

Introduction to Andrews University

Andrews University was established over a century ago, in 1874, as Battle Creek College in Battle Creek, Michigan—a collegiate program that offered literature, languages, science and mathematics, training for teachers, and theology. Its founders, the visionaries of the young Seventh-day Adventist Church, selected a beautiful site near the banks of the St. Joseph River in Berrien Springs and was renamed Emmanuel Missionary College. From woods and farmland on which faculty and students built three wooden frame buildings to hold their new school, the campus has grown to a property of 1,600 acres and a complex of Academic buildings, residence halls and apartments, and service buildings.

The vision blossomed still further when, in 1959, the Seventh-day Adventist Theological Seminary and a school of graduate studies, together known as Potomac University and located in Washington, D.C., were moved to the campus of Emma

The DPT program is also fully accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) to offer the doctoral degree in physical therapist education. On average, 100% of those who complete the DPT program pass the licensure exam and 100% of those who seek employment are employed within six weeks.

Please consult with the Postprofessional Director, Elizabeth Oakley, if you have questions relating to this handbook or the School of Rehabilitation Sciences here at Andrews University.

Introduction to the School of Rehabilitation Sciences

The first MSPT degree was approved by the University Board in 1983. Bill Habenicht was the first School Chair and program Director of the PT program. The first MSPT class of this three-year program began in July of 1985. The MSPT was accredited in April of 1988, with the first cohort of 23 students graduating in June 1988.

Wayne Perry retired in 2013. Kimberly Ferreira, then the director of clinical education, was hired as the new department chair.

The new Anatomy Lab opened in the Fall of 2014, after remodeling additional space from the Custodial Department Warehouse. This brings all PT labs under one roof and the management of one department, with 10 state-of-the-art cadaver stations for our current sized cohort of 40 students.

The School of Rehabilitation Science currently offers the following degrees or programs:

- Entry-

Family Spirit

- Advocate for the vulnerable
- Maintain a safe environment.
- Work together
- Take responsibility
- Be accountable
- Have fun

Servant Heart

- Live prayerfully
- Lead selflessly
- Listen deeply
- Display compassion
- Model humility
- Show respect

Inquisitive Mind

- Desire life-long learning
- Ask relevant questions
- Integrate knowledge into practice
- Remain contemporary
- Display intellectual courage
- Analyze, produce & apply evidence-based practice

1.6 Statement of Philosophy

The tDPT program affirms the mission and values of Andrews University and the College of Health and Human Services in its desire to educate professionals for generous service to others with a faithful witness to Christ. The Andrews University School of Rehabilitation Sciences is committed to excellence in Christian healthcare education by training individuals to become physical therapists that provide evidenced-based service throughout the continuum of care.

1.6.1 tDPT Curriculum Plan Philosophy

The student's comprehensive liberal arts and sciences background provide a base for the tDPT curriculum's foundational and clinical sciences. This background will further help students integrate their knowledge into the classroom, clinical environments, and their community.

The tDPT curriculum is designed to encourage collaborative attitudes while fostering independent learning. It begins with the foundation sciences and basic assessment and intervention skills and progresses to the more complex systems approach with specialty practice areas and research interwoven where appropriate. The curriculum culminates with the clinical education component. The tDPT Program is sensitive to the interests and changing needs of practitioners, clients, families, caregivers, healthcare, and educational systems, and to the society at large. This is especially essential within an uncertain healthcare environment, an increasingly accountable higher-education system, and an evolving body of physical therapy knowledge. Critical inquiry within the academic experience enhances the preparation for evidence-based practice as clinicians and contributes to the professional body of knowledge.

It is of utmost importance to instill within the learner the accessibility of the power of Christ. The accessibility of His power is important to utilize not only in their personal life but also within the delivery of care to the clients they serve. The program seeks to prepare the learner to discern the spiritual needs of their clients.

23. Hear lectures and discussion in an academic and clinical setting.
24. Distinguish between normal and abnormal lung and heart sounds using a stethoscope

1.7.2 Cognitive Skills

1. Receive, interpret, remember, reproduce, and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.
2. Perform a physical therapy examination of a client's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of clinical settings.
3. Use examination data to formulate a physical therapy evaluation and execute a plan of physical therapy management in a timely manner, appropriate to the problems identified consistent with acceptable norms of clinical settings.
4. Reassess and revise plans as needed for effective and efficient management of physical therapy problems, in a timely manner and consistent with the acceptable norms of clinical settings.

1.7.3 Communication Skills

1. Effectively communicate information and safety concerns with other students, teachers, clients, peers, staff, and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
2. Receive and interpret written communication in both academic and clinical settings in a timely manner.
3. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
4. 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.

