College of Allied Health Professions

Doctor of Physical Therapy

2014/2015 Catalog
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College of Allied Health Professions

Mission
The College of Allied Health Professions supports the mission of Western University of Health Sciences by providing high quality professional and graduate education. The College utilizes the team approach to develop competent and compassionate professionals who provide service to the community and continually develop their skills, knowledge, and abilities through independent lifelong learning activities.

Goals
1. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.
2. To achieve an environment and culture that supports all members of the College.
3. To ensure an environment and culture that empower all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.
Doctor of Physical Therapy Program

Department of Physical Therapy Education

Accreditation

The Entry Level Doctor of Physical Therapy program in the Department of Physical Therapy Education at Western University of Health Sciences (WesternU), College of Allied Health Professions, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Mission Statement

The mission of the Department of Physical Therapy Education supports the mission of Western University of Health Sciences by educating culturally competent and patient-centered practitioners who are committed to interprofessional practice, life-long learning, scientific inquiry, critical thinking, and evidence based practice to meet the healthcare needs of the community.

About the Doctor of Physical Therapy Program

The Doctor of Physical Therapy (DPT) program is designed to give students a didactic and clinical education experience that provides current knowledge and skills necessary to practice physical therapy in any clinical setting. The courses included in this curriculum reflect and are consistent with the patient/client management model described in the Guide to Physical Therapist Practice and the curricular content for professional education in A Normative Model of Physical Therapist Professional Education: Version 2004, and meets criteria set forth by CAPTE.

The DPT degree is based on the new and expanding role of the physical therapist. Changes are occurring in the field and the future role will include practice in primary care and direct access. As such, physical therapists will be expected to perform medical screening, have a stronger knowledge base of the medical and clinical sciences, and be able to perform higher level problem solving and clinical decision-making.

In addition to the entry level doctoral degree, the program offers an advanced standing DPT degree to licensed physical therapists. The clinician who holds a certificate, bachelors, or master’s degree in physical therapy may enter the DPT program as a student with advanced standing to complete requirements for the DPT degree. The required courses will depend upon the student’s previous academic coursework and clinical/professional experiences. The student with advanced standing will take courses online with two to three weekends during a semester required to be on campus. The mission and program goals are the same for both the entry level and advanced standing students. Policies related to admissions, registration, and tuition and fees are different for students entering with advanced standing. A description of the policies for students with advanced standing is provided separately at the end of the section on the entry level DPT program. All other policies are the same for both entry level DPT students and those admitted to the advanced standing DPT program.

Program Goals

The graduate of the DPT program will be a mature individual whose professional education is based on a foundation of the requisite preparation in the biological, behavioral sciences, social sciences, and humanities. The graduate will have the necessary knowledge, skills, and attitudes to function as a
clinician generalist; will have an appreciation for the value of the research process; and will be a responsible member of the community and the profession. The goal of the Department of Physical Therapy Education and its DPT program is to achieve the following outcomes:

1. Provide educational experiences that facilitate critical thinking and clinical decision-making skills.
2. Provide educational experiences for current practice in patient care, community service, research, and education.
3. Prepare students to demonstrate interpersonal and communication skills in a variety of clinical settings and across cultures.
4. Provide educational experiences that facilitate and encourage interdisciplinary practice.
5. Encourage engagement in ethical behaviors and attitudes that result in collaborative relationships.
6. Encourage engagement in humanistic behaviors and attitudes that result in productive professional relationships.
7. Educate and model for graduates and students life-long learning and advances in current practice in patient care, community service, research, and education.
8. Prepare students to practice as evidence based clinicians.

**Description of the DPT (Entry Level) Program**

The curriculum for the Doctor of Physical Therapy (DPT) Program will prepare the graduate to be a physical therapist generalist. The curriculum consists of nine semesters, each having a particular emphasis that is expanded and built upon previous semesters.

**Curriculum Design**

The DPT program is three years in length. Didactic education includes interactive classroom instruction, lab practice, and training. In addition, classes utilize standardized cases, simulation labs, and actual patient experiences to prepare students for clinical rotations. The clinical education experiences occur in a variety of clinical settings and occur each year of the curriculum. Year I consists of one 18-week semester, one 19-week semester (which includes a two-week clinical experience and a one-week spring break), and one 9-week semester. Year II consists of two 18-week semesters (the second semester having a one-week spring break) and one 12-week clinical experience. Year III consists of one 17-week semester, two 12-week clinical experiences, and a 4-week final semester.

DPT students will complete their education in August, but will participate in the University-wide graduation held in the prior May. State licensure examinations are computerized and can be taken following successful completion of the program. The faculty includes scholars, researchers, administrators, and clinicians from the professions of physical therapy, pharmacology, education, osteopathic medicine, medicine and the basic biological sciences. All faculty are committed to the preparation of the Doctor of Physical Therapy professional who will be well versed in all aspects of physical therapy and dedicated to their profession and the patients they serve.
Program Learning Outcomes (PLO)

Upon completion of the DPT program, students will be able to:

**PLO 1:** Apply problem-solving strategies and critical thinking skills in patient care.

**PLO 2A:** Identify the physical therapy needs of patients.

**PLO 2B:** Re-assess and modify physical therapy plan of care in response to assessment outcomes.

**PLO 3:** Demonstrate and facilitate professional behaviors and attitudes.

**PLO 4:** Engage in and promote interdisciplinary practice.

**PLO 5:** Demonstrate safe, ethical, and legal practice.

**PLO 6:** Demonstrate accurate self-assessment and participation in scientific inquiry and life-long learning.

**PLO 7:** Apply principles of evidence based practice in clinical decision making and the delivery of patient care.

**PLO 8:** Design and implement a physical therapy plan of care reflecting compassionate culturally competent patient centered care.

**Personal Competencies for Admission and Matriculation**

Graduation from the program signifies that the individual is prepared for entry into clinical practice. Therefore, it follows that graduates must have the knowledge and skills needed to function in a broad variety of clinical situations and to render a wide spectrum of physical therapy evaluation and treatment techniques. The candidate and student must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) are employed. In addition, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

Essential Functions are the aptitudes and abilities that allow physical therapy students (and physical therapists) to complete the professional curriculum and to perform the clinical skills consistent with Patient/Client Management as detailed in the Guide to Physical Therapist Practice. There are essential functions or abilities that are necessary for admission and progression in the Department of Physical Therapy Education Program at Western University of Health Sciences. The candidate must be able to perform all of the essential functions (with or without accommodations). The Department of Physical Therapy Education Program follows the Western University nondiscrimination policy, and students requesting accommodations should contact the Harris Family Center for Disability and Health Policy (CDHP) at (909) 469-5297. These essential functions include, but are not limited to, the following:

**Observation (includes functional use of vision, hearing and somatic sensations)**

Candidates and students must be able to accurately observe patients and demonstrations close up and at a distance to learn skills and to gather patient data (e.g., observe a patient’s gait, appearance, posture, etc.). Candidates and students also must possess functional use of the sense of vision and somatic sensation. Observation is enhanced by the functional use of the sense of smell.
Communication

Candidates and students must have the ability to communicate orally and in writing with patients, families, groups, and other members of the healthcare team, as well as faculty and peers. Candidates and students must be able to communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats, and must be able to read, write, and communicate verbally in English. Candidates and students must be able to effectively interpret communication of others. Candidates and students must be able to read and comprehend written material and communicate clearly and audibly during interactions with classmates, professors, patients, and members of the healthcare team. Candidates and students must also be able to recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, joint noises, prostheses, and effectively use devices for the measurement of vital signs and breathe sounds. Be able to hear patients and respond to patient critical needs when not in direct line of site.

Psychomotor Skills

Candidates and students must have sufficient motor function to be able to execute movements commonly required to provide assessment and physical therapy treatment procedures to clients, as well as respond quickly to emergency situations by lifting/pushing/pulling patients, applying force to perform CPR, and assisting with transporting patients.

Mobility and Stamina

Candidates and students must possess sufficient gross and fine motor skills and endurance to provide safe and effective physical therapy care in all health care settings. Candidates and students must have the ability to: perform basic life support, including CPR; function in an emergency situation; safely transfer a patient (e.g., from wheelchair to commode, from chair to bed, lift and transfer from floor); calibrate and use equipment; perform treatments and procedures; apply pressure to stop bleeding; and/or manipulate diagnostic instruments to adequately perform all aspects of an assessment. Candidates and students must demonstrate strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise, bilateral gross and fine motor control and strength to perform therapeutic massage, and fine motor control to manipulate testing instruments/equipment/writing instruments/computers.

Candidates and students must be able to maintain and assume a variety of positions including sitting for up to 2 hours continuously, frequent standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, and turning and movement of the trunk and neck in all directions. Candidates and students must have sufficient endurance to continue performing a variety of exertional activities for up to 8-12 hours with occasional rest breaks. Candidates and students must also perform manual material handling and manipulation of various sizes and weights including lifting and transferring patients, guarding patients during gait training on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering patients. Specific requirements include:

- Safely lift up to 50 lbs. independently
- Safely lift up to 200+ lbs. with assistance; and sit, stand, and move about in patient environments.
- Safely push and pull up to 200 lbs.
Candidates and students must be able to balance self and provide support and balance to patients on a variety of surfaces including level and uneven ground, ramps, curbs, and stairs.

**Tactile**
Candidates and students must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for physical therapy care. Candidates and students must have the ability to: perform palpation, manual muscle testing, joint mobilization, percussion, massage, and other functions necessary for a physical exam; assess texture, shape, size, and vibration; note temperature changes in skin and equipment; and perform therapeutic functions associated with wound care. Candidates and students must be able to manipulate dials, sensors, and switches on all examination and therapeutic equipment.

**Intellectual, Conceptual, Integrative, and Quantitative Abilities**
Candidates and students must be able to measure, calculate, reason, analyze, synthesize, integrate, and apply information in making clinical judgments. Problem-solving, a clinical skill necessary in physical therapy practice, requires all of these intellectual abilities. In addition, candidates must be able to comprehend 3-D relationships and to understand the spatial relationships of structures.

**Behavioral and Social Abilities**
Candidates and students must possess the emotional health required for full utilization of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the assessment and care of clients, and the development of mature, sensitive, and effective relationships with clients, colleagues and other healthcare professionals. Candidates and students must be able to tolerate physically taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many clients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities to be assessed during the admissions and educational processes. Candidates and students must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties and ambiguities.

