



HANOVER COLLEGE

Graduate Academic Catalog 2026-27



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" web site, 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,

A handwritten signature in black ink, appearing to read "Garnet Tipton". The signature is fluid and cursive, with the first name "Garnet" written in a larger, more prominent script than the last name "Tipton".

Garnet Tipton

Director of Graduate Student Services

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

August 2026

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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.

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 CAMPUS FACTS

Hanover College is a senior college accredited by the Higher Learning Commission to offer four-year undergraduate and doctoral-level programs.

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

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

Hanover College South Campus: The Hanover College South Campus building is located in Jeffersonville, IN and is utilized by our Occupational Therapy and Physical Therapy Doctorate Programs.

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 students come from numerous states and several foreign countries.

Costs: The most current cost information is always available from the program webpage.

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.” www.hanover.edu/about/mission/

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.” www.hanover.edu/studentlife/diversity-equity-inclusion/

ACCREDITATION

INSTITUTIONAL ACCREDITATION

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

Hanover College is a senior college accredited by the Higher Learning Commission to offer four-year undergraduate and doctoral-level programs.

Hanover College is named in Indiana law (I.C. 21-7-13-6) as an 'approved' institution for the purposes of participation in Indiana's higher education aid programs. Hanover College also participates in the compliant resolution process with the Indiana Commission for Higher Education. Accordingly, Hanover College is compliant with the US Department of Education rules concerning state authorization.

The state of Indiana requires no additional approval or authorization, beyond those mentioned above, of private, non-profit colleges or universities that are headquartered in Indiana and accredited by a regional accrediting authority recognized by the US Department of Education.

ACOTE PROGRAM ACCREDITATION

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652- AOTA and its web address is: www.acoteonline.org.

Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Students must complete 24 weeks of Level II fieldwork and an individual 14-week capstone experience within 18 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework, Level II fieldwork and preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

CAPTE PROGRAM ACCREDITATION

The Doctor of Physical Therapy Program at Hanover College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: [703-706-3245](tel:703-706-3245); email: accreditationsupport@apta.org; website: <http://capteonline.org>. If needing to contact the program/institution directly, please call [812-647-6085](tel:812-647-6085) or email dpt@hanover.edu

NATIONAL COUNCIL FOR STATE AUTHORIZATION RECIPROCITY AGREEMENTS (SARA):

SARA is a national consortium that sets standards for on-line courses and distance education at colleges and universities and ensures consistency and accountability across state lines. It is a voluntary organization which uses states, districts, and territories as the “portal agencies” for organization and governance. States and institutions who participate in SARA agree to follow best practices and common national standards.

PROFESSIONAL PROGRAMS LEADING TO LICENSURE

The curriculum for programs leading to licensure at Hanover College have been designed to meet the licensure requirements in Indiana as well as preparing students to apply for licensure exams in the State of Indiana.

The licensure boards in each state are responsible for establishing the requirements for licensure/certification for their state. Students who intend to relocate or move to any state other than Indiana need to review the professional licensure disclosures pertaining to their program and consult with the state professional licensing board.

The state professional licensing boards make the ultimate decision as to whether or not an individual will be eligible to sit for licensure based on the rules and regulations in place at the time the individual submits their application for licensure. (34 CFR 668.43(a)(5)(v) Professional Licensure/Certification (PLC) pre-education requirements)

For more information regarding state licensure requirements, please visit: www.hanover.edu/about/consumerinformation/stateauthorizations/

PROFESSIONAL LICENSURE DISCLOSURE

Hanover College offers several programs leading to professional licensure within the State of Indiana. The College's professional licensure programs have been designed to meet the educational program expectations for professional licensure in the state of Indiana.

However, individual states vary in what professions they require to be licensed and how that licensure or certification is acquired. Some states accept graduation from a nationally accredited program, and some may require specific additional coursework, state examinations, licensing fees, residence requirements, additional fieldwork, or other additional expectations prior to issuing a professional license.

Therefore, students are advised that the completion of the College's academic program leading to licensure or certification in Indiana and the satisfaction of any additional Indiana licensure/certification requirements will not guarantee receipt of licensure or certification in another state.

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: https://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 initially provided as a secured digital file 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

In support of the mission and institutional effectiveness, Hanover College maintains an assessment program in the areas of academic and nonacademic program review, general education, and academic program assessment. Graduate programs assessment fall under the umbrella of academic program assessment and occur annually. Assessment findings from respective graduate programs are shared with the faculty, staff, administration, and external stakeholders to solicit feedback for suggestions, improvements, and changes. Feedback is then shared with the faculty and staff for further discussion and modification. If action is required, changes will occur. After implementation of change, ongoing review with stakeholders will determine the effectiveness and whether changes will be institutionalized, revised, or discarded as part of “closing the loop” in the process of continuous program improvement.

