

Jessica L. Randolph, EdD

Curriculum Vitae

Contact Information:

Program in Physical Therapy
Washington University School of Medicine
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Present Position:

Assistant Director, Learning and Continuous Improvement
Assistant Professor Physical Therapy & Orthopedics
Program in Physical Therapy
Washington University School of Medicine

Education:

2003-2007	Carthage College Kenosha, WI	B.A. Biology
2007-2008	Logan University Chesterfield, MO	M.S. Sports Science and Rehabilitation
2015-2017	Lindenwood University St. Charles, MO	EdD Educational Leadership

Academic Positions / Employment:

2009-2019	Lindenwood University, St. Charles, MO Instructor, Exercise Science (2009-2017) Exercise Science Program Director (2016-2019) Assistant Professor, Exercise Science (2017-2019) Assistant Dean, School of Health Sciences (2017-2019) Director, General Education Assessment (2019)
2020-Current	Washington University in St. Louis, St. Louis, MO Manager, Curriculum Services (2020-2023) Assistant Director, Learning and Continuous Improvement (2023-current)

Teaching Title and Responsibilities:

Outside of Program (2009-2019)

EXS25000 Foundations of Sport and Exercise Science, 3 Credits

This course introduced the foundational information in the field of Exercise Science. Course topics and activities included exploration of the general concepts, goals, professional organizations and certifications, sub-disciplines, and career employment opportunities.

EXS26000 Concepts in Conditioning, 3 Credits

This course studied the physiological components of exercise and their application when working with athletes, individuals, or small/large groups. Students gained an understanding of the purpose of selecting safe and effective techniques for aerobic and anaerobic conditioning, contraindications to exercise, and evaluation methods used by professionals when working with these populations.

EXS2980X Special Topics: Athletic Performance Assessments, 3 Credits

This course was designed for interest in specific subjects related to exercise science.

EXS2980X Special Topics: High Intensity Training Protocols, 3 Credits

This course was designed for interest in specific subjects related to exercise science.

EXS360 Exercise Principles for Optimal Performance, 4 Credits

This course prepared students to teach and supervise weight training programs in athletic, recreational, and physical education class environment.

EXS385 Advanced Strength Training Techniques, 3 Credits

This course included a study of techniques in various strength training exercises. Theory, principle and application of advanced exercise used in rehabilitation and sport specific training was discussed.

EXS 40500 Program Implementation, 3 Credits

This course was designed to show mastery of all the concepts of exercise components by assessing, developing, and implementing programs and setting goals in different areas and age groups.

EXS41000 Exercise Prescription and Implementation, 3 Credits

This course was designed for the student to explore techniques and strategies used for designing, implementing, and managing specific exercise, health and wellness, and athletic development programs. Students applied their knowledge and skills learned in previous courses to administer appropriate evaluations and use the test results to develop an exercise prescription and properly implement the program.

EXS44000 Internships, 3-6 Credits

This internship was completed in the area of interest of the student.

EXS45500 Exam Preparation, 3 Credits

This course provided a review of all areas necessary to prepare for the strength training exams including administrative duties, facility management and maintenance, fitness program implementation, dietary considerations, and assessment of fitness, conditioning, strength and flexibility. Labs consisted of implementation of strength programs, and application of areas used in strength gains.

LNO1010X Time Machine: Time, Sport Performance, and the Human Body, 1 Credit

This course was a one-hour subject-area seminar and orientation course required of all first-time freshmen. Students were introduced to special topics of their choice based on personal interest, declared major or academic interest while also orientating to the university environment. This special topics seminar course provoked critical thinking, problem solving, and interaction. Course was required of all first-time freshmen or transfer students without an equivalent course previously completed from another college or university.

PE35600 Theory and Methods of Coaching Weight Training, 3 Credits

This course was designed to prepare students to teach and supervise weight training programs in athletic, recreational, and physical education class environment.

Washington University in St. Louis, Doctor of Physical Therapy Program (2020-current)

Thread lead, Master Adaptive Learner

Coach, DPT Curriculum Coaching Program

Coaching Program Director, DPT Curriculum Coaching Program

Domain Lead, Practice Based Learning and Improvement

PhysTher.8103 Practice-Based Learning and Improvement 1, 1.5 credits

The learner will demonstrate a minimum of the level 1 benchmark in competency development to evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation. The learner will choose topics organized through the clinician, scholar, educator thread to improve in this domain, as needed.

PhysTher.8203 Practice-Based Learning and Improvement 2, 1.5 credits

The learner will demonstrate a minimum of the level 2 benchmark in competency development to evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation. The learner will choose topics organized through the clinician, scholar, educator thread to improve in this domain, as needed.

PhyTher.8303 Practice-Based Learning and Improvement 3, 1 credit

The learner will demonstrate a minimum of the level 3 benchmark in competency development to evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation. The learner

will choose topics organized through the clinician, scholar, educator thread to improve in this domain, as needed.

PhysTher.733 Practice-Based Learning and Improvement 1, 1.5 credits

The learner will demonstrate a minimum of the level 1 benchmark in competency development to evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation. The learner will choose topics organized through the clinician, scholar, educator thread to improve in this domain, as needed.