**Ethical Standards**
Candidates and students must demonstrate the ability to reason morally and practice physical therapy in a professional and ethical manner with patients, families, and other health care workers as well as with faculty and peers.

**Reasonable Accommodation for Disabilities**
Candidates and students must be able to perform all the essential functions of the program with or without accommodation. A student who discloses a disability and requests accommodation will be referred to the CDHP. The student may be asked to provide documentation of the disability for the purposes of determining appropriate accommodations. The Department of Physical Therapy Education will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program. A student with questions regarding reasonable accommodation can contact the CDHP office. Please see the General Section of the Western University of Health Sciences Catalog for more information.

**Admissions Policies and Procedures**
Western University of Health Sciences will accept applications for admission from all qualified candidates for the entry level DPT degree. WesternU participates in the Physical Therapist Centralized
Application Service (PTCAS) for its admissions process. A primary application must be filed with the PTCAS and a secondary application filed with WesternU, both subject to designated deadlines.

International Students

International students and any other applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For more detailed information, please visit our web page for International Students.

Application Requirements

The applicant must have earned a BA or BS degree from a regionally accredited (exceptions will be made on a case-by-case basis) college or university by the time he/she matriculates in the DPT program.

The DPT program seeks students with the baccalaureate degree obtained in any field of study other than physical therapy. A high degree of intellectual curiosity and accomplishment along with excellent verbal and written communication skills need to be evident in the applicant. The graduate of WesternU will be able to problem solve in clinical practice and will be able to communicate appropriately with the client/patient and other health care providers about the client/patient care plan.

1. Prerequisite Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>3 semester units</td>
</tr>
<tr>
<td>Psychology*</td>
<td>6 semester units</td>
</tr>
<tr>
<td>Statistics</td>
<td>3 semester units</td>
</tr>
<tr>
<td>Human Anatomy with Lab**, ***</td>
<td>4 semester units</td>
</tr>
<tr>
<td>Human Physiology with Lab**, ***</td>
<td>4 semester units</td>
</tr>
<tr>
<td>General Chemistry with Lab**</td>
<td>8 semester units, a full year sequence</td>
</tr>
<tr>
<td>Physics with Lab**, #</td>
<td>8 semester units, a full year sequence</td>
</tr>
</tbody>
</table>

*At least one course must be taken from the Psychology department.

**All science courses must include laboratories and cannot be at an ‘introductory’ level.

***Anatomy and Physiology must be taken from the Anatomy, Physiology, A&P, Biology, or Zoology department. The Anatomy and Physiology must be ‘human’. Combined Anatomy and Physiology courses will be considered only if a combined course sequence (2 semesters) is completed.

#Emphasis on mechanics, light, heat, sound, and electricity

In addition, the following courses are recommended to enhance success in the program:

- Oral communication skills
- Computer literacy
- General biology
- Microbiology
- Kinesiology/biomechanics
- Exercise Physiology
- Nutrition
- Human/Child Development
- Additional Psychology courses

Grades of "C" or better are required in each prerequisite course. A grade of "C-" or less in any prerequisite course is not acceptable. Only one prerequisite course may be taken on an advanced-placement, pass/no pass, or credit/no credit basis. For courses completed in California, all science prerequisites must be University of California (UC) or California State University (CSU) transferable. Advanced Placement (AP) may be accepted for one prerequisite course; this will not be calculated into the GPA.

No more than one science (if semester-based course; two if the course is quarter-based) and one non-science prerequisite courses can be in progress after the fall term prior to matriculation. All prerequisite courses must be completed by the end of the spring semester/quarter prior to matriculation. Please submit official transcripts directly to the Office of Enrollment Data Services upon completion of coursework in progress. Final transcripts and/or final grades (including degree verification) for all coursework in progress must be received prior to orientation in early August.

2. **Prerequisite and Cumulative GPAs**
   The minimum cumulative (overall) GPA and the minimum GPA for all prerequisite courses must each be 2.80 on a 4-point scale. To be competitive, these GPA’s should be consistent with current incoming class averages, which are above 3.20 on a 4-point scale.

3. **Graduate Record Examination (GRE)**
   The GRE scores are **not** required.

4. **Clinical Experience**
   A minimum of 100 hours of volunteer or paid work experience in two or more physical therapy facilities and/or clinical settings is required, with a minimum of 40 hours per setting. Forty or more hours in an in-patient clinical setting is highly recommended.

5. **Recommendations**
   Three satisfactory recommendations are required as part of the admissions application. One is required from a supervising physical therapist and one from a college course instructor. The third letter may be from either a supervising physical therapist or college course instructor; a physical therapist is preferred.

6. **Interviews**
   Applications are forwarded to the Admissions Committee for review. Applicants selected by the Admissions Committee will be invited for an on-campus interview.

The WesternU DPT program is committed to admitting individuals with a disability provided they meet all of the qualifications listed above as well as the technical guidelines listed in the previous section with reasonable accommodations.
Application Procedures and Deadlines

The DPT program has an August orientation and matriculation date. The application submission deadline is November 1st of the year prior to anticipated enrollment. Students with complete application packets are encouraged to apply early. Applicants who do not meet the criteria by the time of matriculation and wish to reapply for the following year must submit new primary and secondary applications and will be considered with the new applicant pool. A primary application must be submitted to PTCAS with a response to the designated personal essay question contained therein. Three letters of recommendation forms must be obtained and submitted to PTCAS, along with official transcripts from all colleges attended. To initiate the primary application with PTCAS, visit the PTCAS website at: www.ptcas.org.

The applicant must also submit a WesternU secondary application online and pay the non-refundable application fee of $60. To request an information brochure, contact the Admissions Office at:

Office of Admissions
Western University of Health Sciences
309 E. 2nd Street
Pomona, CA 91766-1854
(909) 469-5541

http://prospective.westernu.edu/physical-therapy-e/apply-22/

After receipt of the applicant’s packet from PTCAS and the secondary application, the Office of Admissions will process all application materials and determine eligibility. Upon completion of processing and deeming of the application complete, the application file will be sent to the Admissions Committee for consideration for interview.

Applicants who wish to use coursework completed outside of the United States or Canada must submit their transcripts for evaluation to World Education Services or Josef Silny and Associates. A course-by-course evaluation is required and all coursework must be designated as undergraduate, graduate or professional. WesternU will only honor evaluations from the above services. The evaluation must be received by the Office of Admissions by the designated application deadline.

The Admissions Committee will review all completed applicant packets and determine which potential candidates will be invited for personal interviews. These interviews are designed to allow the applicant to learn more about WesternU’s DPT program as well as allow the Admissions Committee to learn more about the applicant. The interview process is conducted in the fall and spring months of admissions cycle.

Decisions of the Admissions Committee regarding the admission of applicants to the Doctor of Physical Therapy program are final.

Transfers from Other Schools

The Department of Physical Therapy Education does not accept transfer candidates to advance standing in the DPT (Entry Level) program.

Registration

All DPT students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted at: http://www.westernu.edu/registrar/registrar-online-
information. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a $30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of a final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations prior to registration are additional requirements for incoming students. Also, all students must show proof of current health insurance coverage by the deadlines provided by the University Registrar. This coverage must be maintained or in effect throughout the academic year. If there is no proof of current coverage, students will be automatically enrolled in the school sponsored insurance plan.

Attendance at Orientation is mandatory for all incoming first-year students.

**Full-time/Part-Time Status**

All students enrolled in at least six (6) credit hours are considered full-time students.

**Time Limits**

The Doctor of Physical Therapy (Entry Level) program is designed to be completed in three (3) years of full-time study. The requirements for the degree must be fulfilled within six (6) years from the date of matriculation to the program. Extensions of this time limit may be granted through petition to the faculty and Department Chair.

**Computer Technology**

The Doctor of Physical Therapy (Entry Level) program requires that each enrolled student have a laptop computer with internet access. Course assignments will be given that necessitate access to a computer and the Internet. Laptop specifications can be found at: [http://www.westernu.edu/computing/computing-students](http://www.westernu.edu/computing/computing-students).

**Tuition and Fees**

By action of the Board of Trustees, DPT tuition and fees for the 2014-2015 academic year (subject to change) are as follows:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$36,910.00</td>
<td>Annual Tuition, DPT (Entry Level)</td>
</tr>
<tr>
<td>$40.00</td>
<td>Student Body Fee, Class of 2017</td>
</tr>
<tr>
<td>$20.00</td>
<td>Student Body Fee, Classes of 2016 and 2015</td>
</tr>
</tbody>
</table>

**Other Fees and Expenses**

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,300.00</td>
<td>Required and recommended texts</td>
</tr>
<tr>
<td>$500.00</td>
<td>Personal PT supplies and equipment</td>
</tr>
<tr>
<td>$100.00</td>
<td>Lab and equipment fees</td>
</tr>
<tr>
<td>$60.00</td>
<td>Criminal Background Investigation (approx.)</td>
</tr>
<tr>
<td>$40.00</td>
<td>Drug Screen (approx.)</td>
</tr>
<tr>
<td>$30.00</td>
<td>Registration Late Fee (per business day)</td>
</tr>
<tr>
<td>$350.00</td>
<td>Graduation Fee</td>
</tr>
<tr>
<td>$470.00</td>
<td>Annual Parking Permit (Auto)</td>
</tr>
<tr>
<td>$25.00</td>
<td>Parking Permit Replacement Fee</td>
</tr>
<tr>
<td>$40.00</td>
<td>Locker Key Replacement Charge</td>
</tr>
</tbody>
</table>
$10.00  Official Transcript (Each)
$21.00  Rush Transcript, First Class Mail (Each)
$25.00  Rush Transcript, Federal Express (Each)
$10.00  Student ID Replacement Fee
TBD    Breakage Fee (Replacement Cost)

**Academic Requirements**

**Academic Advisement**

Students will be assigned a faculty advisor upon matriculation. The DPT program recognizes academic advising to be a central element of the educational experience. Advising is a collaborative relationship for which advisors and students share responsibility and through which students create academic, career, and personal goals. Advisors are responsible for being accessible and responsive to students, and for providing accurate, timely information. Students are responsible for being prepared for advising sessions, and for understanding University and department requirements. The DPT program recommends that students meet with their advisor on a regular basis, at least once a month or as otherwise recommended.

Either the student or faculty member can seek a change in advisement via a request to the Department Chair.