GRADUATE PROGRAM REQUIREMENTS

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 drug screenings. Additionally, this is a common policy/requirement for licensing boards and many corporate and private practice clinics, hospital and rehab environments, schools and early intervention centers, skilled nursing facilities, and community-based practice settings.
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 drug testing may be required prior to clinical or fieldwork education experiences and capstone experiences.

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	MacOS 13 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 a laptop computer and mobile device in their possession at the time of 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 their program.
- d. Mobile broadband capability for the mobile device is suggested to provide an internet connection when a local wireless network is not available.

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 or fieldwork experiences and capstone experiences or internships require health and immunization information prior to the 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 client contact activities both in the didactic and clinical/fieldwork phase, and therefore cannot successfully complete the program.

IMMUNIZATION AND HEALTH REQUIREMENTS

1. Prior to entering a Hanover College Graduate 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/fieldwork 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. Provide proof of influenza vaccine (required annually during influenza season: October through May).
 - c. Provide current personal health insurance documentation.
4. For more information about immunization of Health Care Workers, go to <http://www.cdc.gov/mmwr/>

PROFESSIONAL LIABILITY INSURANCE

1. Hanover College provides a school blanket professional liability policy for graduate students and faculty while enrolled in the program.
 - a. Students are covered for malpractice by terms of their enrollment while performing skills related to their role at the College.
 - b. Faculty are covered for malpractice by terms of their employment while performing job responsibilities related to their role at Hanover College. Faculty engaged in clinical practice outside of Hanover College are not covered by the College's professional liability insurance policy and must secure outside malpractice insurance.

PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS

All Graduate Program students are required to become student members of their respective national professional association (American Physical Therapy Association [APTA] or American Occupational Therapy Association [AOTA]) and their respective State Chapter or Association. 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 will track 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 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

ADMISSION INFORMATION AND ADVANCED PLACEMENT

ADMISSION INFORMATION

For specific program acceptance requirements and application deadlines, please review the admissions information for the appropriate academic program on the Hanover College website:

Doctor of Occupational Therapy Program: <https://otdprogram.hanover.edu/admission-overview/>

Doctor of Physical Therapy Program: <https://dptprogram.hanover.edu/admission-overview/>

The Hanover College DPT/OTD programs accept applications from students who are U.S. citizens or U.S. permanent residents. Students that are U.S. permanent residents must provide documentation, such as the Permanent Resident Card (or Green Card) when applying.

ADVANCED PLACEMENT AND TRANSFER OF CREDIT

All courses required for the Graduate Professional Degrees, both didactic and clinical or experiential, must be completed with the Hanover College Graduate Program. The Hanover College Graduate Programs do not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution.

ACADEMIC POLICIES

GRADUATE CREDIT HOUR POLICY

Graduate programs follow a trimester schedule (three, 16-week semesters). In alignment with graduate education, Hanover College has adopted the use of “credit hours” for the graduate academic programs. 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 academic programs utilize a variation of the traditional Carnegie method used to calculate credit hours. In Graduate Programs, one lecture credit hour equals 12 contact hours of instruction, and one credit of lab equals 20 contact hours of lab instruction.

Graduate Program 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 Direct Contact Hours 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.

Because the Graduate Programs use an accelerated (8 week mini-mester) timetable, student workload will vary throughout the mini-mester.

For the lab component of the course, time spent in lab immersions are named lab hours. Graduate 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).

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:
 - a. the use by a student of material from published or unpublished sources without acknowledging the source(s).
 - b. submitting to a course, without acknowledgment, a paper that has been written in whole or in part by another person.
 - c. copying answers written by another student for a quiz, examination, or other assignment.
 - d. “collaborative” efforts in which students write together papers or portions of papers or other assignments and submit them to instructors without acknowledging that collaboration
 - e. 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.
 - f. the falsification of documentation for any class assignment.
 - g. any other procedure which involves the intent to deceive to obtain an unfair advantage, including the knowing and willing assistance of others in the practice of academically dishonest procedures.
2. Graduate Program Process and Penalties:
 - a. If a student submits an assignment that is a result of an academically dishonest procedure, the student shall receive a “0” for the assignment.

- b. 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.
- c. The instructor should notify the respective Program's Director of Student Affairs in writing of the academic dishonesty violation, action taken, and student(s) involved.
- d. The respective Program's 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.
- e. 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* 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 and fieldwork participation, and clinical and fieldwork 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

2. Clinical, fieldwork, or doctoral capstone experience courses are graded according to the scale below:

S	***	Satisfactory
U	***	Unsatisfactory

I	***	Incomplete
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*** 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, incompletes can be given at the discretion of an instructor to any student who does not complete all academic, clinical, fieldwork, and doctoral capstone 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 their program as outlined below.