PhysTher.743 Practice-Based Learning and Improvement 2, 1.5 credits

The learner will demonstrate a minimum of the level 2 benchmark in competency development to evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation. The learner will choose topics organized through the clinician, scholar, educator thread to improve in this domain, as needed.

PhysTher.753 Practice-Based Learning and Improvement 3, 1.5 credits

The learner will demonstrate a minimum of the level 3 benchmark in competency development to evaluate one's delivery of care, appraise and assimilate scientific evidence, and continuously improve performance based on self-evaluation. The learner will choose topics organized through the clinician, scholar, educator thread to improve in this domain, as needed.

Service Contributions:

Lindenwood University 2009-2019

University

- Faculty Council member
- Assessment Committee member
- Curriculum mapping workshop facilitator
- Excellence in Assessment Designation project member
- Faculty Development Working Group member
- Coffee, Cookies, and Continuous Development Subcommittee Member
- General Education Assessment Subcommittee Member
- Unconference Moderator

School

- Group facilitator for Planning and Assessment Summit
- Coordinated first year faculty assessment
- Teaching evaluations for Exercise Science, Health and Fitness Sciences, Recreation, and Physical Education courses
- Lindenwood Experience Day Coordinator
- Admitted Student Preview Day Coordinator
- School of Health Sciences Day Coordinator and Presenter
- General Education Assessment Coordinator, School of Health Sciences
- Chair, Faculty Scholarship Advisory Committee, School of Health Sciences
- Search committee member, Health Sciences Instructor

Search committee member, Athletic Training Assistant/Associate Professor
Lion Launch School Coordinator

Department

Exercise Science Program Review
Exercise Science Advisory Board Coordinator
Search committee member, Exercise Science Assistant/Associate Professor, multiple positions
Search committee member, various adjunct positions

Washington University in St. Louis 2020-Current

Program in Physical Therapy
Doctor of Physical Therapy Education Committee
Doctor of Physical Therapy Competence Attainment Committee
Tuition Stabilization Task Force
Legacy Curriculum Committee Task Force
Physiology Faculty Search Committee
Doctor of Physical Therapy Curriculum Design Team
Doctor of Physical Therapy Competency Development Group

Honors and Awards:

Stanford Award Winner, APTA Academy of Education, 2025
Drum Major Award Winner, Upstander in Washington University Community, 2024
Nominee, Professor of the Year, Lindenwood University, 2017

Educational Sessions Presented at Professional Conferences:

Development of Domains of Competence and Competencies for Professional DPT Education. Steven Ambler PT, DPT, MPH, PhD, Tamara Burlis PT, DPT, MHS, B Ruth Clark PT, Gregory Holtzman, PT, DPT, Patricia Navarro McGee PT, DPT, Jessica Randolph EdD, Barbara Norton PT, PhD, FAPTA. Educational Session Presented at Educational Leadership Conference of the American Physical Therapy Association, October 2020.

Transforming Society through Competency-Based Physical Therapy Education: Moving from Theory to Practice. Steven Ambler PT, DPT, MPH, PhD, Carey Holleran PT, MPT, DHS, Tamara Burlis PT, DPT, MHS, Jessica Randolph EdD, Barbara Norton PT, PhD, FAPTA, Gammon Earhart PT, PhD, FAPTA. Educational Session Presented at Educational Leadership Conference of the American Physical Therapy Association, October 2021.

Transforming Society through Competency-Based Physical Therapy Education: Implementation and Active Learning. Steven Ambler PT, DPT, MPH, PhD, Gammon Earhart PT, PhD, FAPTA, Barbara Norton PT, PhD, FAPTA, Tamara Burlis PT, DPT, MHS, Carey Holleran PT, MPT, DHS, Jessica Randolph EdD, Patricia Navarro McGee PT, DPT. Educational Session Presented at Educational Leadership Conference of the American Physical Therapy Association, October 2022.

Using Backward Design to Develop an Academic Coaching Program to Support the Master Adaptive Learner. Jessica Randolph EdD, Carey Holleran PT, MPT, DHS. Education Session Presented at Educational Leadership Conference of the American Physical Therapy Association, October 2024.

Faculty as Learners: Formative Assessment as a Faculty Development Tool. Jeff Konrad, PT, DPT, PhD, Jessica Randolph, EdD, Megan Burgess, DPT. Education Session Presented at Educational Leadership Conference of the American Physical Therapy Association, October 2026.

Publications:

Ambler S, Burlis T, Clark R, Holtzman G, McGee P, Frost J, Randolph J, Norton B, Holleran CL. Development of Domains of Competence and Competencies for Physical Therapist Education: Societal and Interprofessional Considerations. Accepted, JOPTE.

Invited Talks:

Enhancing Clinical Competency: Strategies for Facilitating Master Adaptive Learning in Healthcare Environments. Jessica Randolph EdD, Carey Holleran PT, MPT, DHS. Continuing Education Session Presented for Advanced Clinical Instructor Techniques hosted by Washington University in St. Louis, April 2025.

Posters:

Perceptions of Coach Competence and Coaching Program Satisfaction. Jessica Randolph EdD, Jeff Konrad, PT, DPT, PhD. American Medical Association Coaching Summit, August 2026.