**Attendance/Absences**

Students are expected to attend all scheduled activities. Face-to-face learning is a valued part of the curriculum. In the event of an absence or tardiness, it is the student’s professional responsibility to notify the Department Manager, who will inform the appropriate faculty. If an absence, lateness, or early departure is anticipated, it is considered a professional courtesy to discuss this with the appropriate course instructor(s) at the earliest possible date. It is expected that students will report unanticipated absences due to illness, accident, or unanticipated events immediately to the Department Manager or Department Chair. Unanticipated lateness should be discussed with the course instructor as soon as possible.

Absence or tardiness from instructional periods for any reason does not relieve the student from the responsibility for the material covered during instructional periods. The student is responsible for all course material covered during an absence. Should an absence, lateness, or early departure occur on the day of an examination or announced/unannounced quiz, any make-up exams or quizzes may or may not be allowed, at the discretion of the course instructor.

Excessive absences, tardiness, and/or early departures are considered a violation of the Standards of Professional Conduct and are handled under the General University Academic Policies and Regulations section of this catalog. Excessive or unexcused absences, tardiness, and/or early departures may impact the student’s final course grade.

**Student Test Taking Protocol and Guidelines**

1. Backpacks/bags and all personal belongings will be left at the front of the room.

2. Cell phones/electronics must be on “silent” or “off” and be placed within a backpack/bag in front of the room.
3. Students will come to the examination with a laptop computer.

4. Students will come to the examination with three to four #2 pencils.

5. Students will sit spaced apart every other seat, provided that the room is of sufficient size to accommodate this seating arrangement. Each row of students should sit directly behind the student in the row in front of them.

6. Students will fill in all Scantron information, including Student ID number.

7. Students who have their gaze elsewhere except on their own paper can give a false appearance of seeking help. If students tend to move their heads around, they need to sit in the front rows.

8. If water is needed during the examination session, the student needs to bring a bottle with the labels removed.

9. If a student needs a bathroom break, the following steps should be taken: (1) ask the instructor/proctor for a bathroom break; (2) turn in the test and Scantron form to the instructor/proctor; (3) make your visit to the restroom brief and efficient; (4) return and pick up the test and Scantron form from the instructor/proctor; (5) an escort of the same gender may be assigned at the discretion of the instructor/proctor; and (6) only one student may be out of the room at a time.

10. In the case of a lab practical exam, read all provided instructions carefully. Arrive 30 minutes before the scheduled exam.

11. Upon completion of the exam, students must sign a document indicating that he/she is the sole author of the exam and that he/she has not witnessed academic misconduct.

Confidentiality of Medical Records and Health History Information

All data gathered by students about patients and their illnesses, including all items within patients’ medical histories are privileged information.

1. Students should not discuss patients’ records in a manner or a situation that would reveal any information about these patients or their records to persons not involved in their health care.

2. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

This also applies to individuals such as classmates, faculty, and staff who volunteer as patients in class.
Use of Physical Therapy Equipment and Laboratories

The DPT policy for use of the PT equipment in the PT Skills Laboratories is as follows:

1. No one is to use the PT equipment except DPT students who have received education and have had practice on the equipment in the laboratory.

2. A faculty member must clear a student as being competent to use the equipment.

3. DPT students using the equipment should be doing so in conjunction with a class they are taking, in preparation for a clinical experience, or to conduct a clinical research project.

4. If equipment is used for a research project, the DPT faculty research mentor will be responsible to check out the student’s competency in using the equipment.

5. Physical therapy skills labs are available Monday through Friday after regular class hours. Physical therapy skills labs are available on weekends upon request of the Physical Therapy Department Manager. Use of the Anatomy Lab outside of regular class hours must be requested and scheduled with the Physical Therapy Department Manager, preferably five (5) working days in advance.

6. Students may sign out specified equipment (i.e., goniometers) to use off campus for special events or personal practice. The Department Chair will approve what equipment may be taken out of the laboratory and off campus.

Clinical Education Policies and Procedures

Students should refer to the current Department of Physical Therapy Education “Clinical Education Manual” for all policies and procedures governing physical therapy clinical education. If a difference in language is found between the two documents, the then-current WesternU Student Catalog will take precedent.

Promotion

Promotion is defined as progression from one academic year to the next.

a) A student will be recommended to the Dean of the College of Allied Health Professions for promotion by the PT faculty and the Student Progress Committee.

b) A student may not be recommended for progression from one academic year to the next with any outstanding grades of “I,” “U” or “NCR” on his/her academic record or with a cumulative grade point average of less than 2.80.

c) When considering a student for promotion, professional, ethical, and personal conduct may also be taken into consideration.

d) A student will be promoted provided that all legal and financial requirements of the University as stated in the Catalog have been satisfied.
Graduation
A student will be recommended for the Doctor of Physical Therapy Degree provided he/she:

a. Has satisfactorily completed a minimum of three years education in the DPT curriculum, unless the student has been granted advanced standing in the program.

b. Is not on probation and has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.80 and has no outstanding grade of “I,” “NCR,” or “U”.

c. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Doctor of Physical Therapy.

d. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.

e. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Physical Therapy degree is conferred. Unless special permission has been granted by the Dean, each student must participate in their respective commencement ceremony. If the Dean grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession’s oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31st of that calendar year. No student will receive his or her degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Standards of Academic Progress

Academic Standing
Good academic standing implies that a student maintains a minimum GPA of 2.80 or higher. All grading and evaluation is based on the student’s ability to attain the competencies within the objectives outlined for each area of study.

A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course and Department Chair as soon as evidence of such substandard performance is available.

Academic Warning
The student who demonstrates unacceptable performance in any unit of study during any portion of the program is notified in writing of such performance by the course instructor, as soon as it becomes evident. This constitutes an academic warning. Continued poor academic performance can lead to academic probation and/or dismissal.
**Probation**

Probation is defined as a period of time specified by the Dean of the College of Allied Health Professions (CAHP) during which the student’s progress will be closely monitored by the CAHP Student Progress Committee, faculty advisor, and the Department Chair. In order to closely monitor students on probation, the DPT program reserves the right to assign their clinical education experiences. A student will be recommended for probation and may be asked to appear at a Student Progress Committee (SPC) meeting for any of the following reasons:

1. For first year students, achieving a score of less than 77% in two or more courses by the end of the first nine weeks of the semester.
2. Immediately upon receiving a course grade of “U” or “NCR” in any course.
3. A semester and/or cumulative GPA of less than 2.80.
4. When directed to repeat a year for academic reasons.
5. Seriously deficient ethical, professional, or personal conduct.

Students are removed from probation when any of the following occur:

1. At the end of the first semester of the first year, provided that he/she has attained a GPA of 2.80 or more
2. After one semester, provided he/she has regained both a semester and cumulative GPA of 2.80.
3. When all “U” or “NCR” grades have been satisfactorily remediated according to the Remediation section of the Catalog (below).
4. When the specified terms of probation for ethical, professional, or personal conduct are met.
5. When students are on probation for a clinical education experience grade of “U”, they will be removed from probation when they have met the terms of their probation.

**Financial Aid Warning Policy (Title IV and Title VII)**

If a student is not making Satisfactory Academic Progress (SAP) they may be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, grants and stipends (judged on the criteria of the stipend). Students who fail to make SAP by the end of the payment period lose Financial Aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the college, the FAO will automatically place the student in a Financial Aid Warning status. During the next academic term, if the student does not meet SAP standards and the college places the student on academic suspension, the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be covered by financial aid.
Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. For assistance, contact the Learning Enhancement and Academic Development Office.

Remediation

Every effort will be made to give each student ample opportunity to demonstrate competency in each area of the academic program. However, remediation is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, professional behaviors, and utilization of resources available to him or her. Except for repeating the course in its entirety, the highest grade a student can receive through the remediation process is a “C” (passing grade). However, if the entire course is repeated the following year, the new course grade will be used in calculating the student’s cumulative GPA.

Unsatisfactory or No Credit Course Grades

“U” or “NCR” in any required course (didactic or clinical experience) constitutes a failing grade and places the student on academic probation. The student will be required to remediate or retake the course. A grade of “U” or “NCR” in a required course will prevent participation in a clinical experience until the course is successfully remediated, and requires that the Director of Clinical Education (DCE) determine an appropriate clinical placement.

1. As in all cases in which remediation of a course is required, this requirement may extend the length of the program beyond 36 months.

2. The highest grade a student may achieve by obtaining a 77 percent or higher score through remediation of a course is a grade of “C” or “CR.” The “C” or “CR” grade achieved by this means will be recorded on the official transcript next to the original course grade of “U” (Unsatisfactory) or “NCR” (No Credit).

3. Failure to earn a grade of “C” or “CR” when remediation of a course is attempted will render the student subject to dismissal from the program or require that the student repeat the entire course.

4. If a student repeats a course the next time the course is offered in the DPT curriculum, the student will have the new grade for the course recorded in the semester in which it was repeated. Both grades will remain on the student’s transcript; however, only the grade achieved for the most recent repeat of the course will be included in the student’s GPA. Students will be charged full tuition for repeated coursework.

5. If a student earns two “U’s” or “NCR’s” in the same academic year and has a cumulative GPA at or greater than 2.80, he/she may be required to repeat the entire academic year.

Semester/ Cumulative GPA

1. Students must attain a semester GPA of 2.80 and maintain a cumulative GPA of 2.80. The semester and cumulative GPA will be calculated at the end of each semester.
2. A student whose semester or cumulative GPA falls below 2.80 must meet with the Director of Clinical Education (DCE). In order to closely monitor clinical performance, the DCE will determine any subsequent clinical placements.

3. If the semester or cumulative GPA falls below 2.80, a student will be placed on academic probation immediately for the following semester. If a student has two didactic semester in the same academic year with a GPA of less than 2.80 and a cumulative GPA at or greater than 2.80, he/she may be required to repeat the entire academic year.

Dismissal Recommendation
A student will be subject to dismissal from the program for substandard academic or professional performance as follows:

1. A grade of “U” or “NCR” in three (3) different required courses (didactic or clinical experiences).

2. A second grade of “U” or “NCR” in the same required course (didactic or clinical experiences) whether earned by repeating the course or as a result of unsatisfactory performance upon attempted remediation via examination.

3. Attainment of a semester and/or cumulative GPA less than 2.80 and two (2) or more grades of “U” within the same semester.

4. Attainment of a semester and/or cumulative GPA less than 2.80 for two or more consecutive didactic semesters.

5. Failure to attain a cumulative GPA of 2.80 or higher at the end of the academic year.

6. Lack of professional or personal attributes considered appropriate for continuance in the program and profession.

7. Violation of the terms of probation, whether academic or professional, as stated in a letter at the time the student is placed on probation.