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 respective Program’s 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 Graduate Programs Academic Standing and Progression Committee to review the appeal from the student.
7. The Committee will forward to the respective Program Director its decision regarding the appeal. The decision of the Graduate Programs 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 Graduate Programs 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 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, unless issued by 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 Graduate Programs Academic Standing Progression Committee and Registrar/Director of Graduate Student Services for review and signature.
4. The student submits the Incomplete Contract to the Course Instructor. The course instructor submits the Incomplete Contract to the respective Program Director and Director of Student Affairs for review and signature.
 - a. The Graduate Programs 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 mini-mester 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/Director of Graduate Student Services, 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/Director of Graduate Student Services 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 a “U” or “F.”

ACADEMIC AND NON-ACADEMIC PROBATION

To review the policies and terms of academic and non-academic probation, please review your academic program’s student handbook.

ACADEMIC WITHDRAWAL

1. A student who chooses to withdraw from the program must give formal written notice of this decision to the Program Director who will confer with the faculty. The Office of Graduate Student Services will be notified of any program recommendation. A student may not withdraw from a single course during matriculation of the program due to the sequential nature of the curriculum.
2. A student interested in readmission to the program following academic withdrawal must agree to and will be required to follow the readmission process and procedures.

ACADEMIC 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. For information regarding the terms and policies regarding dismissal, please review your academic program’s student handbook.
2. The student is notified of their academic dismissal in writing by the Program Director and is informed of the appeal procedure. Also, included in the notice is information regarding the 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 Graduate Programs Academic Standing and Progression Committee to review the appeal from the student.
6. The Committee will forward to the Program Director a written recommendation regarding the student appeal.

7. The Program Director may accept or reject the recommendation of the Committee. The Program Director will notify the student, Director of Student Affairs, and the student's academic advisor of their decision regarding dismissal of the student in writing via email. The Program Director will notify Associate Provost of Graduate Studies, the Registrar and the Provost/Vice President of Academic Affairs of the student outcome.
8. If the student is unsuccessful in the appeal of their dismissal, the student has twenty-four (24) hours after the notification of rejection by the Program Director to submit a final appeal to the Associate Provost of Graduate Studies. The Program Director will provide all documentation and supportive materials related to the student appeal to the Associate Provost of Graduate Studies, who will complete a thorough review and/or investigation of the circumstances. If the Associate Provost of Graduate Studies determines that the student should not be dismissed, the student will be re-admitted on academic and/or non-academic probation at the discretion of the Program Director. The decision of the Associate Provost of Graduate Studies is final and not subject to further appeal.
9. A student interested in readmission to the program following program dismissal must agree to and will be required to follow the readmission process and procedures.

READMISSION PROCESS AND PROCEDURES

Students interested in applying for readmission to the college and to their respective program must complete the following procedure:

1. The student must submit a Hanover College Application for Readmission to the Program Director and Office of Graduate Student Services within four months but no less than thirty days before the start of the desired readmitted semester or cohort. A student that has withdrawn for greater than twelve months is not eligible to apply for readmission to the Graduate Program. The student may be required to provide evidence of continued competence in previously taken coursework upon readmission to the program.
2. In addition to the Application for Readmission form, student must include:
 - a. A personal statement that explains why the student left Hanover College and why the student wishes to return.
 - b. A plan for successful completion of the program.
3. Students seeking readmission must contact the Office of Graduate Student Services to review the financial implications of a potential return to the program.
4. The Application for Readmission will be sent to the Associate Provost of Graduate Studies to waive the one-year wait period to reenter Hanover College. If the Associate Provost disagrees with waiving the one-year wait period, the Program Director will notify the student. If the Associate Provost agrees to waive the one-year wait period, the Program Director will notify the student and the Graduate Programs Admissions and Academic Progression and Retention Committee to move forward with the readmission request.
5. The Graduate Programs Academic Progression and Retention Committee will review the student's personal statement and decide on re-entry into the program within 30 days of the student's request.

6. The Graduate Programs Academic Progression and Retention Committee will notify the Program Director of the Committee decision.
7. The Program Director will notify the student of the Committee's decision.
8. The student must complete the coursework designated by the program director. Upon repeating a course(s), the student is responsible for meeting the academic progression policies outlined in their program's student handbook. Additionally, the student must adhere to all policies outlined in their program's student handbook.
9. After determining the courses to be repeated, the student must meet with the Office of Graduate Student Services to confirm their understanding of their financial obligation and determine the steps in acquiring financial aid if utilized.
10. Reinstatement is not guaranteed and will be made on a space-available basis and is not guaranteed in the subsequent cohort. Reinstatement will be determined after reviewing the submitted personal statement and plan for the successful completion of the program. Decisions made by the Graduate Programs Academic Progression and Retention Committee are final.

LEAVE OF ABSENCE POLICY

A student can request a Leave of Absence (LOA) from their program when extenuating circumstances temporarily prevent continuous enrollment. This policy applies to students enrolled in graduate programs and operates in conjunction with policies administered by the Academic Program, the Office of the Registrar, the Office of Student Financial Services, and [Title IX](#) where applicable, and does not supersede state or federal law.