1.7.4 Behavioral Skill

1. Maintain general good health and self-care in order to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
2. Arrange transportation and living accommodations to foster timely reporting to the classroom and/or clinical assignments.
3. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical settings and to be following the ethical standards of the American Physical Therapy Association.
4. Sustain the mental and emotional rigors of a demanding educational program in physical therapy which includes academic and/or clinical components that occur within set time constraints, and often concurrently.
5. Demonstrate professional behaviors and a commitment to learning as outlined in Section 3 of this handbook.

2. OPERATIONS

2.1 Faculty and Staff

School of Rehabilitation Sciences Chair and Postprofessional DScPT Director: Kim Ferreira,

tDPT Postprofessional Director and Research Coordinator: Elizabeth Oakley, PT, MSPT, DHSc; oakley@andrews.edu

Postprofessional Operations Coordinator & Advisor: Michele Keys, michelek@andrews.edu

Greg Almeter, PT, DSc; Orthopedics Coordinator; almeter@andrews.edu

Sozina Katuli, BS, MPH, DrPh; Research; sozina@andrews.edu

William Scott, PT, MS, DCE; Director of Clinical Education; scottw@andrews.edu

Adjunct Faculty:

Frank Aerts, PT, DSc, CMPT; frank@metseminarsusa.com

Becky Alwood, OTR, MHS, CLT; becky@metseminarsusa.com

Valerie Coolman, PT, DSc, FAAOMPT, COMT, OCS; coolman@andrews.edu

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Sara Centeno, BS; centeno@andrews.edu

David Musnick, MD; dmusnick@icloud.com

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Susan Clinton, Women's Health; [ss.JEMC /31TSu6Tc 0.002 Tw 0.506 0 Td\[s\]-8 \(.\)-11 \(s\)-8 \(\)11.9 \(H\)1.1 \(F\)-5.5 \(A](mailto:ss.JEMC /31TSu6Tc 0.002 Tw 0.506 0 Td[s]-8 (.)-11 (s)-8 ()11.9 (H)1.1 (F)-5.5 (A)

Science uses it for special events. All refrigerators will be cleaned during school breaks. Any items not removed prior to breaks will be discarded. Please be sure to pick up all trash and clean all areas utilized prior to leaving. At no time should food or drinks be opened, handled, eaten, or placed on or near equipment that could be damaged by an accidental spill.

2.18.2 Anatomy Lab

Although the School of Rehabilitation Sciences tDPT and DScPT curriculums do not include anatomy courses, the Program Director may arrange one or more review sessions for the learning needs of the Postprofessional students.

Risk potentials and the necessary precautions relative to maintaining adequate protection for skin, eyes, airways, etc., relating to air quality, embalming fluid, body fluid and tissues, dissecting tools, are presented to the students by the laboratory instructor. Students are responsible for knowing and practicing all precautions. A faculty member or graduate assistant must be present when students are in the lab.

The human anatomical specimens being studied or dissected must always be treated with dignity and respect. These represent persons who, even after death, are contributing to the cause of education.

Ethical considerations require that proper precautions be taken to protect the privacy of human anatomical materials. Success in continuing to have access to human cadavers depends, in large measure, on our good ethics and discretion. Visitors are not allowed in the anatomy laboratory except by specific permission from the anatomy instructor or the department chair.

Students will read and sign a list of anatomy lab policies and procedures understanding that a violation thereof is a breach of professional conduct.

A list of precautions is published in the anatomy course syllabi. Precautions will be posted in the anatomy laboratories. These will be reviewed and discussed with the students by the respective instructor.

2.18.3 Use of Bicycles, Roller-skates, Roller blades, Skateboards, etc.

Bicycles are not permitted in the physical therapy building or any other building on campus (see university policy regarding bicycles). A small bicycle rack is in front of the student entrance for student use. Roller-skates, roller blades and skateboards are not to be used in the physical therapy building. All persons must remove, or put away, these articles prior to entering the building.

2.18.4 Pets

Pets of any kind are not permitted in the physical therapy building.