Student Progress Committee
a. The Student Progress Committee of the College of Allied Health Professions is comprised of Department Chairs, the Vice President of Student Affairs/designee, and elected faculty members.

b. Each year, the Student Progress Committee shall review as needed the academic achievements and the performance of all students. The names and grades of students in academic difficulty shall be made available to the Student Academic Progress Committee by the Department Chair.

c. After reviewing a student’s achievement and performance records, the Student Progress Committee may recommend to the Dean of the College of Allied Health Professions any of the following courses of action for a student: promotion, probation, remediation, dismissal
from the University, psychological and educational assessment and recommendation, or no action.

d. The Student Progress Committee also has the responsibility of recommending to the faculty as a whole the awarding of the degree of Doctor of Physical Therapy upon satisfactory completion of all requirements for graduation as stated in the University Catalogue.

e. All recommendations of the Student Progress Committee shall be made in writing to the Dean of the College of Allied Health Professions, who will make a final decision and inform the student in writing.

Student Conduct Committee

The College of Allied Health Professions (CAHP) Student Conduct Committee (SCC) shall consist of three elected CAHP faculty members, one appointed faculty member from outside the CAHP, and as ex-officio non-voting members, the Vice President for Enrollment Management and University Student Affairs/designee and the University legal counsel. The chair of the committee is elected by the members and the committee meets at the call of the chair. The term of membership is three years with staggered terms. The committee is charged to set the Standards of Professional Conduct and to investigate violation(s) of professional conduct.

Standards of Professional Conduct

Upon accepting admission to the University, each student agrees to abide by basic standards of academic integrity, professional, and ethical behavior. The student is responsible to read and abide by the University Student Catalog.

Violations of Professional Standards

The standards for student professional conduct require honesty and accountability in the educational process of professional development. Alleged violation(s) include, but are not limited to:

- Academic dishonesty
- Unprofessional conduct
- Illegal acts
- Failure to comply with University, College, and Department regulations

Reporting and Processing Procedures

1. Upon witnessing or becoming aware of violation(s) of professional conduct, a report will be generated and turned into the department chair. The report will include the following information:

   a. Name and signature of the individual making the report, and the date, time, and place of alleged violation(s)

   b. Name of the accused student

   c. Alleged violation(s)
2. If the conduct involves a particular course or clinical experience, the classroom instructor, clinical instructor/preceptor, or clinical coordinator will advise the department chair.

3. The department chair will meet with the student, the instructor, or clinical coordinator, and/or the student’s faculty advisor, individually or in a group, to discuss the nature of the alleged violation(s) that have been reported and the actions, if any that the Department Chair intends to take. The Department Chair may resolve minor infractions or refer the matter to the Dean.

   a. The Department Chair gives written notification of the violation(s), including date, and involved student’s name, and resolution to the involved student, with copies to the SCC and to the Dean within five business days.

   b. The Department Chair also places a copy of the notification in the student’s file, to be removed if no further incidents occur prior to graduation.

   c. The student involved in the alleged violation(s) may request a hearing with SCC.

4. Matters which could not be resolved at a program level will be referred to the Dean for review. The matter may be resolved by the Dean, or the Dean may refer the case to SCC for a hearing. The student may accept the Dean’s resolution or request a hearing by the SCC.

   a. The Dean sends written notification of the violation(s), including date, involved student’s name, and resolution to the involved student, with copies to the SCC, Department Chair, and Faculty Advisor within five business days.

   b. The Dean also places a copy of the resolution in the student’s file.

   c. The student involved in the alleged violation(s) may request a hearing with SCC.

5. **Hearing by CAHP SCC with recommendation to the Dean.** The Dean or the student may request a hearing by the CAHP SCC. Because a violation(s) may have serious consequences (which may include dismissal from the University), the University has implemented procedures intended to insure that the student is provided fair notice of any charges, and is afforded a reasonable opportunity to present evidence on his or her behalf.

   a. The Dean sends a written request to CAHP SCC, with the alleged violation(s) within five business days.

   b. The CAHP SCC will convene a hearing that follows procedures outlined in the University Policies and Procedures manual “Protocol for Handling the Alleged Violations of Professional Conduct by Student Performance Committees” policy number (A14.38.0.1) within five business days.

6. **Information for Students about Hearings Involving Alleged Violations of the Standards of Professional Conduct.** For a full account of the process, please refer to the General Section of the University Catalog.

7. **Status of Student Pending Action.** Pending a determination by the CAHP Dean following a hearing and a recommendation by the CAHP SCC, the student’s status will not be altered except for reasons of his/her physical and emotional well-being or for reasons relating to
the safety of other students and University personnel. Once the CAHP Dean has rendered a
decision, the status of the student will not be altered pending determination of a timely
appeal by the student, except that the Provost/Chief Operating Officer shall have the
discretion and authority to suspend the student or take other action at any time during the
appeal process. The University further reserves the right to withhold the awarding of any
degree at any time disciplinary charges are pending against a student.

8. **Appeals Procedures.** The CAHP Dean shall have the authority to make decisions regarding a
student's status in matters of academic suspension, student conduct, academic
progression/promotion, and graduation. The decision will be based on input from
appropriate sources that may include the following: individual instructors, faculty, and
appropriate committees.

a. Within five business days following written notification to the student of the
action of the CAHP Dean, the student may appeal the decision in writing to the
Provost/Chief Operating Officer. Procedures for appealing can be located in the
General Academic Policies and Procedures section of the University Catalog.

9. **Procedures Pending Outcome.** The student may remain in class or on clinical rotations or
assignments pending the outcome of appeals, except in cases of summary suspension, and
except when the Provost/Chief Operating Officer has suspended the student or has
otherwise determined that it is inappropriate for the student to remain in class and/or
participate in clinical rotations/assignments, consistent with the decision of the CAHP Dean
that is being appealed.

10. **Suspension Pending Outcome.** If a student is suspended for any reason, all financial aid to
that student will be held until the appeal process is resolved by reinstatement of the student
or dismissal of the student. If reinstated, the financial aid funds can be released to the
student. If the student is dismissed, the funds will be returned to the proper agency/lender.

11. **Additional information.** Additional information about the University’s Standards of
Professional Conduct and the hearing and appeal process is contained in the University’s
Catalog. Students may also contact Dr. Beverly Guidry, Vice President for Enrollment
Management and University Student Affairs at 909-469-5341 for additional information
regarding the appeal process.

**Evaluation and Grading**

The DPT program’s semesters are designed so that students' work toward achievement of
competencies is measured by written and practical examinations and by evaluations of clinical
performance and professional development. Specific behavioral objectives are defined for each
program component to assist the students and the faculty members in evaluating the degree of
attainment of the objectives throughout the 36-month curriculum.
Evaluation Methods

Overall student performance is evaluated during each phase using one or a combination of the following methods:

1. **Written examinations**: Written examinations will vary based on the content of the individual course. A combination of multiple choice, matching, true/false, short answer, essay, and patient problem solving questions are used.

2. **Practical or Laboratory Examinations**: In selected courses, students will be observed performing components of physical therapy practice activities on lab exams. They also may be asked to "problem solve" based on a patient database, and in some cases students will be videotaped for evaluation and/or self-evaluation. Audio-visual media may also be used in examinations.

3. **Student Presentations**: Students may be asked to orally present individual or group projects, patient cases, research papers, etc. These oral presentations may or may not be accompanied by a written report.

4. **Written reports**: At various times, students will be evaluated on written reports of assigned or selected topics, special projects, patient care documentation, evaluations, treatment plans, and home programs.

5. **Clinical Evaluations**: Supervising Clinical Instructors (CI’s) are asked to assess the student’s level of attainment of competencies related to selected parameters within the domains of knowledge, skills, and attitudes; and to evaluate the student's overall performance while on clinical education experiences. The Clinical Performance Instrument (CPI), which incorporates physical therapist clinical performance criteria, is one of the clinical evaluations utilized. Students are responsible for completing the requirements for use of the PT CPI Web prior to starting a 12-week clinical experience and ensuring that the PT CPI is completed and all supporting documents are returned to the Director of Clinical Education after each clinical experience. CI’s or Center Coordinators of Clinical Education (CCCE’s) are encouraged to discuss the student’s performance and progress throughout the clinical assignment and to discuss the final evaluation prior to completion of the experience. The CI will indicate whether the clinical experience was successful or unsuccessful in accordance with designated clinical objectives. While the CI may recommend success or failure of the clinical experience, the Director of Clinical Education determines and administers the actual course grade.

Professional Performance

**Ability-Based Assessment**

The faculty supports the concept of development of professional behaviors throughout the program. The behaviors that have been identified include: (1) commitment to learning; (2) interpersonal skills; (3) communication skills; (4) effective use of time; (5) use of constructive feedback; (6) problem solving; (7) professionalism; (8) responsibility; (9) critical thinking; and (10) stress management.

Professional behavior is vital to the success of each student, the WesternU Physical Therapy program, and the physical therapy profession. The process of becoming an effective physical therapist involves
attaining competency in professional knowledge, skill, and behavior. Thus, the ten Generic Abilities that exemplify the professional behaviors valued by the physical therapy profession will be used as a guide throughout this program. To facilitate development of competency in the Generic Abilities, the faculty will provide the students opportunities to practice them and provide formal and informal feedback throughout the program. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty, clinical instructors, and fellow students.

Students' progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behavior and attitudes. At the completion of each semester/year of the program, before the student is allowed to progress to the next semester/year, the student’s record of achievement is reviewed by the faculty. The quality of professional behavior expected of WesternU DPT graduates is exemplified by the Generic Abilities and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting beginning-level criteria by the end of the first year, developing-level criteria by the end of the second year, and entry level criteria by the end of the final clinical internship.

The faculty determines if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible for progress for the next semester/year. In special instances, the faculty may be convened at other than scheduled times to consider cases of unusual circumstances, such as probation or dismissal.

**Grading Scale**

Final course grades are given based upon the traditional 4-point letter system, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.30</td>
</tr>
<tr>
<td>U</td>
<td>Less than 77%</td>
<td>0.00</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>NCR</td>
<td>No Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* A "C+" grade in and of itself is a passing grade. If the number of "C+'s" totals an amount to bring the student's GPA to below 2.80, then the performance, based on professional expectations, is considered unsatisfactory.

