3 & Minimester 3.1 begin	May 1, 2023
Holiday: Memorial Day	May 29, 2023
Lab Immersion 3.1 (Jeffersonville)	June 10-20, 2023
Minimester 3.1 end	June 23, 2023
Minimester 3.2 begin	June 26, 2023
Holiday: July Fourth	July 4, 2023
Lab Immersion 3.2 (Hanover College & Jeffersonville)	August 7-17, 2023
Semester 3 & Minimester 3.2 end	August 18, 2023

Inter Semester Break

August 20-26, 2023

Fall Semester – 2023

Semester 4 & Minimester 4.1 begin	August 28, 2023
Holiday: Labor Day	September 4, 2023
Clinical Dates: Physical Therapy Practice I	August 28, 2023 - October 20, 2023
Minimester 4.1 end	October 20, 2023
Minimester 4.2 begin	October 23, 2023
Holiday: Thanksgiving Break	November 20-24, 2023
Lab Immersion 4.2 (Jeffersonville)	December 9-14, 2023
Semester 4 & Minimester 4.2 end	December 15, 2023

Inter Semester Break

December 17 – January 1, 2024TM

Spring Semester – 2024

Semester 5 & Minimester 5.1 begin	January 2, 2024
Holiday: MLK	January 15, 2024
Lab Immersion 5.1 (Jeffersonville)	February 10-14, 2024
Minimester 5.1 end	February 23, 2024
Semester 5.2 begin	February 26, 2024
Clinical Dates: Physical Therapy Practice II	February 26, 2024 - April 19, 2024
Semester 5 & Minimester 5.2 end	April 19, 2024

Inter Semester Break

April 21 – April 27, 2024

Summer Semester – 2024

Semester 6 begin	April 29, 2024
Clinical Dates: Physical Therapy Practice III	April 29, 2024 – August 16, 2024
Hanover College Graduation Ceremony (Hanover College)	May 25, 2024
Holiday: Memorial Day	May 27, 2024
Semester 6 end	August 16, 2024
Graduation Date	August 16, 2024

2022/2023 Academic Year - Class of 2024 (dates may be subject to change)

DOCTOR OF PHYSICAL THERAPY PROGRAM REQUIREMENTS

TECHNICAL STANDARDS

1. Physical therapy is a mentally, physically, and psychologically demanding profession. Throughout the DPT curriculum, students acquire the foundation of knowledge, attitudes, skills, and behaviors that are necessary for a successful career as a physical therapist. Technical standards reflect those abilities that a physical therapist must possess for safe and effective clinical practice. **Prospective and current students must meet the following technical requirements with or without reasonable accommodation for admission, progression, and graduation from the DPT Program.**
 - a. **General Abilities:** The student is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All data received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.
 - b. **Observational Ability:** Observation requires the functional use of vision, hearing, somatic sensations, and the use of common sense. Candidates must have visual perception, which includes depth and acuity. A student must be able to observe lectures, laboratory-dissected prosections, and lecture and laboratory demonstrations. The student must be able to observe a patient accurately, observe digital and waveform readings and other graphic images to determine a patient's condition. Candidates must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Examples in which these observational skills are required include palpation of peripheral pulses; soft tissue changes, bony prominences and ligamentous structures; visual and tactile evaluation for areas of inflammation; and visual and tactile assessment of the presence and degree of edema. A student must be able to observe a patient accurately at a distance and nearby, noting non-verbal as well as verbal signals.
 - c. **Communication Ability:** Communication includes speech, language, reading, writing and computer literacy. Students must be able to communicate effectively and sensitively and convey a sense of compassion and empathy with patients to elicit information regarding mood and activities, as well as to perceive nonverbal communications. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the health care team. Students must be able to complete forms according to directions in a complete and timely fashion.

- d. **Interpersonal Abilities:** The student is expected to have the emotional stability required to exercise sound judgment and complete assessment and intervention activities. The student is expected to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. The student is expected to have the flexibility to function effectively under stress. Concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.
- e. **Motor/Psychomotor Ability:** Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, tapping, and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as positioning large or immobile patients, gait training using therapeutic aids and orthotics, positioning, and performing manual mobilization techniques, performing nonsurgical wound debridement, and placing electromyographic electrodes. Candidates must have the physical strength to perform cardiopulmonary resuscitation and emergency treatment to patients. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.
- f. **Intellectual – Conceptual Integrative and Quantitative Analysis Abilities:** To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate, and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient’s history, physical examination, and laboratory data; provide a reasoned explanation for likely therapy; and recall and retain information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans is essential. In addition, students must be able to comprehend three-dimensional relationships and to understand spatial relationships of structures. Students must have the ability to use computers for searching, recording, storing, retrieving, and communicating information.
- g. **Behavioral/Social Attributes and Professionalism:** Students must possess the psychological ability required for the full utilization of their intellectual abilities; for the exercise of good judgment; for the prompt completion of all responsibilities inherent to diagnosis and care of patients; and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior.

2. Specifically, students must be able to:

- a. Attend and participate in online and onsite classes for 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities.
- b. Use auditory, tactile, and visual senses to receive and participate in classroom, laboratory, and clinical instruction and to evaluate and treat patients.
- c. Read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
- d. Complete readings, assignments, and other learning activities during and outside of class hours.
- e. Apply critical thinking processes to their work in the classroom and the clinic.
- f. Exercise sound judgment in class and in the clinic.
- g. Participate in clinical education experiences, which typically require students to be present 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
- h. Recognize, gather, and synthesize critical pieces of information for clinical reasoning and decision-making during patient assessment activities in class or in the clinical setting without the use of an intermediary (classmate, aide, etc.).
- i. Perform physical therapy interventions in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
- j. Sit for two to 10 hours daily, stand for two to four hours daily, and walk or travel for two hours daily during instructional activities. In clinical situations, alternately sit, stand, and walk for up to 10 hours daily.
- k. Frequently lift weights less than 10 pounds and occasionally lift weights between 10 and 100 pounds.
- l. Occasionally carry up to 25 pounds while walking up to 50 feet.
- m. Frequently exert 75 pounds of push/pull forces to objects up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.
- n. Frequently twist, bend, and stoop.
- o. Occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.

- p. Frequently move from place-to-place and position-to-position at a speed that permits safe handling of classmates and patients.
 - q. Frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
 - r. Occasionally climb stairs and negotiate uneven terrain.
 - s. Frequently use the hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
 - t. Frequently coordinate verbal and manual activities with gross motor activities.
3. It is the responsibility of the applicant to notify the program in writing if the applicant cannot meet one or more of these technical requirements. Medical documentation must be provided describing the inability to meet one or more of the requirements.
 4. The Doctor of Physical Therapy Program works closely with the Hanover College Office of Accessibility Services to serve the needs of students with disabilities. (For more detailed information see the later section for Student Support Services and Services for Students with Disabilities). Reasonable accommodation refers to ways in which the College can assist students with disabilities to accomplish learning activities (e.g., providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from completing certain tasks. The Doctor of Physical Therapy Program will provide the applicant with their findings, recommendations, and/or decision in writing.
 5. Applicants who cannot complete these tasks, even with reasonable accommodation, are not eligible for admission. Any previously made offer of admission may be withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, or that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others.
 6. The Americans with Disabilities Act: Applying Performance and Conduct Standards to Employees with Disabilities
<https://www.eeoc.gov/facts/performanceconduct.html#application>
states that "An employee with a disability must meet the same production standards, whether quantitative or qualitative, as a non-disabled employee in the same job. Lowering or changing a production standard because an employee cannot meet it due to a disability is not considered a reasonable accommodation. However, a reasonable accommodation may be required to assist an employee in meeting a specific production standard." Therefore, all DPT students are required to meet the industry standard for productivity in clinical education courses, and so additional time on skills checks, practical examinations, or in clinic will not be considered reasonable accommodations.

COMPUTER REQUIREMENTS

1. Students are required to have a laptop computer and a mobile device that meet the following specifications.
2. Laptop Computer. Laptop computers, with Windows or Apple/Macintosh operating systems, are acceptable. The following is a list of minimum requirements:

	Windows	Mac
Processor	i5 or faster	i5 or faster
Display	13-inch display (or larger recommended)	13-inch display (or larger recommended)
Hardware	Webcam capabilities required	Webcam capabilities required
Operating System	Windows 10 or higher	Apple OS 10.9 or higher
RAM	8GB (or larger)	8GB (or larger)
Hard Drive	256GB (or larger)	256GB (or larger)
Networking	Wireless: 802.11g (or higher)	Wireless: 802.11g (or higher)
Carrying Case	Quality case suggested for your Protection	Quality case suggested for your protection
Warranty	3 Yr. Limited Warranty with Next Business Day On-Site Service is suggested	AppleCare Protection Plan for up to 3 years is suggested
Flash Drive	32GB (or larger) USB Flash Drive	32GB (or larger) USB Flash Drive
Software	Microsoft Office 365 (Available for free download from Hanover College student email account.)	Microsoft Office 365 (Available for free download from Hanover College student email account.)
	Anti-Virus & Malware Software	Anti-Virus & Malware Software
	Acrobat Reader Other computer software/ applications required by the program	Acrobat Reader Other computer software/ applications required by the program

3. Mobile Device. Android and Apple products are acceptable and must have mobile broadband capabilities. Please see below for example products.
 - a. Android - Example products include phones and tablets from Acer, ASUS, Google, HTC, and Samsung. Android operating system version 6.0 or newer required.
 - b. Apple - Example products include the iPhone and iPad of various generations. Apple operating system version 9.0 or newer required.

- c. Microsoft - Products such as Surface, Surface Pro, and Lumia devices are NOT supported as multiple software applications required for the program are not currently compatible with Windows operating systems.
4. Notes:
- a. Students are required to have the laptop computer and mobile device in their possession at the time of the DPT Program Orientation.
 - b. Software is required that enables viewing and editing frequently used file types, including Microsoft files (Word, PowerPoint, and Excel) and portable document files (PDFs). Even while using the most compatible applications, some software and applications may not be fully compatible with all hardware and across all platforms. For example, Adobe Flash files may not run on some Apple and Android operating systems. In these situations where incompatibility results, it is the student's responsibility to view any required files utilizing compatible hardware. All assessments, with the exception of certain lab exams, contributing to >5% of the final course grade will be administered via a secure-testing computer software. Students will download and register secure-testing software to their personal laptop computers during the onsite orientation. Tablets and mobile devices cannot be used for computer-based testing.
 - c. A variety of mobile device applications are required for use throughout the program.
 - d. Mobile broadband capability for the mobile device is suggested to provide an internet connection when a local wireless network is not available.

CRIMINAL BACKGROUND CHECKS, REGISTRY CHECKS & DRUG TESTING

1. Individuals working in health care facilities often must consent to and be cleared to work through criminal background investigations and/or drug screenings. Additionally, this is a common policy/requirement for physical therapy licensing boards and many corporate and individual physical therapy clinics.
2. Students are required to complete an approved criminal background check prior to formal enrollment or matriculation into the program.
3. Additional criminal background checks, registry checks, and/or drug testing may be required prior to clinical education experiences.