Procedure:

1. An LOA may be approved for compelling personal, family, medical, pregnancy-related, adoption, foster placement, mental health, or military circumstances. Qualifying circumstances may include, but are not limited to, serious personal or family illness or injury, pregnancy, childbirth or recovery, adoption or foster placement, acute or chronic medical or mental health conditions, or military service.
2. To be eligible for an LOA, a student must meet the following criteria:
 - a. Be in good academic standing (not on academic probation, non-academic probation, or in danger of failing a course).
 - b. Completed at least one semester of coursework in the program.
 - c. Provide evidence of compelling and/or extenuating circumstances.
3. The respective graduate program's Academic Standing & Progression Committee (ASPC) reviews students' requests for an LOA and returns from an LOA and makes a recommendation to the Program Director. The Program Director makes the final decision and notifies the student. Requests for an LOA must be submitted in writing to the ASPC and must include:
 - a. Reason for the request
 - b. Anticipated length of the leave
 - c. Expected term of return

4. An LOA may be granted for up to one academic year and must align with established program time limits as outlined in the Graduate Catalog. Students who do not return within the approved timeframe may be dismissed from the program. Because graduate programs follow a sequential, cohort-based curriculum, a student returning from an LOA may need to rejoin a subsequent cohort and complete the curriculum in accordance with the plan of study in effect at the time of return to the program.
5. To return from an LOA, the student must provide confirmation of readiness to the ASPC in writing by the deadline specified in the approval notice and must satisfy any conditions established at the time of approval. Before returning to the program, the student must meet the program's Technical Standards and Accommodation requirements as outlined in the Student Handbook. The student may also be required to submit a personal statement to the ASPC and the Program Director outlining a plan to support successful completion of the program. Upon review, the ASPC and Program Director will determine the point of reentry and may require additional conditions or requirements. Coursework completed prior to the leave may need to be repeated if curricular or accreditation requirements have changed.
6. Students on an approved LOA may not participate in courses, learning activities, or clinical experiences during the LOA period, but will have access to all completed courses. Students returning from an LOA remain subject to all program progression, retention, and time-to-degree requirements. Approval of an LOA does not modify essential program requirements, technical standards, or learning outcomes.
7. Students are responsible for consulting with the Office of Graduate Student Services to understand the financial implications of an LOA.
8. Students have the right to appeal the decision of the ASPC or Program Director as outlined in the respective programs' general appeal section in the Student Handbook.

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.

GRADUATION REQUIREMENTS

To graduate from a Graduate Program, the student must be in good academic and professional standing and must achieve satisfactory progress in all semesters of the academic program.

Students will complete an Application for Graduation via their MyHanover portal during their final semester, and the student's academic progress will be evaluated before the degree is

conferred upon verification of completed coursework, at the conclusion of their final period of enrollment.

TUITION AND FEES

GRADUATE PROGRAM TUITION AND FEES 2026-2027

The tuition rates, general fees, and associated costs are for 2026-2027 academic year can be found on each academic program's portion of the Hanover College website.

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 approximately 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.

Prorated Billing and Refunds

Students that have a pro-rated, non-traditional billing or refund structure are subject to calculations based on a "per credit hour" value, which is determined based on the total tuition charges for a period of enrollment, and the number of credit hours in the period of enrollment.

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 semester or mini-mester. Following the deadline to drop coursework, a student may withdraw under certain circumstances.

The withdrawal deadline for courses in 8-week mini-mesters is the end of the 6th week of instruction (11:59PM EST Friday).

The withdrawal deadline for 16-week courses is the end of the 9th week of instruction (11:59PM EST 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 Student Financial Services.

Financial Impact of Withdrawal

At Hanover College, when a change occurs in a student's enrollment status, the Office of Student Financial Services 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 are also subject to returning all Title IV aid received as a refundable credit.

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 withdrawal 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 amount refunded is determined by a prorated calculation based on credit hours.

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 aid. Please refer to the financial aid section of this catalog.

WITHDRAWAL REFUND CALCULATION

Students may drop a course until the Last Day to Drop Classes to receive a 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 (11:59 PM EST Friday)	100% refund
If withdrawing by the end of the 2nd week (11:59 PM EST Friday)	75% refund
If withdrawing by the end of the 3rd week (11:59 PM EST 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-level student loans as the source of financial aid.

Hanover College's Office of Graduate Student Services 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 Student Financial Services will evaluate the data to determine eligibility. The student will be notified of eligibility via email. For additional information, contact the Office of Graduate Student Services by email at: gradstudentservices@hanover.edu

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 eligible 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 may be eligible, depending on FAFSA data, 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. Eligibility based on OB3 regulations for new borrowers.

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 <http://www.studentaid.gov/> The Hanover College Title IV Code is: **001801**. Apply for a <https://studentaid.gov/fsa-id/create-account>. 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 Student Financial Services.

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 non-federal student loans issued by a lender, bank, or credit union. Private student loans or alternative loans often have variable interest rates, may 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 eligible) 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.