**ADMINISTRATIVE GRADES**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
<th>GPA Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>M</td>
<td>Missing</td>
<td>N/A</td>
</tr>
<tr>
<td>WPC</td>
<td>Waived for Prior Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Incomplete

A student may be assigned an Incomplete grade (“I”) only when a personal situation arises during a semester that prevents him/her from completing the course requirements or clinical experience. A student must remove an Incomplete by fulfilling all course requirements by the end of the following semester. An Incomplete that is not removed by the end of the following semester will become a “U” grade.

In the event that the student receives an “I” in a clinical experience, arrangements to fulfill the requirements will be made by the DCE in consultation with the student. Arrangements for the Incomplete and its removal must be approved by the course instructor/DCE prior to the end of the semester in which the original incomplete grade was assigned. An Incomplete that is not removed by the end of the following semester will become a “NCR” grade.

Grade Reports

Final course grades are issued at the completion of each semester and will be available on BanWeb. Due to the nature of the curriculum, semester completion dates may not coincide with traditional grading periods. In some courses when final grades are not available at grade reporting time, a grade of "M" (Missing) is submitted to the Registrar in lieu of the course grade. "M" grades are entered on the grade reports and are converted to student achieved grades at the earliest possible opportunity. An up-to-date summary of student performance is maintained in the Department Office and is available to each student for review.

Credit Hour Calculation

Courses are rated at one credit hour for 15 hours of lecture or 30 hours of laboratory and/or practice sessions. One credit hour will be assigned for every two weeks of clinical education experience.

Grade Appeals Process

Review of Examinations

Examinations are graded within two (2) weeks of completion unless otherwise notified by the class instructor. Graded exams are kept on file for student review. Student performance in clinical education courses is monitored by the Director of Clinical Education. Students whose performance in any portion of the curriculum is determined to be unsatisfactory are notified of such substandard performance as soon as it can be determined.

Appealing a Course Grade

No course grade will be changed unless the instructor certifies in writing to the Registrar that an error in computing or recording of the grade occurred. If the student believes there is just cause to dispute a grade for a course, the procedure is as follows:

1. Within three (3) business days of the date the course grade is posted to BanWeb, student must make an appointment to talk with the course instructor(s) who issued the grade and submit written request for review if applicable. Upon receipt of written request from the student, the course instructor(s) shall review the case with the student and a decision shall be made by the course instructor(s) to affirm or modify the grade. Within five (5) business days of the student’s written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
2. Within three (3) business days following written notification to the student regarding the instructor’s decision, the student may appeal the decision in writing to the Department Chair. The appeal request must be accompanied by a narrative explaining the basis of the appeal. The narrative should fully explain the student’s situation and substantiate the reason(s) for advocating a reversal of the instructor’s prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that was not available at the time of the instructor’s decision, or (3) procedural error that unfairly affected the decision-making process is substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair’s decision is final in all course grade appeals (didactic and clinical), except when the Chair is also the official instructor of the course in question. In such a case, the student will direct his or her appeal to the Dean of the College of Allied Health Professions, following the same guidelines for an appeal to the Department Chair. Also, in such a case, the decision of the Dean is final.

Issues/Dispute Resolution Procedure

When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the course instructor or the faculty advisor. If the problem is not resolved at the faculty advisor/course instructor level, the matter should be brought to the Department Chair, followed by the Dean and then the Provost/COO. If the matter has not been resolved at those levels, the final arbiter is the President.

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, Dean, and Provost/COO, in that order. The final arbiter is the Board of Trustees.

When an incident arises involving a staff member, the dispute resolution process begins with the Department Chair, followed by the Dean. The Office of Human Relations is the final arbiter.

Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility.
**Curriculum Organization**

The DPT curriculum is continually evaluated to assure the best educational experience and outcomes. With this consideration, the following is an outline of the curriculum organization. Course sequencing may be adjusted based on instructor availability.

**Year 1**

<table>
<thead>
<tr>
<th>Year 1, Fall Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 5000</td>
<td>Patient Centered Cases I</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>PT 5000</td>
<td>Psychosocial and Ethnical Aspects of Health Care</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>PT 5030</td>
<td>Anatomy I</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>PT 5050</td>
<td>Kinesiology I</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>PT 5070</td>
<td>Patient Care Skills I</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>PT 5100</td>
<td>Physiology and Pathophysiology</td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td>PT 5130</td>
<td>Research Methodology in Health Care</td>
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<td>3.00</td>
</tr>
<tr>
<td><strong>Semester Total:</strong></td>
<td><strong>22.00</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1, Spring Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 5100</td>
<td>Patient Centered Cases II</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>PT 5015</td>
<td>Professional and Practice Issues in Physical Therapy</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>PT 5035</td>
<td>Anatomy II</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>PT 5055</td>
<td>Kinesiology II</td>
<td></td>
<td>5.00</td>
</tr>
<tr>
<td>PT 5075</td>
<td>Physical Agents and Procedures</td>
<td></td>
<td>3.00</td>
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<tr>
<td>PT 5140</td>
<td>Evidence Based Practice: Application of Research to Clinical Practice</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>PT 5141</td>
<td>Professional Development and Reflective Practice</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>PT 5230</td>
<td>Screening for Medical Referral I</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>PT 7010</td>
<td>Clinical Education I (2 weeks)</td>
<td></td>
<td>1.00</td>
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<tr>
<td>PT 8100</td>
<td>Introduction to Pharmacology for Physical Therapists</td>
<td></td>
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<table>
<thead>
<tr>
<th>Year 1, Summer Semester</th>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>PT 5120</td>
<td>Human Life Sequence</td>
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<tr>
<td>PT 5215</td>
<td>Motor Control and Motor Learning</td>
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<tr>
<td>PT 5233</td>
<td>Foundations of Patient Examination</td>
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<tr>
<td>PT 5235</td>
<td>Screening for Medical Referral II</td>
<td></td>
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<tr>
<td>PT 8110</td>
<td>Structural Imaging: Musculoskeletal</td>
<td></td>
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</tr>
<tr>
<td>PT 8400</td>
<td>Capstone Project</td>
<td></td>
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<td><strong>Semester Total:</strong></td>
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**Year 2**

### Year 2, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>IPE 6000</td>
<td>Team Training in Healthcare I</td>
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<tr>
<td>PT 5205</td>
<td>Examination and Management of Musculoskeletal Dysfunction I</td>
<td>5.00</td>
</tr>
<tr>
<td>PT 6008</td>
<td>Neuroscience</td>
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<tr>
<td>PT 6030</td>
<td>Physiological Basis of Therapeutic Exercise</td>
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</tr>
<tr>
<td>PT 6040</td>
<td>Evaluation and Treatment of Problems of the Cardiopulmonary System</td>
<td>4.00</td>
</tr>
<tr>
<td>PT 6060</td>
<td>Prosthetics, Orthotics, and Gait</td>
<td>3.00</td>
</tr>
<tr>
<td>PT 6630</td>
<td>Structural Imaging II: Neurological</td>
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**Semester Total:** 23.00

### Year 2, Spring Semester

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<th>Course</th>
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<tbody>
<tr>
<td>IPE 6100</td>
<td>Team Training in Healthcare II</td>
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<tr>
<td>PT 5142</td>
<td>Professional Development and Clinical Education</td>
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</tr>
<tr>
<td>PT 5210</td>
<td>Examination and Management of Musculoskeletal Dysfunction II</td>
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<tr>
<td>PT 5220</td>
<td>Principles of Teaching, Learning, and Communication</td>
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<tr>
<td>PT 6010</td>
<td>Examination and Management of Neurological Disorders I</td>
<td>5.00</td>
</tr>
<tr>
<td>PT 6020</td>
<td>Electrotherapeutic Principles</td>
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<tr>
<td>PT 6045</td>
<td>Differential Diagnosis of the Integumentary System/Wound Care</td>
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<tr>
<td>PT 6075</td>
<td>Prevention and Management of Problems in the Pediatric Population</td>
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**Semester Total:** 22.00

### Year 2, Summer Semester

<table>
<thead>
<tr>
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<tr>
<td>PT 7020</td>
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**Semester Total:** 6.00
### Year 3

#### Year 3, Fall Semester

<table>
<thead>
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<th>Course</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>PT 5143</td>
<td>Professional Development and Clinical Practice</td>
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<tr>
<td>PT 6015</td>
<td>Examination and Management of Neurological Disorders II</td>
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</tr>
<tr>
<td>PT 6050</td>
<td>Principles of Administration and Management</td>
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<tr>
<td>PT 6065</td>
<td>Patient Care Skills II</td>
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<tr>
<td>PT 6070</td>
<td>Prevention and Management of Problems in the Aging Adult</td>
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<tr>
<td>PT 6090</td>
<td>Differential Diagnosis and Management of the Complex Patient</td>
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<tr>
<td>PT 8401</td>
<td>Capstone Project II</td>
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**Semester Total:** 18.00

#### Year 3, Spring Semester

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<tr>
<td>PT 7030</td>
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**Semester Total:** 6.00

#### Year 3, Summer Semester

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PT 7040</td>
<td>Clinical Education IV</td>
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<tr>
<td>PT 8402</td>
<td>Capstone Project III</td>
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<tr>
<td>PT 8500</td>
<td>Selected Topics</td>
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<tr>
<td>PT 8600</td>
<td>Community Service</td>
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**Semester Total:** 13.00

**Program Total:** 145.00

### Modified DPT Curriculum

The DPT program offers a modified curriculum for students experiencing documented personal health-related issues that can have an impact on academic performance. This modified program is a multi-year curriculum. The decision to enter the modified curriculum is a one-time student option. Recommendation of individual students for the modified curriculum shall be made through the Dean of the College of Allied Health Professions (CAHP) upon recommendations from the Department of Physical Therapy Education faculty and the CAHP Student Progress Committee. The student's progress will be monitored each semester by the Department Chair, CAHP Student Progress Committee, and the Dean of the CAHP. Unless otherwise stipulated, all other Academic Policies and Procedures, Standards of Academic Progress, and Standards of Professional Conduct of the DPT (Entry Level) program must also be met.

### Exemption from Individual Course (Advanced Standing Students Only)

Students with advanced work or degrees in a particular subject may formally petition the instructor and the Department Chair for credit for an individual course. The petition must include the reasons for the request and all necessary documentation and must be submitted by the end of the first week of the course, and preferably prior to registering for the course. If enrolled in the course, the student must comply with the attendance policy until notification that exemption has been granted by the Dean, based upon recommendation of the Department Chair. The instructor, before recommending exemption, may require acceptable performance on an examination. The instructor, in consultation with the Department Chair, may suggest other alternative or additional criteria for determining exemption.
Description of the DPT (Advanced Standing) Program

Curriculum Design
The DPT program for students with advanced standing is designed for the adult learner. Adult learners are students who have life roles other than student, which make demands on their time and resources, such as being a parent and/or an employee. The design uses contemporary educational and instructional learning theories that emphasize outcome behaviors as the desired goal, rather than time on task. Individualized instructional strategies that include mediated learning as well as classroom instruction are also used. The program features several non-traditional instructional strategies.