HEALTH INSURANCE

1. Students are responsible for maintaining personal health insurance coverage during their entire tenure in the academic program.
2. To ensure 100% compliance with this extremely important requirement (see Point 6 below), the program relies on “opt out” rather than “opt in” procedures.
3. Students are automatically enrolled in Hanover College’s student health insurance program, which offers national coverage. The cost of a full year’s coverage of the student health insurance will be included in the first billing at the beginning of the first semester.
4. Students cannot opt out of the College-provided student health insurance program once enrolled, as they will pay in full during the first semester.
5. Students who do opt out of the College-provided health insurance program must continue to provide verification of alternative, in-force, personal health insurance in each successive year of enrollment.
6. All clinical experiences/internships require health and immunization information prior to the clinical rotation. Students should also have a copy of the form with them on the first day of the rotation. Please note that students without health insurance cannot participate in patient contact activities both in the didactic and clinical phase, and therefore cannot successfully complete the program.

IMMUNIZATION AND HEALTH REQUIREMENTS

1. Prior to entering the Hanover College DPT Program, students must submit proof of health insurance, the results of a physical examination, and updated information on immunizations. Health and immunization forms require completion and signature by a licensed healthcare provider. A suggested reference is the ACIP Vaccine Recommendations and Guidelines: Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC).
2. Specific related requirements include proof of:
 - a. Personal health insurance throughout the entire program.
 - b. Satisfactory and current physical examination.
 - c. Tuberculosis (TB) two-step testing through one of the following: Tuberculin Skin Test (TST), Quantiferon-Gold Blood Test (QTBG), or documentation from a healthcare provider assessing tuberculosis status with a copy of any diagnostic reports.

- d. Hepatitis B vaccine series (3 doses) OR immunity by titer.
 - e. MMR vaccine (2 doses) OR immunity by titer.
 - f. Varicella history, vaccination (2 doses) OR immunity by titer.
 - g. Influenza vaccine (required annually during influenza season: October through May).
 - h. Tetanus, Diphtheria, & Pertussis (Tdap) vaccine within the last 10 years.
3. Prior to entering the clinical phase (year 2) of the program, students must update their immunization and health certificate and provide proof of:
 - a. Updated annual Tuberculosis (TB) testing.
 - b. Influenza vaccine (required annually during influenza season: October through May).
 - c. Current personal health insurance throughout the clinical year.
 4. For more information about immunization of Health Care Workers, go to <http://www.cdc.gov/mmwr/>

PROFESSIONAL LIABILITY INSURANCE

1. All members of the faculty-student-clinical faculty team must be mutually indemnified. Students enrolled in the DPT Program are covered by professional liability insurance in the amount of at least two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) in the aggregate.
2. Hanover College faculty, adjuncts, teaching assistants, and associated faculty are covered for malpractice by the terms of their employment while performing job responsibilities related to their role at Hanover College.

PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS

As stated in our mission, the Hanover College DPT Program strives to empower students to live purposeful lives with a personal commitment to academic excellence, a quest for life-long inquiry, the promotion of innovation, and meaningful service to improve the health of society. This mission speaks to our commitment to empower students to be future leaders for the physical therapy profession, leaders who understand their obligation for active membership and involvement in physical therapy professional organizations.

1. The American Physical Therapy Association (APTA) is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to many benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (required for many course assignments) and online access to research resources with many full text articles that may not be available through the College databases. The student will gain automatic membership in the Student Assembly, which functions as a forum for future Physical Therapists and Physical Therapist Assistants. The National Student Conclave also provides the student with access to the latest trends and issues in the profession. Membership applications and information occurs during the DPT Program new student orientation. Information can be found on the Internet at <http://www.APTA.org> or at <http://www.apta.org/CurrentStudents/>.
2. All DPT Program students are required to become student members of the American Physical Therapy Association (APTA) and their respective State Chapter. Membership must be maintained throughout the duration of the program. This membership is at the student's own expense and is purchased during pre-orientation. The Director of Student Affairs tracks student membership annually. Failure to meet this or any other program requirements may result in dismissal from the program. These memberships will provide students with numerous opportunities for involvement in local, state, and national physical therapy organizations.

BASIC LIFE SUPPORT CERTIFICATION

As a student health provider, students are required to obtain certification in Basic Life Support (BLS). Designed specifically for healthcare professionals and first responders, BLS courses deliver information and skills training on:

- Scene Safety & Assessment
- CPR/AED Use for Adults, Children, and Infants
- Obstructed Airways
- Critical Thinking, Problem Solving, Communication and Teamwork
- The Emergency Medical Services System
- Legal Considerations
- Precautions

ADMISSIONS CRITERIA, PREREQUISITES, & APPLICATION PROCESS

ADMISSION REQUIREMENTS

The DPT Program is designed for qualified individuals who wish to further their academic studies in the field of physical therapy. The program specifically targets traditional and nontraditional students with the demonstrated potential to navigate the academic rigors of an accelerated, hybrid model DPT curriculum. Students accepted into the DPT Program must meet the following criteria:

1. Complete a baccalaureate degree from a regionally accredited institution prior to classes beginning. Admission may be granted pending completion of the degree.
2. Complete all required prerequisite courses with a minimum cumulative grade point average (GPA) and prerequisite course GPA of 3.00 or greater on a 4.00 scale.
 - a. Grades below “C-” in prerequisite courses will not be accepted.
 - b. If a prerequisite course is repeated, the credit hours assigned to the course may be counted only once in fulfilling the required number of hours. The prerequisite GPA will be determined using the highest course grade recorded on the transcript; however, both grades, if recorded on the transcript, will be calculated into the cumulative GPA.
 - c. If the cumulative GPA is less than 3.00 on a 4.00 scale, an applicant may still be eligible for admission if a cumulative GPA of 3.50 or greater has been achieved over the last 60 semester or 90 quarter-hour credits of coursework.
3. Complete prerequisite coursework consisting of:
 - Biology with laboratory recommended, but not required (6 semester hours/8 quarter hours)
 - Chemistry with laboratory (8 semester hours/12 quarter hours)
 - General Physics with laboratory (8 semester hours/12 quarter hours)
 - Human Anatomy and Physiology with laboratory (8 semester hours/12 quarter hours) *
 - Statistics (3 semester hours/4 quarter hours)
 - Any Psychology (3 semester hours/4 quarter hours)
 - Abnormal or Developmental Psychology (3 semester hours/4 quarter hours)
 - English Composition or Writing (3 semester hours/4 quarter hours)

* Applicants must have completed Anatomy and Physiology courses within the last 5 years prior to application or demonstrate ongoing work experiences that have kept this knowledge current (e.g. physical therapist assistant, athletic trainer, etc.). All other letter-graded prerequisite coursework is acceptable no matter when the coursework was

completed. However, we strongly recommend that applicants take refresher courses as needed to fully prepare themselves for the accelerated DPT Program.

4. Submission of two (2) letters of recommendation: one from a licensed physical therapist and one from someone of the applicant's choice. References cannot consist of family, friends, clergy, or politicians.
5. Completion of a minimum of fifty-hours (50) of volunteer or work experience with a licensed physical therapist is recommended, but not required.
6. For all applicants for whom English is not their first language, or those who have completed a degree and prerequisite courses in a foreign country, demonstration of English language proficiency is required through completion of the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the last 5 years. The minimum preferred TOEFL scores are internet based > or = 80, computer based > or = 213, paper-based test > or = 550. The minimum preferred IELTS is 6.5.
7. Successful completion of an admission interview. Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials.
8. Ability to fulfill the Technical Standards for Physical Therapists as identified.
9. Submit the required seat deposit payment by the designated deadline, as identified in the contingent offer of admission letter. Requests for short term extensions for seat deposits should be submitted to the Director of Admissions and will be considered on a case-by-case basis. The seat deposit will be credited towards the first semester tuition and fees.
10. Complete an approved Background Check and Drug Screening prior to matriculation.
 - a. Criminal background checks and drug testing are becoming mandatory at medical institutions as a requirement of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Individuals working in health care facilities often must consent to and be cleared to work through criminal background investigations and/or drug screenings. This is also a common policy/requirement in many physical therapy corporate entities and individual clinics.
 - b. The Hanover DPT Program requires all students to complete a criminal background check prior to formal enrollment or matriculation into the DPT Program. An additional background check and/or drug test may be required prior to beginning clinical experiences in year two of the program. Applicants should be aware that a prior criminal background could restrict the ability to obtain professional state licensure. Acceptance into the DPT Program does not imply or guarantee that a student will be able to obtain such licensure.

APPLICATION PROCESS

1. The Hanover College DPT receives applications for admission exclusively through PTCAS. Application instructions can be found on the Hanover College DPT Program website. The deadline for submitting completed applications for admission is published on the DPT Program website for each class.
2. Hanover College seeks to make available all online programs/courses to residents of Indiana and other states, and to allow completion of required clinical experiences in those states. We work through the State Authorization Reciprocity Agreement (SARA) process and with states directly to ensure that when authorization or licensure is necessary, required approvals are secured. Indiana is a member of SARA and Hanover College is an approved SARA institution. As such, we adhere to a set of national standards for interstate offering of post-secondary distance education courses and programs. SARA also covers all interstate placements in clinical situations among SARA member states, no matter the nature of the main program. However, not all states are SARA members. While we do monitor the laws in each state, authorization of distance education is a dynamic environment and prospective students should check this site often for updates. Please visit <http://www.nc-sara.org/sara-states-institutions> for current information for authorization information for all states. It is the student's responsibility to understand current circumstances or special requirements in their state of residence.
3. When applying for admission, Hanover receives applications exclusively through PTCAS. In addition to the online application, applicants also submit the supplemental materials below. (Please note: Hanover will review application based on unofficial documents. Applicants offered admission are required to submit official documents in order to be eligible to enroll.):
 - a. Transcripts: All applicants must have official transcripts sent directly to Hanover College from each college and university attended.
 - b. Letters of Recommendations: Each evaluator will be able to submit the letters of reference electronically, via a secure link that will be sent to them directly. Each evaluator providing a reference will be contacted using an email address provided in MyHanover by the applicant.
 - c. Application Fee: The application fee is \$50 and is non-refundable.
 - d. Test of English as a Foreign Language (TOEFL): International students are required to submit official TOEFL scores to be considered for admission. For international applicants who earned a degree from an institution whose language of instruction is English, and those who earned a degree from an institution within the United States, the TOEFL requirement is waived.