Institutional Scholarships for Graduate Students

Institutional scholarships may be available for eligible students based on criteria and terms established by the institution and academic department for each entering cohort. These scholarships are subject to the terms and conditions published by the institution and may vary between cohorts.

Scholarship awards are associated with the cohort in which a student enrolls. Students who receive an institutional scholarship and subsequently defer their enrollment to a future cohort will be evaluated according to the eligibility requirements and terms established for the new entering cohort. The scholarship originally offered or awarded for the student's initial cohort does not automatically carry forward following a deferral.

A student who defers may be eligible to receive a scholarship offered to the new cohort if the student meets the eligibility requirements for that scholarship. If the scholarship structure, award amounts, or eligibility criteria change between cohorts, the student will be subject to the requirements and award amounts applicable to the cohort in which the student ultimately enrolls. If a scholarship is no longer offered for the future cohort, the student is not guaranteed an equivalent or replacement award solely because an award was available for the student's original cohort.

Institutional scholarships are generally contingent upon continued enrollment in the student's program, satisfactory academic progress, and other institutional policies. The institution reserves the right to establish, modify, or discontinue institutional scholarship programs for future graduate cohorts.

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 Student Financial Services 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 Terms, for Graduate programs, 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 students' initial report of outside aid must also be reported.

As required, students must inform the Office of Student Financial Services 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 Student Financial Services 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 Student Financial Services.

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/admission/financialaid

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 Student Financial Services.

3. Time Frame Requirement

The credit hours for each Graduate Program vary across programs (124 credits for DPT Program and 106 credits for the OTD Program) and students will be limited to taking

150 percent of the total credit hours required for the program. Students are expected to complete their degree program in two years. However, individual circumstances may vary. The Graduate Program 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.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <https://www.benefits.va.gov/gibill>.

ACADEMIC PROGRAMS AND COURSE DESCRIPTIONS

DOCTOR OF OCCUPATIONAL THERAPY PROGRAM

Program Director: Gayla Aguilar
Director of Fieldwork Education: Thais Petrocelli
Director of Admissions: Sharon Wright
Director of Curriculum: Inti Marazita
Director of Student Affairs: Stephanie Bachman
Director of Capstone Education: Theresa Delbert
Core Faculty: Dean Jacks, Denise Sambrick, Shelby Dorsey
Director of Operations: Clay Helton

Doctor of Occupational Therapy Curriculum

OTD 600 (3) Foundations and Skills in Occupational Therapy Practice

This course explores the historical foundations, philosophical base, Code of Ethics, and various practice areas and settings of the occupational therapy profession. The Occupational Therapy Practice Framework is explored with a focus on analysis of the domain of occupational therapy to develop foundational knowledge of occupation. Students will be introduced to basic skills of occupational therapy practice in lab immersions to develop foundational skills for client-centered care.

Prerequisite: Admission to the OTD Program

OTD 601 (1) Introduction to the Doctoral Capstone

This course introduces students to the Doctoral Capstone. Through a series of guided assignments, students will investigate specific professional topics of interest while also identifying personal and professional strengths that can be leveraged during the doctoral capstone. Students will use available resources to determine an area of focus of the doctoral experience.

Prerequisite: Admission to the OTD Program

OTD 602 (3) Functional Anatomy

This course provides students with lectures and laboratory study of normal human gross anatomy with emphasis on function of the musculoskeletal, neuromuscular, and cardiopulmonary systems. The focus is on functional understanding of the human body and clinical applications as it relates to occupational engagement and performance. The lab portion of this course provides students with the study of structures through a multimodal approach for hands on experiences aimed to enhance lecture material.

Prerequisite: Successful completion of Semester 1.1 courses

OTD 604 (2) Human Development and Occupation

This course examines occupational performance across the lifespan from birth through end of life by exploring physical, social-emotional, behavioral, and cognitive development along with environmental and contextual factors influencing performance. Developmental and aging theories are examined in relation to occupational therapy practice. Typical and atypical changes in normative life tasks and occupational roles in relationship to environment and culture are discussed.

Prerequisite: Admission to the OTD Program

OTD 607 (2) Analysis of Occupational Performance

This course applies knowledge of human anatomy to the analysis of human posture, movement, and occupational performance. Emphasis is placed on activity analysis and the relationship between movement, function, dysfunction, and participation in meaningful occupations. Students develop foundational skills in evaluating factors that support or limit occupational performance.

Prerequisite: Successful completion of Semester 1.1 courses

OTD 610 (2) Neurological Foundations

This course examines foundational knowledge of neuroanatomy including structure and function of the central and peripheral nervous systems in relation to occupational performance.

Contemporary concepts of brain function that support occupation are explored with emphasis on sensory, perception, motor, and cognitive processes. Lab activities emphasize elements of the neurologic examination with an introduction to commonly employed measures and tools for assessment.