2.18.5 Student Computer Resources

The University maintains three large computer labs on campus. Bell Hall, Nethery Hall and Chan Shun Hall; all have computer resources available to students. In addition, the physical therapy department maintains a small free computer lab for physical therapy student use only. Access may be gained by use of the five terminals in the computer lab or through the "Wireless Web". To enter through the wireless web, students will need to purchase a wireless web network card at the ITS store which can be inserted into most laptops or notebook computers. Students may see the operations assistant in the program office to purchase printing rights in the computer lab. It should be considered a privilege to have access to this lab. Due to the high cost of maintaining this lab no other persons are permitted to enter. If you see someone other than a physical therapy student in this lab, please report it to the program office immediately. If this is not tightly controlled, the lab may be closed.

safety department. To avoid a parking ticket, all physical therapy students are asked to use the two parking lots east of the bookstore and Johnson Gym parking lot. Students are not to park on the sidewalk side of the street in front of the PT building. Parking on the sidewalk side of the street is reserved for contract and regular faculty, staff, clients, research subjects, delivery vehicles, and visitors. Please remember that parking violations are treated very seriously on campus and cars will be towed regardless of who they belong to.

2.23 Program Safety

Information about all Andrews University Campus Safety Procedures can be found online through the Learning Hub and on the Campus Safety web site. Direct link access to these resources is:

Learning Hub: <https://learninghub.andrews.edu/>

Campus Safety: <https://www.andrews.edu/services/safety/>

2.23.1 Fire

1. Andrews University is a smoke-free campus.
2. Do not overload outlets or run extension cords under carpets.
3. Familiarize yourself with the use of fire extinguishers, but never fight a fire alone. Do not use a fire extinguisher unless properly trained.
4. Do not block fire extinguishers, standpip.3 (-1.1 (i)3.1 (n)-12.23a5s)-8 (t)-1.1 (an1jEMC ET.1 (k)-c()-12..1 (

Action to take:

1. Get away from the perimeter of the building and exterior glass.
2. Leave your exterior office or classroom area and close doors.
3. Go to the center corridor and protect yourself by putting your head as close to your lap as possible or kneel protecting your head.

If you are trapped in an outside office:

1. Seek protection under a desk.
2. Keep calm.
3. Keep your radio or television set tuned to a local station for information.

2.23.4 Lockdown

Inside Threat:

RUN

1. Barricade Get out of the building if you can do so safely
2. Encourage others to get out, but don't let them slow you down
3. Don't try to move unconscious injured
4. Warn others/Prevent them from entering
5. Call 9-1-1

HIDE: If you cannot safely get out

1. Lock and Doors
2. Turn Off Lights
3. Close Blinds or Cover Windows
4. Turn off Computers and Projectors
5. Get down and Spread Out
6. Silence Cell Phones
7. Call 9-1-1

FIGHT: If your life is in imminent danger

1. Commit to your actions, Act Aggressively,
2. Improvise Weapons and Throw Items
3. Rush the attacker together
4. Attack vulnerable body areas
5. Continue until the attacker is no longer a threat

Outside Threat:

If you are in a building:

1. Lock and Barricade Exterior Doors
2. Perform all actions from HIDE above
3. Call 9-1-1

If you are caught outside:

1. Leave Campus if you can safely do so
2. Run to a Building if you can safely do so
3. Seek Cover
4. Call or Text 9-1-1

2.23.5 First-Aid

Two first-aid kits are located within the facility. One is in the program office workroom and the other is in the modalities area. There is 1 defibrillator located on wall across from classroom C.

General infection control practices should further minimize the already minute risk for salivary transmission of HIV. These infection control practices include the use of gloves for digital examination of mucous membranes and endotracheal suctioning, hand washing after exposure to saliva, and minimizing the need for emergency mouth-to-mouth resuscitation by making mouthpieces and other ventilation devices available for use in areas where the need for resuscitation is predictable.

Although universal precautions do not apply to human breast milk, gloves may be worn by health care workers in situations where exposures to breast milk might be frequent, e.g., in breast milk banking.

3. ACADEMICS

3.1 Academic Plan – distance students

Upon acceptance into the distance tDPT program (or earlier if requested) an academic plan is created for each student that reflects the AU Academic Bulletin degree requirements. The plan includes a listing of courses the student will register for and complete during each semester throughout their course of study. A sample of courses and the sessions when they are offered can be found on our Website, on the Postprofessional Student Resource page. For required elective courses the student will work with their academic advisor. Academic plans may be sent to students by e-mail or teams.

3.1.1 Duration of the Program

The minimum time to completion is 18 months for the t-DPT. Please note that the minimum expected time for completing the Research Project is one year. All other University time limits on degrees apply; please consult the University Bulletin.

3.1.2 Required courses

To view a detailed description of required courses and course schedule, please refer to the University Academic Bulletin applicable for the year you entered the program.

3.2 Class Calendar

The Class Calendar will provide the semester dates. This calendar is meant to give the student and overall picture of the program. The actual dates are subject to change. Updates are given in the Class Schedule. See the Postprofessional Program, Student Resources website for the class calendar pertaining to your degree and cohort. Additionally, the University Academic Calendar contains applicable dates.