APPLICATION REVIEW

1. The DPT Admissions Committee and faculty will review completed applications (i.e., application and all supporting materials received) in the order of receipt on a rolling basis.
2. Applicants are evaluated based on Cumulative GPA, Prerequisite GPA, References, and Personal Essay. Other factors considered, but not required, include Relevant Work Experience and/or Observation Hours and Prior Military Experience. The DPT admissions committee will grant admission interviews by invitation only.
 - a. Interview process: The DPT Admissions Coordinator will coordinate interviews for all selected applicants. All interviews will be conducted using a web-based video platform. Applicants will video-record and upload their responses to interview questions in real-time for review by the DPT Admissions Committee.
 - b. Selection Process: The DPT Admissions Committee and faculty will accept students into the program based on a holistic evaluation of their application, supportive documents, and interview. All applicants will be notified by email and/or mail regarding final selection decisions.
 - c. The DPT Admissions Committee will use a combination of academic performance, personal references, essays, and interviews to ensure nondiscrimination and equal opportunity for all applicants.
3. Hanover graduates who seek admission into the DPT Program can apply before October 31st for an early application review of their application. Applicants will be ranked based on academic performance and interview scores. Top candidates who meet the DPT Program admissions requirements will be offered a seat. Applicants who are not offered a seat in the reservation pool will default into the general applicant pool and will be reviewed at a later date.

ACADEMIC PROGRESSION AND INFORMATION

CREDIT HOUR POLICY

Doctorate of Physical Therapy (DPT) Credit Hour Policy

The DPT Program has a trimester schedule (three, 16-week semesters). In alignment with graduate education, Hanover College has adopted the use of “credit hours” for the DPT Program. A credit hour is an amount of work represented in the intended learning outcomes and verified by the evidence of student achievement. Hanover College defines one credit hour equal to (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work over a 16-week semester or (2) an equivalent amount of work over an 8-week semester (called a “mini-mester”).

In a term less than 16 weeks, courses shall contain the same contact hours, preparation time, content, and requirements as the same course offered over a 16-week semester. Faculty review course content, required assignments including online discussion forums, viewing of recorded lectures, synchronous sessions, asynchronous learning activities, and other course assignments to assure that students are meeting the course contact hour requirements.

The DPT program uses a variation of the traditional Carnegie method used to calculate credit hours. In the DPT Program, one lecture credit hour equals 12 contact hours of instruction, and one credit of lab equals 20 contact hours of lab instruction. Students are required to complete a total 127 credit hours including 31 weeks of clinical education to successfully complete the Doctor of Physical Therapy degree.

The DPT faculty have a general expectation that students will complete a minimum of two hours of out-of-class work (reading, studying, completing class assignments) for every hour of lecture, also defined as Direct Contact Hours (DCH).

Calculation of credit hours for DCH of instruction consists of the following:

1. Time spent in live instruction for synchronous instructor-led online course time (direct lecture, question/answer, quizzes, polling software).
2. Run time for required media delivery of course content (webinars, prerecorded videos and lectures, podcasts, etc.)
3. Time spent in asynchronous learning activities (participation in discussion boards, individual and group assignments, and student-teacher and student-student interactions)
4. Credit hours for clinical education are based on the number of full-time supervised instructional hours in the clinic. An 8-credit hour clinical experience is 320 lab contact hours (8 weeks x 40 hours/week = 320 lab contact hours).

Because the DPT program will be using an accelerated (8 week mini-mester) timetable, the equivalent of 13-18 of DCH will be completed by students weekly. This time will be less during full-time clinical education experiences (2-4 hours).

For the lab component of the course, time spent in lab immersions are named lab hours. DPT faculty estimate 0.5-1 hours of out of class time for every hour in lab, which is consistent with the Carnegie method for lab. The lab format is a blend of instruction, discussion, practice, and testing. During each 8-hour lab immersion day, 3-4 hours consists of face-to-face instruction with remaining time allocated for practice, non-graded, and graded assessments. So, for every day of lab immersion, students can expect to devote 1.5 -2 hours/day for lab preparation (reading, studying, review, and practice).

STUDENT ASSESSMENTS

1. Student Assessments. The DPT Program uses a variety of evaluation processes to assess student learning and performance outcomes across the curriculum.
 - a. **Quizzes/Examinations:** Faculty members will incorporate written quizzes or examinations at opportune times during the course and at a minimum one time during the semester. These evaluation instruments typically consist of a variety of multiple-choice, true/false, matching, short answer, and essay questions to assess the depth and breadth of student knowledge. Examinations are designed as high-stakes student assessments that will comprise a significant portion of each student's course grade. This testing environment is specifically geared toward assessing student comprehension, determining student readiness for clinical education experiences, and preparing graduates for national licensure examination. Examinations and quizzes are typically conducted online.
 - b. **Practical Examinations and Competency Skills Checks** are high-stakes assessments used during patient management courses to assess psychomotor skill development. Practical examinations are used to assess the student's application of knowledge, psychomotor skills related to examination and treatment techniques, and clinical reasoning and decision-making during simulated patient management scenarios. Competency skills checks are graded assessments of the student's ability to perform specific examination and/or treatment techniques for a body region or simulated patient presentation. These assessments include the required demonstration of appropriate professional behaviors and safety awareness during the activity.
 - c. **Online forum discussions** are used periodically in didactic courses. Students contribute to online discussions using original posts and response posts to faculty/classmate questions. Online discussions will seek knowledge of content, critical thinking, and general attitude, professionalism, netiquette, writing style.
 - d. **Integrated Clinical Observations** require learning activities for several patient management courses. These learning activities require students to observe a patient evaluation and treatment session in a local physical therapy clinic. Students are responsible for finding a suitable clinic for these activities; however, faculty members

and staff will assist the student in finding a suitable clinic whenever necessary.

- e. Additionally, faculty members use a variety of **video-based and written assignments, projects, and presentations** as graded individual and group learning activities within their courses. These assignments may include critical (evidence-based) reviews of the literature, health promotion/educational projects, professional development projects, roleplaying exercises, and video uploads of examination and treatment skill demonstrations. Students will upload to the LMS for grading many of these written and video-based assignments.
- f. In addition to course-specific evaluations, **students perform self-assessment and peer- assessment activities** during Professional Competencies courses within the curriculum. These assessments develop essential skills as a mindful, reflective practitioner. Students discuss these assessments with faculty advisors and jointly develop action plans to address identified weaknesses and facilitate professional development.
 - i. Clinical faculty will use the Physical Therapist Clinical Internship Evaluation Tool (PT CIET), developed by The University of Pittsburgh, to formally assess student performance during clinical education experiences. This instrument also facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development. It is now available online. All students and Clinical Instructors (CIs) must complete the CIET Web training through the Webinar Platform Course. This will allow the student to access the instrument once a CI is registered by the college as a clinical instructor using the CIET.
 - ii. The DCE will provide CCCEs, CIs and students with instructions for accessing CIET Web training and utilizing the Tool and validation study. The DCE will answer questions related to student assessment using the CIET.
- g. Clinical faculty will use the Clinical Internship Evaluation Tool (CIET) to formally assess student performance during clinical education experiences. This instrument also facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development. All students and Clinical Instructors (CIs) must complete webinar CIET training. Training will be coordinated by the DPT Program's DCE. Questions related to the CIET should be directed to the DCE.

ACADEMIC DISHONESTY POLICY

The Hanover College Academic Dishonesty Policy must be observed during all student assessments (face-to-face interactions and online learning mediums)

1. An academic dishonesty act is defined as “any action with the intent to deceive in order to gain an unfair advantage.” Such actions as the following are academically dishonest:
 - i. the use by a student of material from published or unpublished sources without acknowledging the source(s).
 - ii. submitting to a course, without acknowledgment, a paper that has been written in whole or in part by another person;
 - iii. copying answers written by another student for a quiz, examination, or other assignment;
 - iv. “collaborative” efforts in which students write together papers or portions of papers or other assignments and submit them to instructors without acknowledging that collaboration;
 - v. the submission of the same paper, or substantially the same paper, by a student to two different courses without prior consultation with the instructors involved;
 - vi. the falsification of documentation for any class assignment;
 - vii. any other procedure which involves the intent to deceive in order to obtain an unfair advantage, including the knowing and willing assistance of others in the practice of academically dishonest procedures.

2. DPT Process and Penalties
 - i. If a student submits an assignment that is a result of an academically dishonest procedure, the student shall receive a “0” for the assignment.
 - ii. The instructor should not assess a penalty for an academically dishonest procedure until he or she has made a thorough investigation of the matter, found proof of the violation and, if possible, conferred with the student(s) in question.
 - iii. The instructor should notify the Director of Student Affairs in writing of the academic dishonesty violation, action taken, and student(s) involved.
 - iv. The Director of Student Affairs will contact the student to inform them of having received notice of an academic dishonesty violation from the instructor. Official notification to the student occurs in writing and stored in the student’s record. If requested, students can speak with a counselor.
 - v. If a student commits a second offense of the academic dishonesty policy, a grade of F will be given for the course in which that violation occurred, and the student will be dismissed from the program.

COURSE GRADING SYSTEM

The Grading System

Course grading is posted within the Learning Management System. Faculty members will post final grade reports to MyHanover and in accordance with established Hanover College timelines.

1. Academic Course Grading:

- a. The course faculty/instructor determines the grades for each course with specific requirements defined within the course syllabus. Evaluation methods assess student achievement of specific educational learning objectives, and in a broader sense, their communication skills, and professional behaviors. The means by which a final grade is computed may include, but are not limited to, written examinations, practical examinations, skill checks, oral presentations, written assignments, laboratory exercises, online class participation, clinical participation, and clinical performance.
- b. All academic courses are graded according to the scale below. Where objective testing is used, scores and grades are correlated as follows:

Grade	Quality Points	Range
A	4.00	90.00- 100
B	3.00	80.00- 89.99
C	2.00	70.00- 79.99
F	0.00	69.99 and below
S/U	***	Satisfactory/Unsatisfactory
I	***	Incomplete

*** coursework does not factor into the cumulative grade point average

2. Clinical education courses are graded according to scale below:

S/U	***	Satisfactory /Unsatisfactory
I	***	Incomplete

*** coursework does not factor into the cumulative grade point average

3. Other:

- a. Final course grades are calculated to two decimal points.
- b. Students are required to achieve a final grade of “C” or higher (i.e., $\geq 70.00\%$) for all academic courses. It is the responsibility of any student who is underperforming to seek the assistance of the course instructor and his/her advisor.

- c. Upon student request and with the permission of the Registrar, incompletes can be given at the discretion of an instructor to any student who does not complete all academic or clinical education course requirements. It is the student's responsibility to coordinate with the appropriate faculty member and complete all remaining course work.
- d. For the final course grade, the student has twenty-four (24) hours from grade posting to initiate the appeal process within the DPT Program as outlined below.

Skills Check and Examination Rubric

Skills checks and lab practical examinations are designed to assess the students' ability to perform "hands-on" skills throughout the program. These assessments require students to demonstrate the psychomotor skills required of the treatment/examination, as well as appropriate professional behaviors and safety awareness for any given situation. Every skills check or lab practical examination will have safety and professional behaviors standards that students must pass during the skills check and lab practical examinations. Any demonstration of unsafe, unprofessional, or unethical behavior during the skills check will result in an automatic failure regardless of overall score. If the student fails the skills check due to unsatisfactory performance or behavior, they will remediate as outlined in the remediation policy. Depending on specific student performance, remediation may range from a full re-test to re-testing specific components to coaching and correcting. Any student who is unsuccessful with remediation per policy will fail the course and can receive a grade of no higher than 69% (F) for the course.