Prerequisite: Successful completion of Semester 1.1 courses

OTD 612 (3) Evaluation and Assessment of Physical Conditions

This course introduces students to the evaluation and assessment of physical conditions. Learners will administer and interpret standardized assessments, apply psychometric principles, and reinforce understanding of performance skills, client factors, performance patterns, and contextual influences. Emphasis is also placed on accurate score interpretation and foundational documentation practices essential to effective occupational therapy evaluation.

Prerequisite: Successful completion of Semester 1.1 courses

OTD 614 (2) Evaluation & Assessment of Mental Health and Neurological Conditions

This course introduces students to the evaluation and assessment of mental health and neurological conditions. Learners will administer and interpret standardized assessments, apply psychometric principles, and reinforce understanding of performance skills, client factors, performance patterns, and contextual influences. Emphasis is also placed on accurate score interpretation and foundational documentation practices essential to effective occupational therapy evaluation.

Prerequisite: Successful completion of Semester 1 courses

OTD 616 (2) Evaluation and Assessment of Pediatric Conditions

This course introduces students to the evaluation and assessment of pediatric conditions.

Learners will administer and interpret standardized assessments, apply psychometric principles,

and reinforce understanding of performance skills, client factors, performance patterns, and contextual influences. Emphasis is also placed on accurate score interpretation and foundational documentation practices essential to effective occupational therapy evaluation.

Prerequisite: Successful completion of Semester 2.1 courses

OTD 621 (4) Enhancing Physical Performance in Adulthood

This course emphasizes evaluation and intervention for adults with physical impairments to promote occupational performance. Students will develop foundational knowledge of physical rehabilitation screening, evaluation, and occupation-based intervention planning. Students examine evaluation and intervention approaches including restorative, adaptive, and compensatory strategies for the adult population to maximize occupational performance in clients' daily lives.

Prerequisite: Successful completion of Semester 1 courses

OTD 622 (3) Enhancing Neurological and Cognitive Performance in Adulthood

This course examines occupation-based and evidence-based approaches to the care of clients with neurological injuries and conditions. Students develop an understanding of evaluation and treatment methods for clients with various neurological diagnoses to promote occupational performance. Neurological diagnoses include, but are not limited to, cerebral vascular accidents, traumatic brain injuries, spinal cord injuries, and degenerative diseases. Emphasis will focus on the impact of cognitive, motor, visual-perceptual, and sensory dysfunction has on occupational performance and intervention techniques to promote engagement in occupations.

Prerequisite: Successful completion of Semester 2.1 courses

OTD 625 (4) Enhancing Mental Health and Community Wellness

This course examines the historical and current models of occupational therapy practice to promote psychosocial health and wellbeing in the community. Students will develop treatment methods for clients with psychosocial dysfunction that include occupation-based interventions for individuals, groups, and populations. Students will explore the relationship between psychosocial and physical health and its application to various occupational therapy practice settings.

Prerequisite: Successful completion of Semester 2.1 courses

OTD 626 (4) Enhancing Performance in Children and Youth

This course highlights Occupational Therapy theory and the rationale of evaluation and intervention for physical, developmental, sensory integrative, perceptual, cognitive, and psychosocial function and dysfunction as it applies to children and youth and their families. This course builds upon foundational human development to focus on clients from birth through the transition from school age to adulthood. Topics include multicultural, cultural, socioeconomic, and ethical factors for the wellbeing of children and youth and their families.

Prerequisite: Successful completion of Semester 2 courses

OTD 632 (2) Technology in Occupational Therapy

This course examines the use of technological interventions, assistive technology, advanced technology, and universal design to facilitate occupational performance. Students develop

clinical reasoning skills to assess need for technology, adapt or construct technology, and/or seek out referral sources and funding for technology that aids in clients' daily lives. Technological interventions covered in this course will support activities of daily living, mobility, communication, social interactions, and executive functions, among others.

Prerequisite: Successful completion of Semester 2 courses

OTD 641 (2) Theoretical Perspectives and Healthcare Policy in Occupational Therapy

This course examines the Occupational Therapy Practice Framework to achieve health, wellbeing, and participation in life. Students will analyze occupational therapy theories, models of practice, and frames of references used in the evaluation and treatment of clients. Basic principles of healthcare systems, policies, and sociopolitical climate impacting occupational therapy services for person, groups, populations, and organizations are discussed. Students gain knowledge of state and federal systems, regulatory bodies, policies, and payer sources that influence occupational therapy service delivery. The occupational therapy continuum of care will be analyzed in relation to case management and referral processes to advance occupation-based services for individuals, groups, populations, and organizations.

Prerequisite: Successful completion of Semester 1.1 courses

OTD 642 (3) Application of the Occupational Therapy Process

This course integrates knowledge of the previous coursework to advance professional reasoning and ethical decision making. Students synthesize knowledge of the Occupational Therapy Domain and Process including evaluation and intervention from various practice settings, theory and frames of reference, ethical decision making, and leadership skills to advance professional reasoning skills and evidence-based practice.