Advanced students may choose to take web-based courses or enroll in the same on-campus classes offered to the first professional degree students. The instructional modality that is most evident in the curriculum for advanced students is web-based distance learning. Students are prepared to understand the characteristics of the adult learner role and are shown how to acquire adequate computer literacy during an introductory course entitled “Strategies for Successful Learning” (PT 6600). They are expected to be online and engaged in learning activities from the first day of the first semester. The DPT web site is designed to provide the learner with all of the direction that is needed to be successful in each course, including learning objectives, content, learning activities, evaluation methods, and grading criteria.

A mandatory on-campus orientation is required prior to starting the first course of the program. The PT 6600 Strategies for Successful Learning course is completed at that time. One or more on-campus seminar weekends are held each semester, depending on the individual courses enrolled in during that semester. At least one or more weekend seminar classes are held for each course. Weekend classes may be held one or two days, anytime starting Friday afternoon through Saturday. Seminar sessions may include lecture, testing, skills training, student presentations, and student group work. The seminar periods are conducted as problem solving sessions where the learner has the opportunity to demonstrate knowledge and skill(s) that have been acquired through self-directed study and obtain feedback and stimulation from instructors and fellow students.

Cooperative learning is emphasized throughout the program. Students may be assigned to groups to work on applying their collective problem solving skills toward the resolution of case-based scenarios. The online courses require student participation in asynchronous discussions. Students are required to submit original comments based on relevant research as part of evidence based practice. In addition, they are expected to respond to other comments from students and the instructor(s).

Admissions Policies and Procedures
Admission to the DPT (Advanced Standing) program is through the Admissions Office. Students may apply for the fall, spring, or summer semesters.

International Students
International students and any other applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For more detailed information, please visit our web page for International Students.

Application Requirements
The applicant to the DPT (Advanced Standing) program must meet the following program requirements:
1. Graduated from a Commission on Accreditation in Physical Therapy Education (CAPTE) accredited program. Foreign trained Physical Therapists must show proof of graduation from a government-recognized physical therapist degree program.

2. Must have an active physical therapy license from a U.S. jurisdiction.

3. A minimum of one year (2000 hours) clinical experience in a Physical Therapy setting.

4. Letters of recommendation (three with at least one from a PT supervisor/colleague; remaining letters may be from non-PT health care professionals).

5. Writing sample including why the applicant desires to pursue this degree and what he/she will plan to accomplish with it; i.e., a statement of purpose.

6. Computer access and skills.

Students who do not meet the admissions requirements may petition the Admissions Committee for special consideration.

The Western University of Health Sciences DPT program is committed to admitting individuals with a disability provided they meet all of the qualifications listed above as well as the technical guidelines listed in the previous section with reasonable accommodations.

**Application Procedures and Deadlines**

Students are advised to submit application materials as early as possible prior to the semester in which they wish to begin their program of studies. Students are allowed to take up to two classes prior to enrolling, but must have their admission packet to the admissions office before the end of their second class in order for those classes to count towards their degree.

To request an informational brochure and/or an application, contact the Admissions Office at:

Office of Admissions  
Western University of Health Sciences  
309 E. 2nd Street  
Pomona, CA 91766-1854  
(909) 469-5335  
[http://prospective.westernu.edu/physical-therapy-a/apply-21/](http://prospective.westernu.edu/physical-therapy-a/apply-21/)

In addition to submitting an application, the applicant must submit a non-refundable application fee of $60 and official transcripts from all undergraduate and graduate institutions attended.

**Portfolio Review**

Upon acceptance to the program, as part of the application process, students will be asked to submit a portfolio of past education and experiences related to physical therapy. This information will be reviewed by the faculty advisor and may be analyzed by a credentialing agency. There is a separate fee if the credentialing agency is used to analyze the portfolio. Decisions regarding required courses will be
based on review of the portfolio. Some courses may be waived for prior credit if sufficient evidence is provided to demonstrate fulfillment of competencies and program outcomes in specified areas.

**Waivers for Prior Credit**

The maximum number of graduate units that may be waived from past education related to physical therapy is 133 units. This portfolio information will be review by the faculty advisor and may be analyzed by a credentialing agency. There is a separate fee if a credentialing service is used to analyze the portfolio. A minimum of 12 units must be completed with coursework offered by the DPT (Advanced Standing) program at WesternU.

**Conditional Admission**

Conditional admission may be granted to DPT (Advanced Standing) applicants with the stipulation that the student achieve and maintain a 2.80 GPA in the program.

**Readmission**

Students with advanced standing who have not been enrolled for more than one calendar year must submit a new application form and fee, unless other arrangements have been made at the time of withdrawal/leave from the program. The application will be assessed according to the current admissions policies, and students will be required to fulfill all program requirements in place at the time of readmission.

**Continuing Education and Non-Degree Students**

An applicant holding a bachelor’s or master’s degree in Physical Therapy and a license to practice in the United States, who does not wish to pursue the DPT (Advanced Standing) degree at Western University of Health Sciences at the present time, but who wishes to engage in graduate study for personal development, continuing education, or other professional development needs, may consider enrollment as a non-degree student. A limited number of applicants may enroll in any DPT course as non-degree students, depending on space availability. Application must be made directly to the Chair of the Department of Physical Therapy Education. The department registration procedures must be followed.

Admission as a non-degree student does not assure acceptance as a degree candidate, should the student at a later time wish to change enrollment status. A maximum of two courses may be taken while in non-degree status. Should the student wish to change enrollment status, the usual admissions procedures must be followed. No more than two courses taken as a non-degree student at Western University of Health Sciences can be applied towards the DPT (Advanced Standing) degree. A minimum of 12 units, including the two prior courses (if applicable) must be completed after acceptance to the program to meet degree requirements. All criteria for admissions to the DPT (Advanced Standing) program and the admitted student’s degree requirements are based on the catalog in place at the time of application and acceptance to the program. Questions about changing from non-degree to degree status should be directed to the Chair, Department of Physical Therapy Education.

**Computer Requirements**

For computer requirements please refer to: [http://www.westernu.edu/computing-students](http://www.westernu.edu/computing-students) - section titled “Computer Requirements for Specific Programs”.

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Registration

New Students

New students admitted with advanced standing are notified by mail of their admission status. Classes may fill quickly; therefore, the student is encouraged to register early. The registration dates are set by the Registrar. A DPT (Advanced Standing) student, who is registering for the first time, whether they are accepted or non-degree seeking, will register through the DPT program Department Manager. Course information and schedule of classes are available from the Department Manager.

Continuing Students

All continuing DPT (Advanced Standing) students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted at: http://www.westernu.edu/registrar/registrar-online-information. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a $30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University.

Adding, Dropping, or Withdrawing from a Course(s)

In order to add or drop a class, the student must obtain an Add/Drop/Withdrawal form from the DPT program Department Manager or from the Office of the Registrar. Withdrawal from a course (not the program) after the second week and prior to the last day of class requires completion and submission of the appropriate withdrawal form obtained from the Registrar. Please note that this will result in a “W” grade.

Full-time/Part-Time Status

A student enrolled in the DPT (Advanced Standing) program at Western University of Health Sciences must enroll in at least six (6) units per term to be considered full-time. It is expected that students with advanced standing in the DPT program will be enrolled less than full-time, i.e., one course per semester. To be eligible for financial aid, a student must be enrolled at least half time (three (3) units) per semester.

Time Limits

The DPT (Advanced Standing) program may be completed within 2 - 2 ½ years of part-time study. All requirements for the degree must be fulfilled within five years from the date of acceptance to the program. Extensions of this time limit may be granted through petition to the faculty and Department Chair.

Tuition and Fees

By action of the Board of Trustees, DPT (Advanced Standing) tuition and fees for the 2014-2015 academic year (subject to change) are as follows:

$413.00 Per Credit Hour Tuition
Other Fees and Expenses

$30.00  Registration Late Fee (per business day)
$350.00  Graduation Fee
$40.00  Locker Key Replacement Charge
$10.00  Official Transcript (Each)
$21.00  Rush Transcript, First Class Mail (Each)
$25.00  Rush Transcript, Federal Express (Each)
$10.00  Student ID Replacement Fee
TBD  Breakage Fee (Replacement Cost)

Academic Policies and Procedures

Unless otherwise stipulated in this section, all other Academic Policies and Procedures, Standards of Academic Progress, and Standards of Professional Conduct of the DPT (Entry Level) program must also be met.

Attendance/Absences

Attendance is mandatory for all seminars. Dates of the weekend seminar program are published and distributed at the beginning of each semester and are subject to change. Students who are unable to attend a weekend session must contact the course instructor immediately to make other arrangements regarding missed exams and/or course information. Students who consistently do not comply with this policy may be dismissed from the program. The department faculty may make a recommendation for dismissal to the College of Allied Health Professions Student Progress Committee (SPC). The SPC will review the student’s performance and make a recommendation to the Dean of the College of Allied Health Professions who will make a determination about the student’s continued enrollment.

Residency Requirements

A minimum of 12 units must be completed with course work offered by the DPT program at Western University of Health Sciences.

Standards of Academic Progress

All students admitted to the DPT (Advanced Standing) program are expected to make reasonable progress each year toward the degree objective. Students with advanced standing are considered to be making reasonable academic progress when they maintain a cumulative GPA of at least 2.80 and complete four to six units during the academic year.

Financial Aid Warning Policy (Title IV and Title VII)

If a student is not making Satisfactory Academic Progress (SAP) they may be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, grants and stipends (judged on the criteria of the stipend). Students who fail to make SAP by the end of the payment period lose Financial Aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the college, the FAO will automatically place the student in a Financial Aid Warning status. During the next academic term, if the student does not meet SAP standards and the college places the student on academic suspension, the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved,
financial aid will be reinstated. If the student is directed to audit courses, those courses will not be covered by financial aid.