The following safety elements and professional behaviors will be incorporated into course-specific psychomotor assessments (*e.g., competency skills checks and lab practicals*) as appropriate for individual course content and assessment strategy. The critical test elements are outlined below. These will be **bolded** and noted with an asterisk (*) and reference the specific behavior standard (*e.g., *Safety 1*) in course-specific rubrics:

Safety: PASS / FAIL

1. Demonstrates patient and therapist safety as outlined above and based on the assessed course-specific skill(s)
2. Recognizes "red flag" signs and/or symptoms and demonstrates clinical reasoning by appropriately identifying the need for referral or consultation
3. Demonstrates awareness of contraindications and precautions of patient intervention
4. Recognizes physiological and psychological changes in patient scenarios and demonstrates clinical reasoning (*e.g., problem-solving and critical thinking skills*) by adjusting patient interactions or interventions accordingly
5. Other safety elements

Professionalism: PASS / FAIL

1. Communication skills (appropriate word choice)
2. Demonstrates professional rapport
3. Gives clear instruction at a level that maintains patient safety
4. Responds professionally (verbal and nonverbal) to constructive feedback
5. Other professionalism elements

The above is not an exhaustive list and the student may earn a failing grade for any gross professionalism or safety issue. It is at the discretion of the primary course instructor to determine when a student fails for any gross professionalism or safety issue.

The following is an example of how this might be incorporated into a course-specific rubric:

Primary Technique: Manual Therapy		
Item Score	Technique	Comments
	<ul style="list-style-type: none">• (*SAFETY 3) Student correctly states contraindications and precautions for mobilization or manipulation (P/F)• Selects correct mob/manip and explains rationale (2 pts)• Correctly positions patient on treatment table (1 pt)• Correctly positions self for technique (1 pt)• Communicates with patient during set-up and technique (1 pt)• Utilizes appropriate direction of force and amount of force for technique (2 pts)• Utilizes appropriate body mechanics during technique (2 pts)• Uses re-test after technique (1 pt)	

Final Grade Appeals/Challenges

1. The appeal process will be exclusively recognized for final course grades.
2. The student has twenty-four (24) hours after the posting of the final course grade to notify the Director of Student Affairs of a final course grade appeal. The Director of Student Affairs will advise the student of the appeal process described below.
3. The first stage of the appeal should be directed to the primary course instructor, with whom it is expected that most cases will be resolved. During this conference, the student and instructor can review the procedure by which the evaluation was conducted and the basis upon which the final grade was determined.

4. When the primary course instructor agrees that an error in computation or judgment has been made, the primary course instructor should complete and submit to the Registrar a Change of Grade form. The Registrar will amend the original course grade in the student record.
5. If the conference with the primary course instructor does not satisfy the student, within 24 hours after meeting with the primary course instructor, the student may submit to the Director of Student Affairs a written appeal of the course grade on the grounds of error in calculation or judgment.
6. The Director of Student Affairs will convene a meeting of the DPT Program Academic Standing and Progression Committee to review the appeal from the student.
7. The Committee will forward to the Program Director its decision regarding the appeal. The decision of the DPT Program Academic Standing and Progression Committee is final and cannot be appealed by the student or primary faculty member.
8. The Program Director will notify the student and primary faculty member via email and in writing of the Academic Standing and Progression Committee's decision. If the matter results in a grade change, the Program Director will notify the Registrar of the grade change and the Vice President of Academic Affairs of the student outcome.

Incomplete Grades ("I")

1. Grades of "I" are utilized only for circumstances beyond the student's control that have prevented them from completing the work such as a personal medical problem or disabling family situation, pandemic-related illnesses, or in special circumstances when remediation is required.
2. Grades of 'I' must be requested by the student to the course instructor. The student meets with the course instructor to complete the Incomplete Request Form and the Incomplete Contract. It is the responsibility of the student to coordinate with the course instructor completion of all remaining coursework.
 - a. The Incomplete Request Form initiates the process for the "I" grade.
 - b. The Incomplete Contract outlines the learning objectives, resources, date of completion, and evidence of accomplished objectives for successful completion to change the "I" grade.
3. The student submits the Incomplete Request Form to the course instructor for approval. The course instructor submits the Incomplete Request Form to the Chair of the Academic Standing Progression Committee and Registrar/Associate Director for Graduate Studies for review and signature.

4. The student submits the Incomplete Contract to the Course Instructor. The course instructor submits the Incomplete Contract to the Director of Student Affairs for review and signature.
 - a. The Academic Standing and Progression Committee Approves or Denies the request.
 - i. Approved: The program (or course instructor) offers an agreed-upon date for the student to travel to Hanover College to complete remediation. At least one core faculty will attend the remediation in person with the student while they complete the skills. The remediated practical/skill will be recorded and/or the course instructor will view the student's performance remotely.
 1. If approved, an Incomplete authorizes the instructor to file a temporary grade of "I" for the student at the end of the term.
 - ii. Denied: The Program Director may order dismissal of the student.
5. To remove an "I," a student must complete the course work no later than the end of the eighth week of the semester immediately following the one in which the "I" was given (or a shorter time based on the discretion of the instructor). At the end of the time specified for the completion of the work, the instructor will evaluate the work that has been done and submit an appropriate course grade to the Registrar/Associate Director for Graduate Studies, who shall enter it in the student's record in place of the "I."
6. Because of the sequential nature of the curriculum, the time limit may be extended, and the Registrar/Associate Director for Graduate Studies will be notified. In rare circumstances, at the discretion of the instructor in consultation with the Program Director, the time limit may extend up to one year following the end of a course session in which the "I" was given.
7. If the student fails to complete the work in the time specified, the "I" will automatically convert to an "F."

ASSESSMENT: REMEDIATION AND RETESTING

1. Written Examinations: Students have only one opportunity to take written examinations within academic courses. Remediation and re-testing are not offered for failed written examinations.
2. Practical Examinations and Competency Skills Checks: Because of the nature of physical therapy practice, variability in the remediation and re-testing policy between *different* practical examinations and competency skills checks is needed. Each course with an associated lab immersion will have a posted list of critical test elements (safety, professional, or otherwise specified) that must be achieved prior to the end of the course.
 - a. At the course level:

At the course level, the primary course instructor is responsible for identifying and making available to students a list of critical test elements (safety, professional, or otherwise specified). In addition, the primary course instructor will separate the lab practical into distinct components, when appropriate, and clearly indicate which component(s) contains critical test elements.

- i. A student must remediate and re-test any component that contains a critical test element that is not passed (safety, professional, or otherwise specified).
 - a. When a student does not achieve the minimum score for the lab practical or competency skills check they will be provided with the opportunity for two additional attempts on individual component(s) to demonstrate competency on the critical test element. However, regardless of the score achieved on the retake, the student may only earn 75% of the points allocated to that component of the lab practical or competency skills check.
 - b. If the student does not achieve a passing score on the third attempt of any component with a critical test element (safety, professional, or otherwise specified), the student's performance is shared by the Primary Course Instructor with the Director of Student Affairs and the Academic Progressions Committee and the Program level procedures outlined below are followed.
 - c. If a student does not achieve a minimum score of 75% of the points on any component with a critical test element by the third attempt, the highest grade they can earn in the course is a 69%.

- ii. For any course with a lab immersion, a student must achieve a minimum score of 75% on the overall lab practical or competency skills check.
 - a. When a student does not achieve the minimum score for the lab practical or competency skills check they will be provided with up to three attempts to demonstrate competency on individual component(s) not previously passed up to two times to achieve the 75% score. However, regardless of the score achieved on the retake, the student may only earn 75% of the points allocated to the overall lab practical or competency skills check. *Students cannot re-test components which they have scored above a 75% on to bring up the overall grade.
 - b. If the student does not achieve an overall passing score following the second re-test of all applicable components (safety, professional, or otherwise specified), then that student's performance is shared with the Director of Student Affairs and the Academic Progressions Committee and the Program level procedures outlined below are followed.
 - c. If a student does not achieve a minimum score of 75% of the points allocated to the overall lab practical or competency skills check after retesting 3 attempts on all components below a 75%,

the highest grade they can earn in the course is a 69%.

- iii. Any student who is required to retake a component of a lab practical or competency skills check will be provided with a remediation period that includes an explanation of how a perfect score could have been achieved on their initial test and then at least 15 minutes of independent reflection/review/preparation time.

b. At the program level:

- i. Students are tracked each time they require a third attempt to demonstrate competency of a component on a competency skills check or lab practical.
- ii. The primary course instructor is responsible for reporting any student who requires a third attempt to demonstrate competency on a component of a competency skills check or lab practical directly to the Director of Student Affairs.
- iii. The Director of Student Affairs will track and maintain a record of each time a student requires a third attempt on any portion of a competency skills check or lab practical to meet the minimum expectations.
- iv. Any student that requires a third attempt in three separate courses will be dismissed from the Program. *It is the responsibility of the student to monitor the number of times they meet the third attempt threshold.

CLINICAL EDUCATION COURSE GRADING

1. Clinical faculty and students will perform mid-term and final performance assessments during each clinical education experience. The CCCE should also sign off as applicable. The DCE will have access to see when these are completed. Students need to seek out frequent feedback from their clinical faculty to complement midterm and final assessments. Establishing a professional relationship and open communication with clinical faculty will facilitate this feedback.

2. Additionally, core faculty members play a crucial role in establishing and maintaining continuity Table of Contents 80 between the didactic and clinical education components of the program. Core faculty members have the following responsibilities during the clinical experiences:
- Perform midterm clinical education conferences with student advisees and their respective clinical instructors using the Midterm Conference/Evaluation Report managed in EXATT.
 - After the midterm clinical education conferences, faculty will upload the Midterm Conference Evaluation Report in EXXAT and email the DCE (1) An aggregate summary report of student performance (2) Student concerns or actions which require follow up by the DCE or faculty advisor.
 - Communicate regularly with student advisees on clinical experiences to keep them connected to the program
 - Support the DCE and/or clinical site in all decisions relative to student performance. Support decisions to dismiss a student from the facility for lack of professional behavior or poor clinical performance, if such dismissal is warranted due to illegal, unsafe, unprofessional, and/or unethical behavior.
3. The CIET form is composed of two sections. The first section, ***Professional Behaviors***, evaluates Safety, Professional Ethics, Initiative, and Communication Skills in the clinic. The Professional Behaviors rating system is as follows: The occurrence of the appropriate behavior is rated as *Never* (0% occurrence); *Rarely, Sometimes* (50% occurrence); *Most of the Time*; or *Always* (100% occurrence).
- The second section, ***Patient Management***, evaluates the student’s ability to efficiently manage a patient with an effective outcome. It is divided into four sections: Examination, Evaluation, Diagnosis/Prognosis, and Intervention. Rating System criteria for Patient Management include: Well Below; Below; At That Level for Familiar Patients; At That Level for all Patients; or Above. Anchor definitions for each student rating, as defined by the authors of the validated CIET Assessment, are as follows:
- When evaluating a student regarding ***Professional Behaviors***, the frequency of appropriate behavior is the construct being measured. The occurrence of the appropriate behavior is rated as *Never* (0% occurrence), *Rarely, Sometimes* (50% occurrence), *Most of the Time*, or *Always* (100% occurrence).
- From the onset of the fieldwork experiences, the expectation is that the student shows safe, professional behavior and demonstrates a great deal of initiative. **Note that you cannot mark “Not Observed” on these behaviors.** You may mark “not observed” for Communication Skills if the student has not had the opportunity to demonstrate a particular skill. For instance, if the student has had no opportunity to communicate with other professionals this would be “not observed.” If there are any concerns, or if you have positive feedback for the student, please elaborate in the “Comments” section. We expect

the student to “*Always*” demonstrate **Professional Behaviors** in the clinic, with the exception of Communication Skills, which may be developing during the initial clinical education experiences.