Prerequisite: Successful completion of Semester 3.1 courses

OTD 651 (2) Becoming a Scholarly Practitioner

This course prepares students to become scholarly practitioners in occupational therapy by developing essential skills in scholarly writing, APA style, self-directed learning, and professional advocacy. Learners will explore Boyer's Model of Scholarship and apply its principles to critical thinking, evidence-based practice, and their emerging professional identity as reflective, scholarly OT practitioners.

Prerequisite: Admission to the OTD Program

OTD 653 (3) Engaging in Scholarly Practice

This course is the second in the research series, where students begin looking more closely at the research process, learning how to analyze and assess research studies and study proposals including quantitative and qualitative methodologies and data analysis approaches as well as examining ethical practice in human subject research. At the end of this course students will be familiar with the parts of a research proposal and be prepared to write an effective proposal as they progress towards becoming original research scholars.

Prerequisite: Successful completion of Semester 1 courses

OTD 654 (2) Preparing for the Capstone

This course prepares students for the doctoral capstone by strengthening foundational skills in

project development, scholarship and research, and professional inquiry. Students will practice conducting a needs assessment, continue exploring potential capstone topics and outcomes, and examine grant funding opportunities to support project implementation. Emphasis is placed on preparing students as practice scholars with a well-developed foundation for designing, proposing, and implementing a meaningful doctoral capstone project.

Prerequisite: Successful completion of Semester 3.1 courses

OTD 655 (3) Scholarship in Action

The third and final course in the research series builds upon foundational knowledge of the research process to critically design a research proposal on methodology, research design, and data analysis. Topics include designing a research proposal and IRB application, ethical conduct of research, choosing appropriate methodology, and quantitative and qualitative analysis of results. Students will additionally be exposed to the process of reporting and disseminating research to support skills of clinical practice.

Prerequisite: Successful completion of Semester 2 courses

OTD 663 (3) Designing Occupational Therapy Programs for Groups and Populations

This course focuses on the development and management of occupational therapy programs and services for groups and populations across a variety of practice and community settings. Content includes needs assessment, program planning and evaluation, health and wellness promotion, business and management principles, budgeting, marketing, grant funding, and program sustainability. Students will also examine principles of staff supervision, leadership, and program evaluation to support effective service delivery and organizational outcomes. Emphasis is placed on designing evidence-based, occupation-centered programs that address the needs of diverse populations and promote participation and well-being.

Prerequisite: Successful completion of Semester 3.1 courses

OTD 668 (1) Being, Belonging, and Becoming an Occupational Therapy Practitioner

This course examines competency skills required for occupational therapists at state and national levels. Students will explore requirements for state licensure, National Board for Certification in Occupational Therapy™ (NBCOT), and other competency-based requirements in the occupational therapy profession. The course includes preparation for the NBCOT board exam and future employment as an occupational therapist.

Prerequisite: Successful completion of Semester 3.1 courses

OTD 670 (1) Fieldwork Level IA Experiential Lab: Enhancing Physical Performance in Adulthood

This course emphasizes the development of clinical reasoning, therapeutic use of self, and the occupational therapy process, focusing on the socialization of professional behavior and attitudes. Simulation and faculty-led experiences promote an organized approach to implementation of the occupational therapy process, including evaluation, intervention, and targeting of outcomes. This course includes service delivery models within the adult population.

Prerequisite: Successful completion of Semester 1 courses

OTD 672 (1) Fieldwork 1B Experiential Lab: Enhancing Mental Health and Community Wellness

This course emphasizes the development of clinical reasoning, therapeutic use of self, and the occupational therapy process, focusing on the socialization of professional behavior and attitudes. Simulation and faculty-led experiences promote an organized approach to implementation of the occupational therapy process, including evaluation, intervention, and targeting of outcomes. This course includes service delivery models within mental health settings.

Prerequisite: Successful completion of Semester 2.1 courses

OTD 674 (1) Fieldwork Seminar IC Experiential Lab: Enhancing Performance in Children and Youth

This course emphasizes the development of clinical reasoning, therapeutic use of self, and the occupational therapy process, focusing on the socialization of professional behavior and attitudes. Simulation and faculty-led experiences promote an organized approach to implementation of the occupational therapy process, including evaluation, intervention, and targeting of outcomes. Service delivery models for children, youth, and their families will be explored.

Prerequisite: Successful completion of Semester 2 courses

OTD 676 (12) Level IIA Fieldwork

This twelve-week fieldwork experience aims to integrate coursework into clinical practice to ensure students demonstrate functional development of entry-level practice skills. Students will employ professional thinking and problem-solving skills to analyze and apply acquired knowledge to effect change in occupational performance and modify targeted outcomes with their clients.