**Curriculum Organization**

Students must meet all the requirements for the DPT (Entry Level) program as listed in the previous section. Credit may be given for previous coursework. It is anticipated that students will be required to complete at least the following courses, unless their portfolio shows evidence of mastery of course content:

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credit Hours</th>
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<tbody>
<tr>
<td>PT 6600</td>
<td>Strategies for Successful Learning</td>
<td>0.00</td>
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<tr>
<td>PT 8101</td>
<td>Pharmacology for the Physical Therapist</td>
<td>3.00</td>
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<tr>
<td>PT 8111</td>
<td>Structural Imaging in Physical Therapy Diagnosis</td>
<td>3.00</td>
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<tr>
<td>PT 8120</td>
<td>Medical Screening and Differential Diagnosis</td>
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<tr>
<td>PT 8130</td>
<td>Advanced Differential Diagnosis I</td>
<td>2.00</td>
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<tr>
<td>PT 8133</td>
<td>Advanced Differential Diagnosis II</td>
<td>2.00</td>
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<td>PT 8135</td>
<td>Advanced Differential Diagnosis III</td>
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<td>PT 8140</td>
<td>Application of Research to Evidence-Based Practice</td>
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**Additional Courses**

These additional courses have been specifically designed for students with advanced standing who may not have met a minimal level of proficiency in these areas prior to admission to the program. Proficiency level will be determined through a review of the applicant’s portfolio. Students may opt to take an equivalent course offered in the first professional DPT degree program to fulfill content not obtained through previous academic programs, continuing education, or clinical experience. Another option offered to students is to complete a group or individual independent studies course to fulfill course requirements.

<table>
<thead>
<tr>
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<th>Credit Hours</th>
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<tr>
<td>PT 8200</td>
<td>Professional Leadership and Ethics</td>
<td>2.00</td>
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<tr>
<td>PT 8210</td>
<td>Documentation and Health Care Financing</td>
<td>2.00</td>
</tr>
<tr>
<td>PT 8230</td>
<td>Wellness and Prevention/Community Education</td>
<td>3.00</td>
</tr>
<tr>
<td>PT 8698</td>
<td>Group Independent Studies</td>
<td>1.00 – 3.00</td>
</tr>
<tr>
<td>PT 8699</td>
<td>Individual Independent Studies</td>
<td>1.00 – 3.00</td>
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</table>
Course Descriptions

All courses are awarded letter grades, except when indicated otherwise. Prerequisite course requirements refer to the successful completion of a designated course(s) or approval/permission of the individual course instructor prior to enrollment. A student is required to petition the faculty in writing if they wish to be considered for advancement without successfully meeting the course prerequisite(s). The faculty may waive compliance of successful completion of a course prerequisite in order to progress to the next required course(s). The Department Chair/designee will provide the student with written approval or denial of the requested waiver within two working days of receipt of the petition. The student may remain in class or on a clinical education experience pending notice of the outcome from the Department Chair/designee.

IPE 5000 Patient Centered Cases I – An Interprofessional Approach (1 credit hour, CR/NCR)
Prerequisite: Acceptance to the program. IPE 5000 is offered as part of the college curriculum for all first year entry level health professional students and is a university requirement for all participating colleges. The course is designed to prepare the health care student to practice patient-centered collaborative care through a team approach. Working in small interprofessional teams, students will explore cases representing conditions across the human lifespan.

IPE 5100 Patient Centered Cases II – An Interprofessional Approach (1 credit hour, CR/NCR)
Continuation of IPE 5000.

IPE 6000 Team Training in Healthcare I (1 credit hour, CR/NCR)
IPE 6000 will continue to build upon the knowledge from the IPE 5000 series, but will expand upon that knowledge and require the student to learn and apply advanced tools and strategies that are crucial to develop a collaborative healthcare team. The majority of the course is independent study with students engaging in a large scale tabletop activity where they apply team tools necessary to solve a healthcare dilemma.

IPE 6100 Team Training in Healthcare II (1 credit hour, CR/NCR)
Continuation of IPE 6000.

OM 5001 Summer Medical Sciences Preparatory Program (0 credit hours, CR/NCR, Optional)
The Summer Preparatory Program prepares incoming students for the anatomy course and provides an introduction to biochemistry. The anatomy component focuses on the skeletal, muscular, cardiovascular and nervous systems, yet provides a brief overview of other body systems. It is designed for the student without prior coursework in anatomy. Acceptance into this program is at the discretion of the instructor/coordinator. The course is an elective and does not meet any requirements for graduation. A separate tuition of $750 is charged.

PT 5000 Psychosocial and Ethical Aspects of Health Care (3 credit hours)
Prerequisite: Acceptance to program. Introduction to the psychological, sociological, and cultural aspects of acute, chronic, terminal, traumatic, and congenital medical problems on the patient, family and therapist. Includes impact of verbal and non-verbal communication and patient advocacy. Overview of basic legal and ethical principles, as well as application of ethical decision-making in relationship to professional health care dilemmas. Lecture.
PT 5015 Professional and Practice Issues in Physical Therapy (3 credit hours)
Emphasis on elements of the professional therapeutic relationship and concepts presented in the Guide to Physical Therapist Practice. This course will cover a broad perspective of world, national and state health care issues, professional advocacy and professional aspects of physical therapy practice, including reimbursement in a variety of practice settings. Lecture.

PT 5030 Anatomy I (4 credit hours)
Prerequisite: Acceptance to the program. The first of two courses covering normal human anatomy, including thorax, abdomen and the upper extremities. Incorporates surface palpation of the entire body. Cadaver dissection is included. Lecture and Laboratory.

PT 5035 Anatomy II (4 credit hours)
Prerequisite: Successful completion of PT 5030 and 5050. The second of two courses covering normal human anatomy, including lower extremities, spine, head, and neck. Emphasis is placed on the neuromusculoskeletal system. Cadaver dissection is included. Lecture and Laboratory.

PT 5050 Kinesiology I (3 credit hours)
Prerequisite: Acceptance to the program. Introduction to the theoretical principles and clinical applications of kinetics and kinematics to the axial and extremity joints and muscles, with an emphasis on normal function. Pathokinesiology is addressed as an aid to identify major concepts and to introduce clinical relevance. The course includes basic evaluation of the musculoskeletal system. Lecture and Laboratory.

PT 5055 Kinesiology II (5 credit hours)
Prerequisites: Successful completion of PT 5030 and 5050. Continuation of PT 5050 on the theoretical principles and clinical applications of kinetics and kinematics to the axial and extremity joints and muscles, with emphasis on normal function and the specific joint analysis in complex tasks. Lecture and Laboratory.

PT 5070 Patient Care Skills I (3 credit hours)
Prerequisite: Acceptance to program. Introduction to the basic physical therapy skills of transfers, mobility, soft tissue mobilization, and medical terminology. Introduction to documentation in a variety of physical therapy settings. Lecture and Laboratory.

PT 5075 Physical Agents and Procedures (3 credit hours)
Prerequisite: Successful completion of PT 5030 and 5100. This course will cover tissue healing and impairments with didactic and clinical application of selected physical agents used in physical therapy practice. Emphasis on clinical decision making in the selection, application and evaluation of modalities within a comprehensive plan of care to address impairments and functional limitations. Lecture and Laboratory.

PT 5100 Physiology and Pathophysiology (5 credit hours)
Prerequisite: Acceptance to program. This course is designed to elucidate the functional characteristics of human physiology. Principles of emphasis include structural basis of function as well as integrational elements underlying homeostatic regulation. The course is also designed to elucidate the characteristics and pathophysiology of certain common and significant diseases that are encountered by physical therapists. Lecture.
PT 5120 Human Life Sequences (2 credit hours)
Prerequisites: Successful completion of PT 5000, 5030, 5035, 5050, 5055 and 5100. The developmental process from conception to death with the emphasis on human motor performance. Sequence of study includes fetal life, infancy, early and middle childhood, late childhood, adolescence, early and middle adulthood, and the aging adult including neuroanatomical and neurophysiological mechanisms in relationship to developmental changes in performance, and musculoskeletal development in relationship to the human life span. Lecture and Laboratory.

PT 5130 Research Methodology in Health Care (3 credit hours)
Prerequisite: Acceptance to program. This course will cover basic quantitative, qualitative, and epidemiologic methods and designs of research. Topics include ethical issues related to research, validity and reliability of measures, sampling methods, and appropriate statistical analysis for various types of research. Lecture.

PT 5140 Evidence-based Practice: Application of Research to Clinical Practice (3 credit hours)
Prerequisite: Successful completion of PT 5130. This course provides students with an opportunity to apply principles and concepts from research methodology in the critical analysis of clinical literature. Emphasis is placed on the practical application of research principles and the scientific process as utilized by an evidence-based practitioner. Lecture.

PT 5141 Professional Development and Reflective Practice (1 credit hour)
Overview of clinical education in physical therapy to include the APTA guidelines, legal aspects, and professional development through reflective practice and self-assessment. Portfolio development, scheduling, and assignment for Clinical Education I are incorporated herein. Lecture.

PT 5142 Professional Development and Clinical Education (1 credit hour)
Prerequisite: Successful completion of PT 5141. Continuation of PT 5141 on various aspects of professional development and clinical education, including expectations and evaluation of clinical performance and utilization of the clinical evaluation tool, the CPI. Portfolio management, scheduling and assignment for Clinical Education II are incorporated. Lecture.

PT 5143 Professional Development and Clinical Practice (1 credit hour)
Prerequisite: Successful completion of PT 5141, and 5142. Continuation of PT 5142 on various aspects of professional development and clinical practice to include completion of the portfolio, resume writing and interview skills, and an overview of the licensure process. Scheduling and assignment for Clinical Education III and IV are included herein. Optional opportunity for an extended internship via application and interview process. Lecture.

PT 5205 Examination and Management of Musculoskeletal Dysfunction I (5 credit hours)
Prerequisite: Successful completion of PT 5120, 5215, 5233, 5235, and 8110. Regional, problem solving approach to neuromusculoskeletal problems in the adult population including underlying foundational principles. Emphasis is on clinical examination and management skills, including physical therapy differential diagnosis, causal factors, impairments, symptoms and evidence based treatment. Introduction of applicable pharmacology used in the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and Laboratory.

PT 5210 Examination and Management of Musculoskeletal Dysfunction II (5 credit hours)
Prerequisite: Successful completion of PT 5205, 6030, 6040, and 6060. Continuation of PT 5205.
PT 5215 Motor Control and Motor Learning (2 credit hours)
Prerequisite: Successful completion of PT 5030, 5035, 5050, 5055, and 5100. Introduction to the theories, structures, and processes of motor control and motor learning. Lecture and laboratory.