3.3 Curriculum Outline

The Curriculum Outline provides a list of courses that the Postprofessional physical therapy student will take for regular credit while in the program, along with the instructor who is currently assigned to teach them. A copy of the curriculum outline is available online on the Postprofessional Program, Student Resources website. The applicable outline is based on the degree requirements in the University Bulletin for the year the student enters the program.

3.4 Course Descriptions

The Andrews University Bulletin provides a course description for each of the required courses in the t-DPT Program. This description is meant to give you a better understanding of each course offered in the program. See

3.4.2 Schedule Changes

For on campus students, situations unique to guest and contract instructor schedules, or unforeseen problems such as inclement weather or other emergencies do arise on occasion which necessitate schedule changes. This makes the course and activity schedules subject to revision prior to or during any respective semester. A notice of the schedule change will be emailed to students, in as much advance notice as possible. An attempt will be made to minimize the number of schedule changes. Students are requested and expected to arrange their work and personal schedules to adapt to revisions in class schedules

Modest walking shorts are considered appropriate campus wear. Cut-offs, short shorts, and bicycle shorts are appropriate only for appropriate labs and athletic activities. Shorts are not permitted in Pioneer Memorial Church at any time.

Sabbath Dress: When dressing for Sabbath, attention should be carefully given to neatness and appropriateness. Shorts are not permitted in the cafeteria during Sabbath hours.

PT Lab Attire

While in the Physical Therapy Building, laboratory attire is required, which may include loose shorts and T-shirts for women and men. Some labs will require women to have a halter top or bathing suit top for activities dealing with the neck, back, shoulders and abdomen. Laboratory attire should be worn in the classroom only when a class/lecture is combined with laboratory or applicable research activities.

Students should change into appropriate attire as outlined in the University Dress Code at the completion of the lab session. tDPT students are assigned a locker in their dressing room for this purpose.

4. INSTRUCTION

4.1 Students as Patient Simulators

By the very nature of the profession, the physical therapy program maintains a hands-on curriculum. Each student is expected to serve a-8.9 (ns)-8 (a -12.1 (a-8.(ho)-12.9 /P AMCID Tw 0 -1.157 TD(S).27(N

4.5 Class Absences

Whenever the total number of absences (excused or unexcused) exceeds 10% of the total course appointments, the instructor may choose to give a failing grade. Three incidents of tardiness (lateness) are equivalent to one absence with respect to this policy.

Students will automatically receive a score of zero for exams, quizzes, or assignments missed due to an unexcused absence.

4.5.1 On-campus Program Excused Absences

Except during intensive courses, students may submit a request for an excused absence by email to the Postprofessional Program Office. Submitting a request does not guarantee that the absence will be excused. Any illness or injury requiring absence for more than one day must be submitted as a written order from a physician in order to be excused. Full-day absences that are not due to illness may be subject to review and approval by the Physical Therapy Faculty Council. Instructors may excuse absences for individual class periods at their own discretion (refer to course syllabi). Examples of non-illness excuses for absences include the death of a family member or presenting research at a professional conference.

A student who is absent from a class without making prior arrangements (e.g., due to car trouble or illness), should promptly notify the Postprofessional Program Office at (269) 471-6305.

Even if an absence is excused, the student is responsible for completing all course requirements and may be asked to perform additional academic work to make up for missed content at the discretion of the instructor.

4.5.2 Distance Program Excused Absences

Due to the nature of the program, absences from both on campus intensives and online courses are not allowed. Students who unexpectedly experience life circumstances which prohibit their attendance will be allowed to petition the Post Professional Faculty Council for a deferment. Evidence of the incident necessitating the absence will need to be provided. If the deferment is granted, the student will be given an "Incomplete" grade and be required to attend the session missed the next time it is offered in the calendar year. The student is expected to contact the Post Professional Program Office to sign up for the course at the time of registration for the semester that the course is offered (normally once per year). The student may have to pay tuition, the school chair will review on a case-by-case basis.

If the student fails to rejoin the class the next time that it is offered or the student fails to complete the course on the second attempt, the student will receive the grade earned to date. If this is a non-passing grade, the student will be required to re-register and pay tuition for the course at a future date.

4.5.3 Unexcused Absences

Faculty and staff are under no obligation to provide a means through which students can make up course content, examinations, quizzes, or assignments missed due to voluntary absences. This includes (but is not limited to) absences due to late registration, disciplinary suspension, travel arrangements, or social events. Students will automatically receive a score of zero for exams, quizzes, or assignments missed due to an unexcused absence. Travel arrangements made prior to the issuance of the class schedule for any given semester are made at the student's own risk and cannot be considered as a reason for an excused absence.