Prerequisite: Successful completion of Semester 3 courses

OTD 678 (12) Level IIB Fieldwork

This twelve-week fieldwork experience aims to integrate coursework into clinical practice to ensure students demonstrate functional development of entry-level practice skills. Students will employ professional thinking and problem-solving skills to analyze and apply acquired knowledge to effect change in occupational performance and modify targeted outcomes with their clients.

Prerequisite: Successful completion of Semester 4 courses

OTD 680 (3) Doctoral Mentorship I

This is the first of two doctoral mentorship courses designed to assist the student in developing a scholarly Doctoral Capstone Experience and Project. The Doctoral Capstone Experience and Project development is facilitated by utilizing a needs assessment of a topic, a thorough literature review, development, and confirmation of learning objectives unique to the project, plan for supervision, and confirming sites for the Doctoral Capstone Experience.

Prerequisite: Successful completion of Semester 3 courses

OTD 682 (3) Doctoral Mentorship II

This is the second of two doctoral mentorship courses designed to assist the student in developing a Doctoral Capstone Experience and scholarly Doctoral Capstone Project. The focus of this course is on the methods and procedures unique to the capstone project as well as finalizing the Doctoral Capstone Experience plan. This is facilitated using a proposal for implementation and evaluation using a collaborative and reflective effort on occupational therapy practice and research issues.

Prerequisite: Successful completion of Semester 4 courses

OTD 684 (14) Doctoral Capstone Experience

This course is designed to facilitate an in-depth Doctoral Capstone Experience in one area such as legislation and policy, clinical practice, advocacy, research, administration, leadership, program and policy development, advocacy, education, and/or theory development. The emphasis will be on the synthesis of all course material and professional knowledge mentored by a subject matter expert in the student's selected area. This experiential placement is consistent with the interest of the student, under the guidance of an external mentor and/or faculty advisor. The experience creates and enhances the student's professional skills and abilities, allowing them to acquire advanced knowledge in the chosen area in preparation for graduation as Doctor of Occupational Therapy.

Prerequisite: Successful completion of Semester 5 courses

OTD 686 (3) Doctoral Capstone Project

This course is designed to assist the student in implementing a scholarly Doctoral Capstone Project and disseminating results. The focus of this course is on data collection, data analysis, and/or program evaluation, development of a scholarly presentation or project, and preparation for dissemination. The culmination of this course is the dissemination of the project results.

Prerequisite: Successful completion of Semester 5 courses

DOCTOR OF PHYSICAL THERAPY PROGRAM

Interim Program Director: David Denton

Director of Clinical Education: Jamie Schwartz

Director of Admissions and Student Affairs: Judy Gelber

Director of Curriculum: Elaine Lonnemann

Core Faculty: David Boyce, Dean Jacks, Joseph Girard, Josh White, Katherine Smith, Nanami Mano, Kathleen McGuire

Director of Operations: Andrew Pretorius

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 I

Introduces students to the physical therapy profession and the professional roles and responsibilities of the physical therapist in healthcare. Emphasizes emotional and social intelligence, cultural responsiveness, and professional behaviors as foundations for professional identity. Prepares students to become master adaptive learners by developing skills in self-assessment, reflection, patient education, communication, and the effective use of feedback. Includes the development of a professional portfolio to support ongoing growth in clinical practice, leadership, and lifelong learning.

Prerequisite: Admission to Doctor of Physical Therapy Program.

DPT 631 (2) Professional Competencies II

Prepares students professionally and emotionally for clinical practice as a leader, lifelong learner and educator in the physical therapy profession. Explores major forms of healthcare delivery and their interaction with physical therapy services, including medical ethics, healthcare regulations, and risk management strategies. Provides strategies for the development of a professional identity through leadership of self and others, mindfulness, and values-based practice. Enhances communication, cultural responsiveness, and collaboration to support effective, patient-centered care. Includes a formative exam to integrate learning and support clinical and licensure readiness.

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 634 (2) Professional Competencies III

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 635 (3) Professional Competencies IV

Prepares students to integrate leadership, business acumen, and professional values into physical therapy practice within complex healthcare systems. Emphasizes innovation, advocacy, informatics, and value-based care, while advancing students' skills in ethical decision-making, reflective practice, and clinical readiness. Includes legal and regulatory aspects of practice, completion of the professional portfolio, and targeted preparation for the NPTE. Concludes with a comprehensive assessment to demonstrate integration of knowledge and readiness for clinical practice.

Prerequisite: Successful completion of Semester 5 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, 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, 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 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 age-related changes across body systems—including musculoskeletal, neuromuscular, cardiovascular, pulmonary, and integumentary—and their implications for physical therapy practice. Examines the physiological, sociological, and economic aspects of aging, with emphasis on how comorbidities, fall risk, and vascular compromise impact function and recovery. Includes focused content on wound physiology, integumentary examination, and

intervention strategies for older adults. Lab activities develop patient management skills specific to the aging population across diverse care settings.

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 care, 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 (4) 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

Updated: 8/2026