When evaluating a student regarding **Patient Management**, types of patient’s definitions from the tool include and rating criteria are as follows:

Familiar presentation: Could include any of the following: a patient diagnosis/problem that is seen frequently in your setting, a patient with a diagnosis that the student has evaluated and treated more than once, a diagnosis that was specifically covered in the student’s didactic curriculum, a patient who does not have a complex medical history or complicated course of care for this episode of care in physical therapy.

Complex presentation: Could include a patient problem/diagnosis that is rarely seen, a patient problem/diagnosis that the student did not cover in their didactic curriculum, a patient diagnosis that is rarely seen in this clinic, or the patient who has had a complicated course of care for the present episode of care or a complex medical history.

Level of Clinical Instructor Support:

Guidance: Student is dependent on the CI to direct the evaluation/patient treatment; either the CI is present throughout the patient interaction or the student needs to discuss with the CI after each step of the evaluation and treatment. If the student requires the guidance level of support for an item on the Patient Management Scale for the majority of the patients seen, then he/she they should be marked at ***Well Below*** for that item.

Supervision: Student is able to carry out the evaluation and treatment but needs to be monitored to correct minor errors in technique or to facilitate decision making. The student is able to make the correct clinical decisions with only a few verbal cues/suggestions from the CI. The CI is not directing the decision-making. If a student requires supervision for an item for patients with both a familiar and a complex presentation, then he/she should be marked ***Below*** for that item. If the student requires supervision only for patients with a complex presentation, he/she should be marked ***At That Level for Familiar Patients***.

Independent: A student is considered “independent” if he/she is directing the evaluation and treatment and getting an effective outcome. If a student is coming to the CI for consultation about a patient’s evaluation or plan of care, or clarifying a clinical decision, this is not considered “Supervision.” When the student is at the “independent” level of CI support for an item on the Patient Management Scale, the student is demonstrating the skills of a competent clinician. If the student is independent only for patients with a familiar presentation, she/she would be marked ***At That Level for Familiar Patients***. If the student is independent for all patients, then he/she would be marked ***At That Level for all Patients***.

Please score the student on *Patient Management* items as follows:

Well Below: Student requires Guidance from their clinical instructor to complete an item for all patients.

Below: Student requires supervision and/or has difficulty with time management while completing the item for all patients. The student could continue to require Guidance for the patient with a more complex presentation while only needing Supervision with the patient with a familiar presentation.

At That Level for Familiar Patients: Student is independently managing patients with a familiar presentation; he/she is at the level of a competent clinician with these patients when performing an item. Student requires Supervision to manage patients with a complex presentation and he/she is below the level of a competent clinician for these patients.

At That Level for all Patients: Student is independently managing both patients with a familiar presentation and patients with a complex presentation. Student can carry an appropriate caseload for your clinic and achieve an effective outcome with patients. The student is at the level of a competent clinician in your setting.

Above: Student is performing above the level of a competent clinician in your clinic. Clinical skills are highly effective and demonstrate the most current evidence in practice. The student can carry a higher than expected caseload. The student actively seeks out and develops independent learning opportunities. The student serves as a mentor to other students and provides resources to the clinical staff.

4. Students need to meet the following performance expectations upon completion of each of the three clinical education experiences. Each respective course syllabi also contains the following performance expectations.

DPT 690 Physical Therapy Practice I	The student is expected to achieve a minimum of “Always” level skill in categories in Professional Behavior including: <ul style="list-style-type: none">• Safety Skills 1-3• Professional Ethics Skills 1-7• Initiative Skills 1-4• Communication Skills 1-5 The student is expected to achieve a minimum of 80% at “Below” skill within the categories of Patient Management including: Examination; Evaluation; Diagnosis/Prognosis; and Intervention.
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<p>DPT 691 Physical Therapy Practice II</p>	<p>The student is expected to achieve a minimum of “Always” level skill in categories in Professional Behavior including:</p> <ul style="list-style-type: none"> • Safety Skills 1-3 • Professional Ethics Skills 1-7 • Initiative Skills 1-4 • Communication Skills 1-5 <p>The student is expected to achieve a minimum of 80% at “At That Level for Familiar Patients” skill with categories of Patient Management including: Examination; Evaluation; Diagnosis/Prognosis; and Intervention</p>
<p>DPT 692 Physical Therapy Practice III</p>	<p>The student is expected to achieve a minimum of “Always” level skill in categories in Professional Behavior including:</p> <ul style="list-style-type: none"> • Safety Skills 1-3 • Professional Ethics Skills 1-7 • Initiative Skills 1-4 • Communication Skills 1-5 <p>The student is expected to achieve a minimum of 80% or at “At That Level for All Patients” skill with categories of Patient Management including: Examination; Evaluation; Diagnosis/Prognosis; and Intervention.</p>

5. Clinical Instructors will provide verbal and written feedback regarding the student’s professional behavior skills using section One areas including: evaluates Safety; Professional Ethics; Initiative; and Communication Skills in the clinic rated in the Clinical Internship Evaluation Tool. The CI will also contact the DCE regarding any concerns related to student conduct/behavior. The DCE will respond immediately to gather information, initiate documentation of the behavior and the action plan (if the CI has not already done so) and help guide the clinical instructor in facilitating progression toward entry-level affective skill achievement. Clinical facilities do have the right to request removal of a student from the site at any time due to behavior or performance deficits.
6. The final grade decision for all clinical education courses rests with the Director of Clinical Education (DCE). The DCE will confer with the Program Director to determine the appropriate course of action for any student failing to complete all requirements for a clinical education course.
7. All clinical education courses (DPT 690, DPT 691, and DPT 692) are graded as PASS or FAIL. Students must “Pass” all clinical education courses to progress within the program. The DCE determines students’ grades based on 1) mid-term and final PT CIET assessments, 2) verbal or written input from the clinical faculty, 3) a review of student assignments, and 4) collaboration with core faculty as needed.

8. Additional factors the DCE may consider when making grading decisions include, but are not limited to:
 - a. Clinical setting;
 - b. Experience with patients or clients in that setting;
 - c. Relative weighting or importance of each performance criterion;
 - d. Expectations for the clinical experience;
 - e. Progression of performance from midterm to final evaluations;
 - f. Level of experience within the didactic and clinical components;
 - g. Whether “met benchmarks” box was checked NO; and
 - h. The congruence between the CI’s narrative midterm and final comments related to the performance dimensions and the ratings provided.
9. Certain unprofessional behaviors related specifically to clinical education may result in an immediate assignment of “FAIL” to the clinical course and/or referral for the Program Director for disciplinary action. These behaviors include, but are not limited to the following:
 - a. Violation of patient’s rights/confidentiality;
 - b. Falsifying data and records;
 - c. Illegal behavior or act;
 - d. Possession or use of intoxicants or narcotics or a positive drug/alcohol test result;
 - e. Failure to follow the instructions of employees of the facility;
 - f. Jeopardizing patient safety;
 - g. Any conduct that results in dismissal/request for removal from a clinical site.
10. A student who fails to achieve expected competency levels for a given clinical education experience may be given an Incomplete grade for the course. In this case, the student can progress in the program and remediate the clinical education course upon completion of the curriculum. The DCE determines the location and duration of the clinical education experience. If a student fails to achieve the expected competency level in the remediation experience, the student will fail the course and will not progress within the program.

11. Withdrawal and Reassignment within a Clinical Education Experience. A student may occasionally be placed into a clinical education situation that is not meeting the student's clinical development needs or the program's expectations. Once identified, the DCE will immediately work with the CCCE, clinical faculty and student to improve the clinical education experience. The DCE may decide to withdraw the student from the clinical education site if corrective action cannot be implemented in the time remaining. The DCE will reassign the student to a new clinical site as expeditiously as possible to prevent the loss of valuable clinical education time. The DCE determines the location of the clinical education experience. If alternative placement does not occur in the time remaining, the student will receive an Incomplete for the course. The student will need to remediate the clinical experience upon completion of the curriculum.

ACADEMIC AND NON-ACADEMIC PROBATION

1. A student is placed on academic and/or non-academic probation for any of the following conditions:
 - a. Full semester GPA of less than 3.00 at the end of any semester.
 - b. Violation of the Hanover College Academic Dishonesty Policy or Hanover College DPT Program Code of Professional Conduct to a degree that does not warrant academic dismissal.
2. The Program Director will notify the student of this action in writing. The student will be required to meet with his/her faculty advisor to develop a remediation plan that supports the student in the area(s) of the academic difficulty and defines requirements to remove probation status. Included within this remediation plan may be regular meetings with the advisor.
3. To remove academic and/or non-academic probation status, the student must:
 - a. Achieve a full semester GPA of at least 3.00 by the end of the next academic semester following being placed on academic probation.
 - b. Demonstrate corrective action and a consistent pattern of professional behaviors consistent with the Hanover College Principles, Hanover College Academic Dishonesty Policy, and Hanover College DPT Program Code of Professional Conduct.
4. The student will be dismissed if they are on academic probation for more than two semesters. A third issue related to academic probation, or a second issue related to professionalism will result in dismissal proceeding from the program. The Program Director will notify the student and Registrar of this academic dismissal action in writing.

ACADEMIC WITHDRAWAL

1. A student who chooses to withdraw from the program must give formal written notice of this decision to the Program Director of the program who will confer with the faculty. The Registrar will be notified of the faculty's recommendation. A student may not withdraw from a single course during matriculation of the program due to the sequential nature of the curriculum.
2. Students who would like to be readmitted into the program after an academic withdrawal must complete an application for readmission obtained from the Registrar's Office. The application for readmission must be submitted to the Program Director at least 4 months prior to the beginning of the semester for which readmission is. Students may be readmitted to the program if they were in good academic standing (GPA is 3.0 or better) before withdrawing and if they return to the program within one calendar year of withdrawing. Students may be required to pass a competency exam verifying retention of previous course material or enroll in independent study course(s) to update information. If the GPA standards and timeframe listed above are not met, students must reapply for admission to the program. Prior admission into the program does not guarantee readmission.