4.6 Class Cancellation: AU Alert/Class Cancellation

Classes or events canceled due to inclement weather, physical plant problems, or other uncontrollable situations will be rescheduled. A notice of school closing due to inclement weather will be reported on radio station WAUS 90.7 FM and WNDU, Pulse FM 96.9 and on WSBT or WSJV television stations. A banner with any class cancellation information will be posted on the

Students will be notified of the changes in the class schedule once arrangements have been made. Rescheduling will need to accommodate the teacher's schedule. Contract teachers are often Clinicians which may require classes be scheduled early or late in the day. Cancellation of a class for reasons other than inclement weather will be emailed to the student, posted on Learning Hub, posted on the whiteboard of the classroom where the class is normally held or posted on the exterior door by the student lobby. It is the responsibility of the student to check those locations for notification of canceled classes or schedule changes.

The University uses AU Alert, an emergency notification system that can send email, text messages, voicemails, and post to Facebook. Students are encouraged to visit www.andrews.edu/go/myems and click on "Configure SMS Notification Preferences" to configure your personal emergency notification preferences. Andrews' email addresses are automatically configured into your emergency notifications settings. You can add an additional email and your cell phone number to receive text (also known as SMS messages).

4.7 Academic Integrity

Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards, as recognized by the AMA and the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student's record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an "XF" grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student's permanent record and can only be removed under certain circumstances (see the University Bulletin).

Honest, ethical behavior is an important part of professional behavior. In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

1. Falsifying or presenting falsified documents, research data, research findings, or other intentional misrepresentation of research methods, data collection, or results.
2. Plagiarizing, which includes copying others' published work, and/or failing to give credit properly to other authors and creators.
3. Misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University).
4. Using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive, or defraud.
5. Presenting another's work as one's own.
6. Using materials during a quiz or examination other than those specifically allowed by the teacher or program.
7. Stealing, accepting, or studying from stolen quizzes or examination materials.
8. Obtaining information from another student during a regular or take-home test or quiz.
9. Assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

5.1.4

There are several local hotels that also provided accommodations here in the area.

Candlewood Suites

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5.1.10 International Student Services (ext. 6395)

Located on the 3rd floor of the Administration Building, the International Student Services office provides counseling on immigration regulations and coordinates orientation programs for international students. Assistance is available in both their home country and on campus.

5.1.11 Library services (ext. 3275)

The James White Library serves the information resource needs of Andrews University. It houses more than one million volumes and subscribes to almost 3,000 periodicals. The library's online system, JeWeL, serves as the library's catalog and as an electronic gateway to a rich variety of Internet resources.

Distance Program:

For those students who come to campus for intensives, a library orientation is available upon request. To request articles when off campus please go to <https://www.andrews.edu/services/library/>. If the journal you need an article from is held at the James White Library (JWL) they will scan the article and email them to you. For interlibrary loan requests, please go to <https://www.andrews.edu/services/library/> for a description of the policies regarding these requests. There is a limit of 10 requests per week. Students are encouraged to be familiar with the holdings at their local libraries or hospital libraries as many times the articles can be accessed in these facilities.

5.1.12 Student Financial Services (ext. 3334)

The Student Financial Services office, located in the Administration Building, handles all applications and processing of financial aid as well as payment arrangements. Students desiring financial aid should contact Student Financial Services by February 1 of each school year. Work closely with your financial advisor to be certain that your financial aid/ payment plans are in place well before the beginning of your program, and each Session as they happen. Also visit the APTA Foundation website for more information on grants and scholarships available for Postprofessional.

5.1.13 Student Success Center (ext. 6096)

Located in Nethery Hall, the Student Success Center provides academic services such as individual and small group tutoring on specific course content and on general topics such as note-taking, time management, memory techniques and reducing test anxiety.

5.1.14 Students with Disabilities (ext. 3227)

Located in Nethery Hall with Student Success, this department helps determine if and what reasonable accommodation is needed for students with qualified disabilities. Students are required to provide necessary documentation of disability from a qualified licensed professional

5.4.5 On-campus Tuition Fees

Tuition for the Postprofessional Program is not dependent on number of credits and is charged in a block format of five equal amounts for the five terms of each academic year. The professional fee is set by the School of Rehabilitation Sciences and is charged at the beginning of each term along with the block tuition. Additional Andrews fees include the University General Fee, dorm/housing, food, insurance, certain medical expenses, books and supplies. There is no discount for students who already have a degree from Andrews University. Contact Student Financial Services for answers to specific questions. (by)-80ces Tices bookitati d (on)-12.3 (al)338satsatsd s(har)-6.42/Pa