PROGRAM DISMISSAL

1. The Program Director may order the dismissal of a student where the student fails to achieve the expectations for progress as those expectations are stated in the policies and procedures. Academic dismissal may occur upon the occurrence of any one of the following grounds:
 - a. A student receives a grade of "F" in any academic course or a "Fail" in any clinical course.
 - b. Academic probation for more than two semesters.
 - c. Cannot mathematically achieve the 3.00 cumulative GPA requirement for graduation.
 - d. Violation of the Hanover College Academic Dishonesty Code or Hanover College DPT Program Code of Professional Conduct.
 - e. Inability to be removed from probation status in the time frames established.
 - f. Inability to complete the required Federated State Board of Physical Therapy Examiners (FSBPT) Academic PEAT exam remediation plan or to obtain a score equivalent to or greater than the "on track to pass" score, as described in the syllabus for DPT 622 Capstone Course, within 2 months of course completion.

- g. Any determination by the Program Director or DPT Faculty that the student is unfit for clinical practice as a physical therapist or is otherwise not meeting the requirements of the DPT Program and Hanover College.
2. The student is notified of this academic dismissal in writing by the Provost/Vice President of Academic Affairs and is informed of the appeal procedure. Also, included in the notice is information regarding loss of all privileges and services from Hanover College.
3. The student has twenty-four (24) hours after the notification of the dismissal to contact the Director of Student Affairs regarding an appeal. The Director of Student Affairs will advise the student of the appeal process described below.
4. The student must submit to the Director of Student Affairs a written appeal of the decision to dismiss the student from the program.
5. The Director of Student Affairs will convene a meeting of the DPT Program Academic Standing and Progression Committee to review the appeal from the student.
6. The Committee will forward to the Program Director its decision regarding the appeal.
7. The Program Director may accept or reject the recommendation of the Committee. The Program Director will notify the student and academic advisor via email and in writing of the Academic Standing and Progression Committee's decision. The Program Director will notify the Registrar of the grade change and the Provost/Vice President of Academic Affairs of the student outcome.
8. If the Program Director agrees that the student's situation warrants an appeal to the Provost/Vice President of Academic Affairs, then the Program Director will provide a letter of support. If the Provost/Vice President of Academic Affairs agrees with the department's assessment, the student will be readmitted on probation for the next academic semester. If the Provost/Vice President of Academic Affairs denies the request, there is no further appeal.
9. Students who would like to be readmitted into the program after an academic or non-academic dismissal must complete an application for readmission obtained from the Registrar's Office. The application for readmission must be submitted to the Program Director at least 4 months prior to the end of the admissions cycle. Students must reapply to Hanover College and the DPT Program. Per Hanover College policy, students who are dismissed are eligible to apply for readmission to Hanover College after a period of one year. Readmission is not automatic and will depend upon demonstrated productive activity in the interim. Under unusual circumstances, such as exceptional achievement, students may appeal for readmission after a period of less than one year. Prior admission into the program does not guarantee readmission.

FINANCIAL EFFECT OF ACADEMIC WITHDRAWAL

Refunds of tuition and required fees are based on the official withdrawal date on file with the Registrar and pro-rated based on the last date of attendance. Unless specifically noted, other fees are considered non-refundable.

ADVANCED PLACEMENT AND TRANSFER OF CREDIT

All courses required for the Doctor of Physical Therapy Degree, both didactic and clinical, must be completed with the Hanover College DPT Program. The Hanover College DPT Program does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution.

GRADUATION REQUIREMENTS

1. For a student to graduate from the Doctor of Physical Therapy program, the student must be in a good academic and professional standing, have had satisfactory progress in all semesters of the academic program, and perform the following things:
 - a. successfully complete the required 127 semester credit hours of academic and clinical education course work;
 - b. maintain a minimum cumulative grade point average of 3.00 or above;
 - c. achieve a letter grade of “C” (70%) or better in all academic courses;
 - d. successfully complete and “Pass” all clinical education courses, as demonstrated on components of the Physical Therapist Clinical Internship Evaluation Tool (PT CIET);
 - e. exhibit professional behaviors consistent with clinical practice as described in the Professional Behaviors, APTA Core Values, and the Code of Ethics for the Physical Therapist.
 - f. achieve a score equivalent to or greater than the “on track to pass” score on the Practice Exam and Assessment Tool (PEAT) from the Federation of State Boards of Physical Therapy (FSBPT) - <http://www.FSBPT.org> (accessed July 2016);
 - g. complete all required Hanover College and DPT Program documents in preparation for graduation; and
 - h. honor all professional and financial obligations to Hanover College as published and as specified in any written communications from the College’s administrators.

PHYSICAL THERAPIST LICENSURE

1. Licensure as a Physical Therapist is regulated by individual states and typically overseen by a State Board of Physical Therapy. Many states have unique licensure requirements that each graduate will need to investigate. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether the Hanover College DPT Program will meet the requirements for licensure in that state. The following link provides contact information for state licensing authorities:
<https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>
2. National Physical Therapist Examination:
 - a. To be licensed as a physical therapist, the graduate must pass the National Physical Therapist Examination (NPTE). The Federation of State Boards of Physical Therapy (FSBPT) administers this examination and publishes data regarding pass rates.
 - b. According to the FSBPT website (<http://www.fsbpt.org/>), the purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT Program. The FSBPT develops, maintains, and administers the NPTE to help ensure that only those individuals who have the requisite knowledge of physical therapy are licensed in the physical therapy field.
 - c. Passing scores established for the NPTE reflect the level of performance required to provide minimally safe and competent physical therapy services by physical therapists and physical therapist assistants. Individuals scoring at or above the passing score have met the performance standard and are eligible for licensure.
3. Jurisprudence Examination: A jurisprudence exam is required in many states to test the graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice.
4. Graduates of the DPT Program are encouraged to take state and nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained on the FSBPT website.

TUITION AND FEES

DOCTOR OF PHYSICAL THERAPY PROGRAM TUITION AND FEES 2022-23

The following tuition rates and associated costs are for 2022-2023 academic year and apply to students enrolled in the Doctor of Physical Therapy Program (DPT) program starting in 2022. The costs indicated below are only an estimate and may be different from the student's total expenditures. Estimated program costs, to include tuition and fees, are posted on the DPT Program website.

Variable costs of the program include lodging, food, and travel to/from lab immersions and clinical education rotations. In addition, textbooks, computer requirements (laptop computer & mobile device) and hardware/software will vary slightly based on individual student preferences.

Tuition and Required Fees (per semester/6 total semesters)		Total Cost
Application Fee (one-time fee)	\$50.00	\$50.00
Hanover Tuition Cost (per semester)	\$15,333.33	\$92,000.00
General Fees (per semester) – (inclusive technology resources and support, administrative support services, counseling services, library resources)	\$335.00	\$2,010.00
Textbooks, clinical apps, licensure preparation materials (estimated, annually)	\$3,000.00	\$6,000.00
Background Check (annually)	\$225.00	\$450.00
PT Kit (one-time fee)	\$305.00	\$305.00
APTA national and state student membership dues (annually – as of March 2022)	\$80.00	\$160.00
Lab Clothes (estimated, variable)	\$300.00	\$300.00
Computer Requirements (estimated one-time fee, variable)	\$1,500.00	\$1,500.00
Health Insurance (optional, annually)	\$2,519.00	\$2,519.00

Total Estimated Cost for the Program: \$105,294

PAYMENT TERMS AND CONDITIONS

Hanover College uses electronic billing (e-bill) as its official billing method, and therefore the student is responsible for viewing and paying his or her student account e-bill by the scheduled due date. Failure to review the e-bill does not constitute a valid reason for not paying the bill on time.

All expenses for the enrollment period must be paid in full by the due date indicated on the billing statement. Billing for the Fall, Spring, and Summer semesters will be sent to the student four-weeks prior to the beginning of each semester.

Due Dates and Past Due Balances

All tuition charges are considered due on the first day of class. Fees are considered due on the date that they are applied to the student's account.

All owed balances are considered past due 30 days after the posted start date. All past-due balances must be paid in full, whether out of pocket or with financial aid, prior to the opening of the next semester's registration period. If any student has a past-due balance, they may be prevented from participating in any enrollment activity until the account is current and no longer past due.

If payment is not received by the due date, a hold is placed on the student's account in the Business Office and the account may be subject to late fees of 1% of the unsettled balance monthly. Students' financial obligations must be satisfied before grades can be given, diplomas awarded, and transcripts issued.

If a student has a balance that is past due, the student will still be able to attend the classes in which he or she is currently enrolled. Hanover College will not drop a graduate student from an ongoing class due to a past due tuition balance. However, students should note that they will not be enrolled in future classes until any past due charges have been paid in full.

Communication

The Hanover College Business Office uses e-mail as an official method of communication and the student is responsible for reading the e-mails from the Business Office on a timely basis. Students may also be contacted via cellular phone or other wireless devices regarding their student account or about general information from the College. The student may withdraw their consent to be contacted via cellular phone by submitting a request in writing to the Hanover College Business Office.

FINANCIAL AGREEMENT

A student may not enroll for future semesters, participate in graduation ceremonies, or receive any diploma, until all financial obligations have been satisfied with a zero balance. Any diploma, and associated records, shall be retained by the college as a security interest until all such obligations are satisfied. Release of any such security interest prior, or subsequent to, any default by the debtors shall not be considered a binding precedent or modification of this policy. Hanover College reserves the right to make any changes in costs, charges, payment plans, and refund policies without notice.

REFUND POLICY

Institutional Policy for Withdrawals

Students may request to drop their coursework with a full refund of tuition and fees until the last day to drop (Drop Deadline) for the term semester. Following the deadline to drop coursework, a student may withdraw under certain circumstances.

The withdrawal deadline for courses in 8-week minimesters is the end of the 6th week of instruction (End of day Friday).

The withdrawal deadline for 16-week courses is the end of the 9th week of instruction (End of day Friday).

Students are required to submit an appeal in writing to the Program Director for withdrawal requests that do not fall within the above listed deadlines.

Federal Return to Title IV (R2T4) Policy

Hanover College is required by federal regulations to use a prescribed formula to calculate the unearned portion of the financial aid received and return it to the Title IV programs. For more information, please contact the Office of Financial Aid.

Financial Impact of Withdrawal

At Hanover College, when a change occurs in a student's enrollment status, the Office of Financial Aid is required to calculate the amount of loan that must be refunded to the sources of federal government. A brief summary of each policy is listed below.

Federal Title IV aid (Direct Loans) is based on 16-week semesters and is prorated based on the percentage of the semester a student has attended up to 60 percent. No Federal Title IV refunds are calculated beyond the 60 percent point of the semester.

Students who withdraw from school or request a drop from courses during an enrollment period will be granted adjustments of tuition and fees in accordance with policy. Students that make a

drop or withdrawal request prior to the Drop Deadline will receive a 100% refund of their tuition.

Students that request to withdraw or drop courses after the Drop Deadline are subject to a graduating refund scale.

Students that are dismissed or requesting a withdraw prior to the beginning of the 2nd mini-mester in each semester will receive a 100% refund of that subsequent 8-week mini-mester they are enrolled in.

The withdrawal date used in determining the appropriate refund rate will be the date on file in the Registrar's Office. Withdrawing can also affect a student's financial assistance. Please refer to the financial assistance section of this catalog.

WITHDRAWAL REFUND CALCULATION

Students may drop a course until the Last Day to Drop Classes to receive 100% tuition refund. In the event a student withdraws from a class, Hanover College's refund of tuition will be prorated based upon the number of weeks of instruction that all students have received in each course as follows:

If courses are dropped by the end of the first week (End of Day Friday)	100% refund
If withdrawing by the end of the 2nd week (End of Day Friday)	75% refund
If withdrawing by the end of the 3rd week (End of Day Friday)	50% refund
After beginning of 4th week	0% refund

Note: Tuition deposits and application fees are not refunded under any circumstances. The above refund schedule applies to all courses in the semester.

Students that have extenuating circumstances or believe they are not subject to the Withdrawal Refund Calculation and associated policies, may appeal the determination that is made. Each appeal is reviewed on a case-by-case basis and approval is not guaranteed upon submission.

FINANCIAL AID

Financial aid is the economic assistance available to help students pay for college. The economic assistance at the graduate level primarily consists of graduate loans as the source of financial aid. Hanover College's Office of Financial Aid is available to assist students in understanding loan-based financial assistance. Students considering loan-based assistance must apply through the Free Application for Federal Student Aid (FAFSA). The FAFSA is available online at www.fafsa.gov.

The results from the FAFSA are used to determine eligibility for federal loan assistance. Upon receipt of processed FAFSA data, the Office of Financial Aid will evaluate and package loans. The student will be notified of eligibility via email or student portal.

For additional information, contact the Office of Financial Aid by email at finaid@hanover.edu or by phone at 1-812-866-7105.

FINANCIAL AID APPLICATION

Financial aid is available to students who are enrolled in eligible programs and are enrolled at least half-time as a regular degree-seeking student. To apply for financial aid, all students must complete the appropriate steps.

Federal Financial Aid for Graduate Programs

- **Direct Loans:** These federal loans are for eligible graduate students who need assistance paying for tuition and related expenses. The Direct Unsubsidized Loan is a fixed-rate loan that is not based on financial need, so income does not impact a student's ability to obtain and borrow this loan.
- **Direct PLUS Loans:** These federal loans are also available to graduate students. PLUS loans are popular because they can also help pay for expenses that are not covered by other financial aid options, like textbooks. Though they are not based on financial need, they do require a credit check.

Annual Loan Limits

Students in a graduate program are eligible, depending on their FAFSA information, to receive:

- Federal Direct Unsubsidized Loans: \$20,500
- Federal Direct Graduate PLUS Loans: Up to cost of attendance minus any federal, institutional, and outside aid.

Interest Rates and Fees

Interest rates for Federal Direct Loans are calculated yearly and are fixed for the life of the loan. Additionally, most federal student loans have loan fees that are a percentage of the total loan amount.

The loan fee is deducted proportionately from each loan disbursement you receive. This means the money you receive will be less than the amount you actually borrow. You are responsible for repaying the entire amount you borrowed and not just the amount you received.

Visit the [Federal Student Aid website](#) for more information and to view current interest rates and fees.

Applying for Federal Student Aid

Step 1: Complete the FAFSA (Free Application for Federal Student Aid)

Complete your FAFSA online at fafsa.ed.gov using the IRS Data Retrieval tool to upload your tax information. The Hanover College Title IV Code is: **001801**. Apply for a [Federal Student Aid \(FSA\) ID](#). This FSA ID acts as your electronic signature for the FAFSA and as your password to federal websites. After you have submitted your FAFSA, you will receive a Student Aid Report (SAR). Please review your SAR for any incorrect information. Make any necessary corrections online for faster processing.

Step 2: Verification (Selected Students Only)

The Department of Education randomly selects students who have completed the FAFSA for a process called “verification”. If you are selected for verification, you will be required to submit additional documentation to the Office of Financial Aid.

Step 3: Receive Financial Aid Offer Letter

When your financial aid offer has been prepared, you will receive a notification that your Financial Aid Offer Letter is available for review.

Private Student Loans and Alternative Loans

These are nonfederal student loans issued by a lender, bank, or credit union. Private student loans or alternative loans often have variable interest rates, require a credit check and a co-signer, and do not provide many of the benefits of federal student loans. Federal Direct Loans generally have more favorable terms and conditions than private loans.

We recommend that you utilize all Federal Direct Loan eligibility before turning to private loans. Students who need additional funds beyond the Federal Direct Loan should consider the Direct PLUS Loan (if applicable) before applying for a private loan.

To apply for a private loan, select a lender from the ELM select list and apply, or feel free to choose another lender who provides education loans and apply via their website. Information on lenders can be found at: ELMSELECT.com

The available list of private lenders is without prejudice and is for the sole benefit of students attending the institution.

FINANCIAL AID POLICIES

Financial Aid Deadline

In order to receive federal financial aid, all required documentation must be received by Hanover College within a reasonable amount of time to be processed before applicable federal and institutional deadlines.

Financial Aid Packaging

Graduate financial aid is offered through federal programs. Students are encouraged to seek outside aid resources as a means to reduce the amount of loan debt necessary to finance their education. Hanover College may award applicants the maximum loan funds for which they qualify. In some cases, federal, state, and/or institutional guidelines may restrict the total amount or type of award a student may receive. Based on the student's [Free Application for Federal Student Aid \(FAFSA\)](#) information and remaining eligibility, the student may be awarded up to the cost of attendance for his/her enrolled program.

Equitable Treatment

Hanover College does not discriminate on the basis of race, color, national origin, sex, age, disability, or status as a veteran in any of its policies, practices, or procedures. Appeal procedures exist for anyone who feels that a violation of the above has occurred. Contact Student Affairs for more information.

Release of Records

By applying for financial aid, a student grants that the Office of Financial Aid has the right to release the student's grades and enrollment records to scholarship, state, federal, and loan agencies in accordance with the rules governing the Family Educational Rights and Privacy Act (FERPA).

Enrollment Status for Financial Assistance Purposes

Eligibility for Federal Title IV aid is calculated on a semester basis. For financial aid purposes, full-time enrollment for Fall, Spring, or Summer Term, in the DPT program, is **6 Credit Hours**. Half-time is **3 Credit Hours** (at least half-time is required for Federal loan programs).

Reporting Resources and Over-Awards

Students are required to report **all** resources known or anticipated to be available to them during the period for which they are seeking financial aid. These resources include, but are not limited to: veterans' benefits, scholarships, grants, fellowships, stipends, employer reimbursement, and any other outside sources of aid.

Failure to report resources can result in a miscalculation of financial aid eligibility and the eventual revoking of a portion of or all awarded funds. Additional resources that become available after the student's initial report of outside aid must also be reported.

As required, students must inform the Office of Financial Aid of any outside aid awards or changes in their class load. This will save the frustration and inconvenience that may result from an over-award.

A student's budget, as determined by Hanover College using federal calculations, could reduce the total aid package. All institutional aid is subject to coordination with federal, state, and all other aid sources. Availability of all aid is subject to federal, state, institutional, and private funding

Knowingly withholding or concealing information about outside aid resources may constitute fraud, as a student could receive aid to which he or she is not entitled.

An over-award occurs when a student's financial aid package exceeds his or her need. The Office of Financial Aid is required to reduce aid packages because of over-awards. In many cases, the over-award could have been prevented through the timely reporting of additional resources to the Office of Financial Aid.

SATISFACTORY ACADEMIC PROGRESS

Students who wish to receive federal financial aid must be in good academic standing and make satisfactory academic progress toward a degree program in addition to meeting other eligibility criteria.

Standards of Academic Progress

As per federal regulations, Hanover College requires standards of academic progress be achieved in order to maintain financial-aid eligibility. There are three academic requirements for receiving financial aid. Failure to maintain all standards listed may result in loss of aid. The policy on Satisfactory Academic Progress and the process for appealing financial aid probation or disqualification can be found at www.hanover.edu/docs/financial_aid_sap.pdf.

1. Grade Point Average

Students are required to maintain a GPA of a 3.00 and good academic standing as determined by the Registrar's Office and by the academic department. Students failing to meet these standards should review the policies on academic probation, academic dismissal, and appeal of dismissal.

2. Incremental Progress Requirement

Students must complete 67 percent of the credit hours attempted in an academic year. Students failing to meet this requirement due to extenuating circumstances should contact the Office of Financial Aid.

3. **Time Frame Requirement**

The DPT program is 127 credit hours and students will be limited to taking 150 percent of the total credit hours required for the program. Students are expected to complete the DPT degree in 2 years. However, individual circumstances may vary. The DPT Faculty will review student time frames for completion on a case-by-case basis.

VETERANS AFFAIRS (VA) BENEFITS RECIPIENTS

Hanover College complies with Title 38 of the U.S. Code Section 3679(e) for students entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill benefits. For more information, contact the School Certifying Official (SCO) in the Registrar's Office.

ACADEMIC PROGRAMS

DOCTOR OF PHYSICAL THERAPY PROGRAM

Program Director: Kerry Volansky

Associate Program Director: Gregory Kline

Director of Clinical Education: David Denton

Director of Admissions: Rebecca Parr

Director of Curriculum: Sharon McFadden

Director of Student Affairs: David Boyce

Research Coordinator: Joseph Girard

Core Faculty: Joseph Girard, Dean Jacks, Rebecca Martin, Michael Richardson, Mary Morrison, Rene Thomas, Joshua White

Director of Operations: Andrew Pretorius

Associate Director for Graduate Studies: Garnet Tipton

Doctor of Physical Therapy Curriculum

DPT 610 (3) Human Physiology

Studies medical physiologic principles necessary for physical activity and the associated effects of physical activity on health and wellness across the lifespan. Explores the physiology and pathophysiology of the cellular, integumentary, neuromuscular, cardiovascular, and pulmonary systems. Prerequisite: Admission to Doctor of Physical Therapy Program.

DPT 611 (4) Human Anatomy I

Introduces foundational knowledge of gross anatomy and neuroanatomy. Explores clinical application of embryology, histology, and function anatomy related to human movement across the lifespan. Laboratory experiences include 3-dimensional anatomy software, living/surface anatomy, and synthetic human anatomical models. Anatomical regions covered include lumbar spine, pelvis, and lower extremities. Prerequisite: Admission to Doctor of Physical Therapy Program.

DPT 612 (4) Human Anatomy II

Expands foundational knowledge of gross anatomy and neuroanatomy. Explores clinical application of embryology, histology, and function anatomy relation to human movement across the lifespan. Laboratory experiences include 3-dimensional anatomy software, living/surface anatomy, and synthetic human anatomical models. Anatomical regions covered include cervical/thoracic spines, thorax, and upper extremities. Prerequisite: Successful completion of DPT 611 Human Anatomy I

DPT 613 (4) Clinical Neuroscience

Explores the neuroscience of the movement system, with emphasis on the neuroanatomical structures and neurophysiological functions of the motor and sensory systems that regulate movement. Lab activities emphasize elements of the neurologic examination and an introduction to common outcome measures and assessment tools. Prerequisite: Successful completion of Semester 1 courses.

DPT 620 (2) Evidence Based Practice

Introduces general research and evidence-based principles by exploring research methodologies used in health care research. Examines the formulation of clinical questions, searches appropriate literature sources, and critically appraises the evidence. Addresses literature searches and evidence-based analysis of research with emphasis on clinical decision-making. Prerequisite: Admission to Doctor of Physical Therapy Program.

DPT 621 (2) Evidence Based Practice II

Expands elements of applied research design and statistics that foster students becoming intelligent consumers of scientific literature. Items related to measurement, research design, statistical analysis, critical inquiry, and strength of evidence are presented. Provides framework for subsequent courses in which scientific foundations of physical therapy practice are presented. Prerequisite: Successful completion of Semester 3 courses.

DPT 622 (2) Capstone Course

Culminates the student's clinical and professional development through the integration of didactic knowledge, clinical experiences, and evidence-based principles. Students complete licensure preparation and exam simulation to validate comprehension and curricular content. Prerequisite: Successful completion of Semester 5 courses.

DPT 630 (1) Professional Competencies

Introduces students to professional roles and responsibilities of the physical therapist in healthcare. Integrates emotional/social intelligence, concepts of flourishing, learning theories, learning styles, characteristics of learners through the lifespan, and literacy and communication issues for patients. Prepares students for the professional curriculum and clinical practice as life-long learners. Prerequisite: Admission to Doctor of Physical Therapy Program.

DPT 631 (2) Professional Competencies

Prepares students professionally and emotionally for clinical practice, as a lifelong learner and educator in the physical therapy profession. Explores major forms of health care delivery and how they interact with physical therapy services, including but not limited to, medical ethics, health care regulations, and risk management strategies. Prerequisite: Successful completion of Semester 5 courses.

DPT 632 (2) Mindful Patient Management

Studies the professional roles physical therapists need for culturally competent interactions with patients, healthcare team members, and society. Applies the principles of "mindful practice," motivational interviewing, and empathetic caring into the patient care setting. Students use patient scenarios to practice, self-access, and self-reflect on interviewing skills. Prerequisite: Successful completion of Semester 2 courses.

DPT 633 (3) Business Management & Entrepreneurship

Provides an overview of practice management fundamentals and applies principles to various aspects of leadership and personal development, strategic planning, and business operations. Students gain knowledge in health care management, leadership, strategic planning, human resources, finance, organizational structures, and fiscal management as they relate to physical therapy practice. Prerequisite: Successful completion of Semester 4 courses.

DPT 640 (3) Movement Science

Studies the foundations and clinical relevance of motor control, motor learning, normal and abnormal gait, and movement analysis constructs. Emphasis is on the integration of theory, structured movement analyses of activities performed in daily life, and the International Classification of Functioning, Disability and Health (ICF) model to inform clinical decision making in physical therapist practice. Prerequisite: Admission to Doctor of Physical Therapy Program.

DPT 641 (4) Physical Therapy Fundamentals

Introduces fundamental physical therapy skills for various clinical settings and a patient management framework used throughout the curriculum. Lab activities focus on psychomotor skills including goniometry, range of motion, muscle testing, and anthropometric measures. Presents techniques for documentation, medical reviews, examination tests and measures, and measuring patient outcomes. Prerequisite: Admission to Doctor of Physical Therapy Program.

DPT 642 (3) Therapeutic Interventions I

Introduces and integrates musculoskeletal biomechanical principles to joint structure and function, movement analysis, and therapeutic interventions. Introduces the principles and application of therapeutic exercise, manual therapy, and tissue healing response for the management of patients with pain, strength, and mobility impairments. Integrates current evidence and clinical decision-making to emphasize appropriate selection, instruction, and progression of interventions. Prerequisite: Admission to Doctor of Physical Therapy Program

DPT 643 (2) Therapeutic Interventions II

Introduces the principles and application of selected physical agents for the management of patients with pain and tissue injury, while addressing impairments related to mobility, strength, and motor control. Integrates current evidence and clinical decision-making to emphasize appropriate selection, instruction, and progression of interventions. Prerequisite: Successful completion of Semester 1 courses

DPT 644 (3) Health Promotion & Fitness Management

Introduces prevention health, wellness, and fitness as they relate to injury prevention, nutritional influences, fitness testing, and exercise prescription in an apparently healthy population. Students develop injury prevention and/or exercise programs based on test results and adapt the execution to specific healthy populations using proper clinical procedures. Prerequisite: Successful completion of Semester 1 courses.

DPT 645 (2) Bracing, Prosthetics & Orthotics

This course takes students through common orthotics and braces utilized in physical therapy practice. Functional and surgical anatomy of lower limb amputations and conditions requiring lower quarter orthotic and prosthetic intervention are presented. Lab activities emphasize gait analysis, movement analysis, residual limb management, orthotics, prosthetics, and amputee rehabilitation. Prerequisite: Successful completion of Semester 1 courses

DPT 646 (3) Advanced Therapeutic Interventions

Develops advanced clinical reasoning and intervention skills for management of patients with neuromusculoskeletal dysfunction. Students develop dry needling skills and refine previously introduced manual therapy and therapeutic exercise skills. Lab activities use case scenarios to challenge clinical reasoning for the development and progression of comprehensive treatment plans. Prerequisite: Successful completion of Semester 4 courses

DPT 650 (5) Musculoskeletal Practice I

Initiates the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the lumbar spine, pelvis, and hip regions. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise. Prerequisite: Successful completion of Semester 1 courses

DPT 651 (4) Musculoskeletal Practice II

Explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the lower extremities. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise in a patient-centered approach across the lifespan. Prerequisite: Successful completion of Semester 1 courses

DPT 652 (5) Musculoskeletal Practice III

Explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the cervicothoracic region. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise in a patient-centered approach across the lifespan. Prerequisite: Successful completion of Semester 2 courses

DPT 653 (4) Musculoskeletal Practice IV

Explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the upper extremities. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual therapy, and therapeutic exercise in a patient-centered approach across the lifespan. Prerequisite: Successful completion of Semester 2 courses

DPT 660 (3) Neuromuscular Practice I

Studies the management of individuals with neurologic health conditions, with emphasis on stroke, based on neurophysiological and patho-kinesiological mechanisms that result in movement system impairments in body structure/function, activity limitations, and participation restrictions. Emphasizes the application and integration of motor control/learning, theoretical constructs, evidence-based practice, and the patient/client management model. Prerequisite: Successful completion of Semester 2 courses

DPT 661 (3) Neuromuscular Practice II

Continues the study of the management of individuals with neurological health conditions, with emphasis on spinal cord injury, brain injury, vestibular disorders, multiple sclerosis, Parkinson's disease, neuromuscular disorders, and central nervous system cancers. Emphasizes the application and integration of the movement system, motor control/learning, theoretical constructs, evidence-based practice, and the patient/client management model. Prerequisite: Successful completion of Semester 2 courses

DPT 662 (3) Management of the Aging Adult

Introduces the physiologic changes of aging and sociologic and economic consequences of an aging population. Reviews natural aging processes and how complicating factors such as vascular compromise, fall risk, and comorbidities negatively impact the aging adult. Lab activities focus patient management skills on the aging adult patient. Prerequisite: Successful completion of Semester 2 courses

DPT 663 (3) Management of the Pediatric Patient

Presents fundamental concepts for the physical therapy management of children with musculoskeletal, neurological, and/or cardiopulmonary impairments. A framework of normal development and again from birth to young adulthood serves as a course foundation. Topics include developmental delay and disability, family-centered use, advocacy, and assistive technologies. Prerequisite: Successful completion of Semester 3 courses

DPT 664 (2) Integrative Pain Sciences

Provides an overview of managing patients with chronic pain syndromes and associated psychosocial factors using emerging and contemporary concepts of pain assessment, treatment, and outcomes. Current best practice techniques and research are integrated to provide discussion of the multi-dimensional and multi-disciplinary nature of chronic pain. Prerequisite: Successful completion of Semester 4 courses

DPT 670 (4) Cardiopulmonary Practice

Explores the management of patients with cardiovascular, metabolic, and pulmonary causes of movement dysfunction across a variety of clinical settings using the disablement framework. Lab activities include, but are not limited to, ECG analysis, exercise testing, heart and lung auscultation, lung function testing, and chest examinations. Prerequisite: Successful completion of Semester 2 courses

DPT 671 (5) Management of Complex Patients

Introduces patient management strategies for the medically complex patient. Community-based strategies and outpatient management for patients with primary disease or comorbidities of the cardiovascular, pulmonary, metabolic, oncologic, lymphatic, and integumentary systems is emphasized. Students will design individual and community-based interventions for effective disease management. Prerequisite: Successful completion of Semester 3 courses

DPT 680 (2) Pharmacology

Introduces pharmacologic principles, their use in common pathological processes, and their impact on patient management across the lifespan. The impact of medications on patient presentations, timing of rehabilitation sessions, and physical therapy outcomes are emphasized. Content included cardiovascular, pulmonary, neurological, gastrointestinal, musculoskeletal, urogenital, rheumatologic, and integumentary systems. Prerequisites: Successful completion of Semester 1 courses

DPT 681 (2) Advanced Diagnostics

Integrates concepts of advanced diagnostic testing and imaging of the major systems of the body regions related to physical therapy practice. Specific content reviews diagnostic ultrasound, magnetic resonance imaging, computed tomography, nuclear medicine, radiographs, and the interpretation of medical diagnostic tests. Rationales and guidelines for examination selection are discussed. Prerequisite: Successful completion of Semester 3 courses

DPT 682 (2) Primary Care Physical Therapy

Explores the therapist's role as an interdependent practitioner working within a collaborative medical model. Presenting the clinical tools and decision-making processes necessary to more efficiently and effectively collect, evaluate, and communicate examination data while promoting differential diagnostic principles and clinical decision-making. Prerequisite: Successful completion of Semester 4 courses

DPT 690 (8) Physical Therapy Practice I

This course is a full-time eight-week clinical experience that develops student examination, evaluation, and intervention skills supervised by a licensed physical therapist in a clinical setting. Utilizes interpersonal communication, professional socialization, and critical thinking skills with patients/clients, family, and healthcare staff. This is the first course in a series of three courses. Prerequisite: Successful completion of Semester 3 courses

DPT 691 (8) Physical Therapy Practice II

A full-time eight-week clinical experience that progresses student examination, evaluation, and intervention skills supervised by a licensed physical therapist in a clinical setting. Utilizes interpersonal communication with patients/clients, family, and healthcare staff. Emphasizes evidence-based patient management and clinical reasoning skills as an adult learner and medical professional. This is the second course in a series of three courses. Prerequisite: Successful completion of Semester 4 courses

DPT 692 (15) Physical Therapy Practice III

A full-time fifteen-week clinical experience that advances the student to entry-level patient management skills, supervised by a licensed physical therapist in a clinical setting. Students refine interpersonal communication and professional socialization skills with patients/clients, family, and healthcare staff. Develops evidence-based patient management and clinical reasoning skills as an adult learner and medical professional. This is the third course in a series of three courses. Prerequisite: Successful completion of Semester 5 courses.