PT 5220 Principles of Teaching, Learning, and Communication (2 credit hours)
Prerequisite: Successful completion of PT 5215 and 5233. Communication and teaching-learning theory applied to clinical practice. Includes teaching techniques for being a Clinical Instructor, functioning as a member of an interdisciplinary team, and delivering clinical and professional presentations. Lecture.

PT 5230 Screening for Medical Referral I (2 credit hours)
Prerequisite: Successful completion of PT 5030 and 5100. This course uses a systems approach to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management, and issues related to PT screening, examination, interventions and appropriate referral to other medical practitioners. Lecture and Laboratory.

PT 5233 Foundations of Patient Examination (2 credit hours)
Prerequisite: Successful completion of PT 5000, 5030, 5035, 5050, 5055, 5070 and 5230. Foundational principles and practice of evidence based clinical physical therapy examination and management of persons with orthopedic and neurologic disorders. Emphasis on critical thinking though focused patient communication in a culturally sensitive manner. Lecture and Laboratory.

PT 5235 Screening for Medical Referral II (2 credit hours)
Prerequisite: Successful completion of PT 5230. This course continues from PT 5230 with a focus on screening for the complex patient. A systems approach is utilized to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management, and issues related to PT screening, examination, interventions and appropriate referral to other medical practitioners. Lecture and Laboratory.

PT 6008 Neuroscience (5 credit hours)
Prerequisite: Successful completion of PT 5120, 5215, and 5233. Systematic, problem solving approach to the anatomical and physiological structure and function of the normal and injured central, peripheral and autonomic nervous systems. Students will develop sufficient knowledge of neurophysiological principles to comprehend nervous system function and alternations resulting from damage. Three-dimensional relationships and functional connectivity will be examined in detail with the ultimate goal of developing the ability to diagnose lesions of CNS based on presenting deficits. Assessment of numerous case studies will familiarize students with organized, logical strategies for deduction of deficits and localization of lesions. Lecture and laboratory.

PT 6010 Examination and Management of Neurological Disorders I (5 credit hours)
Prerequisite: Successful completion of PT 5025, 5215, 5233, 6008, 6030, 6040, 6060 and 6630. This course will present a systematic, problem solving approach to neurological disorders in the adult population, including underlying foundational principles. Emphasis is on clinical examination and management skills, including physical therapy differential diagnosis, causal factors, impairments, symptoms and evidence based treatment. Introduction of applicable pharmacologic principles appropriate for this population including drug actions and screening for signs of toxicity and adverse effects is included. Lecture and Laboratory.
PT 6015 Examination and Management of Neurological Disorders II (5 credit hours)  
Prerequisite: Successful completion of PT 5210, 6010, 6020, and 6065. Continuation of PT 6010.

PT 6020 Electrotherapeutic Principles (2 credit hours)  
Prerequisite: Successful completion of PT 5205, 5233, 5235, 6008, 6030, 6040, and 6060. This course provides practical clinical application of electrotherapeutic strategies in the physical therapy management of dysfunction. This will include basic foundational concepts, parameters, electrical safety, and instrumentation. Lecture and laboratory.

PT 6030 Physiological Basis of Therapeutic Exercise (4 credit hours)  
Prerequisite: Successful completion of PT 5120, 5215, 5233, and 5235. The physiological basis of therapeutic exercise is the foundation for this course, as well as the application of therapeutic exercise to treat acute, sub-acute, and chronic conditions. This course addresses bioenergetics, basic nutritional principles, therapeutic exercise, and exercise prescription based upon the acute and chronic physiological responses of the human body during exercise and other special conditions. Lecture and laboratory.

PT 6040 Evaluation and Treatment of Problems of the Cardiopulmonary System (4 credit hours)  
Prerequisite: Successful completion of PT 5233, 5235, and 8110. This course serves as an introduction to evaluation and treatment of diseases of the cardio-pulmonary system. It will include physiology and pathophysiology, evaluation methods, treatment methods, and prevention with a focus on differential diagnosis. Introduction of applicable pharmacologic principles for the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6045 Differential Diagnosis of the Integumentary System/Wound Care (2 credit hours)  
Prerequisite: Successful completion of PT 5233, 5235, and 6060. This course introduces screening for pathological conditions of the integumentary system including examination and interdisciplinary medical management. Emphasis on wound healing and intervention techniques. This course also introduces aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6050 Principles of Administration and Management (3 credit hours)  
Prerequisite: Successful completion of PT 5015, 5220, and 5233. Organization and administration of a physical therapy department including budget considerations, hiring-interviewing techniques, marketing, and medical-legal issues. Lecture.

PT 6060 Prosthetics, Orthotics, and Gait (3 credit hours)  
Prerequisite: Successful completion of PT 5120, 5125, 5233, 5235, 6008 and 8110. Assessment, appropriate selection, and application of prosthetic and orthotic devices to physical therapy clients with common neurological and musculoskeletal impairments. Analysis and differentiation of pathological gait patterns related to use of prosthetic and orthotic devices. Lecture and laboratory.

PT 6065 Patient Care Skills II (2 credit hours)  
Prerequisite: Successful completion of PT 5215, 5233, 5235, 6030 and 6040. Continuation of PT 5070. A case based approach to patient care with a focus on the acute care setting. Emphasis is on examination and patient care skills of complex patients in an interdisciplinary setting. Critical thinking elements focus on effective communication and patient care documentation. Lecture and laboratory.
PT 6070 Prevention and Management of Problems in the Aging Adult (3 credit hours)
Prerequisite: Successful completion of PT 5120, 5210, 5233, 6010, 6020, 6030, 6040, 6045, 6060 and 6065. Systematic, problem solving approach to the elderly patient/client with emphasis on prevention, etiology, clinical manifestations, evaluation and treatment, and resources. This course also introduces aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture.

PT 6075 Prevention and Management of Problems in the Pediatric Population (4 credit hours)
Prerequisite: Successful completion of PT 5120, 5215, 5233, 5235, 6008, 6040, 6060, 6630 and 8100. Systematic, problem solving approach to the pediatric client with emphasis on prevention, etiology, clinical manifestations, evaluation, and treatment. This course also introduces aspects of pharmacology used in the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6090 Differential Diagnosis and Management of the Complex Patient (3 credit hours)
Prerequisite: Successful completion of PT 5210, 5215, 5233, 5235, 6010, 6020, 6030, 6040, 6045, 6065, and 6075. This course employs a mixed traditional and problem-based approach using a case study context. Students learn to differentially diagnose and manage patients with multisystem dysfunction within the scope of physical therapy practice. Lecture and laboratory.

PT 6600 Strategies for Successful Learning (0 credit hours, CR/NCR)
Prerequisite: Acceptance to program. This course provides new students entering with advanced standing an introduction to the DPT program. Following an overview of the most important services, policies, instructional methods and resources, students will have an opportunity to assess their readiness for the program. The awareness, knowledge, and skills derived from this part of the course will help ensure successful completion of the program. This course is provided on campus only and must be taken prior to beginning the first semester in the program.

PT 6630 Structural Imaging in Physical Therapy Differential Diagnosis – Neurologic (1 credit hour)
Prerequisite: Successful completion of PT 5233 and 8110. This course will provide an introduction to indications, instrumentation, and clinical interpretation of various medical imaging techniques. The focus will be on test selection, clinical interpretation, and practical integration of imaging data into diagnosis of neurological conditions for planning and communication with other medical professionals. Lecture.

PT 7010 Clinical Education I (1 credit hour, CR/NCR)
Prerequisite: Successful completion of Semesters I and II. Forty hours per week for two weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of course content in Semesters I and II will be emphasized in this clinical experience.

PT 7020 Clinical Education II (6 credit hours, CR/NCR)
Prerequisite: Successful completion of PT 5141, 5242, and 5233. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of course content in Semesters I through V (musculoskeletal and/or cardiopulmonary pathologies) will be emphasized in this clinical experience.
PT 7030 Clinical Education III (6 credit hours, CR/NCR)
Prerequisite: Successful completion of PT 5143, 6015, 6050, 6070, and 6090. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I though VII will be emphasized in this clinical experience.

PT 7040 Clinical Education IV (6 credit hours, CR/NCR)
Prerequisites: Successful completion of PT 7030. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I though VIII will be emphasized in this clinical experience.

PT 7050 Clinical Internship (0 credit hours)
Prerequisite: Successful completion of all prior coursework and selection of clinical facility. An optional 1-year clinical experience via extension of PT 7030 and 7040 in the same clinical facility.

PT 8100 Introduction to Pharmacology for the Physical Therapist (1 credit hour)
Prerequisite: Basic and applied pharmacology for the physical therapist. Includes pharmacokinetics, pharmacodynamics, classes of drugs, screening for drug toxicities and adverse effects related to physical therapy. Lecture.

PT 8101 Pharmacology for the Physical Therapist (3 credit hours)
Basic and applied pharmacology for the physical therapist. Includes the effects of pharmacotherapy on the health and well-being of patients, and clinical incorporation of pharmacologic information into treatment selection and delivery. Open to students enrolled in the DPT (Advanced Standing) program only.

PT 8110 Structural Imaging in Physical Therapy Diagnosis- Musculoskeletal (2 credit hours)
Prerequisite: Successful completion of PT 5030 and 5035. This course will provide an introduction to indications, instrumentation, and clinical interpretation of various medical imaging techniques. The focus will be on test selection, clinical interpretation, and practical integration of imaging data into diagnosis of musculoskeletal conditions for planning and communication with other medical professionals. Lecture.

PT 8111 Structural Imaging in Physical Therapy Diagnosis (3 credit hours)
This course will familiarize the DPT student with the indication, instrumentation, & clinical interpretation of orthopedic imaging techniques, including plain film x-ray, magnetic resonance, computerized tomography, &radioisotope imaging. Selection protocols for each will be discussed to acquaint the student with advantages & disadvantages of each method & what type of information each technique best presents. This course will focus on the clinical interpretation & practical integration of imaging data into rehabilitation regimen design & communication with other medical professionals. Course may be offered online. Open to students enrolled in the DPT (Advanced Standing) program only.
PT 8120 Medical Screening and Differential Diagnosis (4 credit hours)
Prerequisite: Acceptance to the program as a student with advanced standing. The course uses a systems approach to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management and issues related to PT screening, examination, interventions, and red flags. An introduction to differential diagnosis and systems review in physical therapy is provided with emphasis on the integumentary system. Includes labs on physical exam related to visceral structures for purposes of medical screening and indications for referral to medical practitioner or other appropriate health care providers. May include online lectures/discussions and in class laboratory.

PT 8130 Advanced Differential Diagnosis I (2 credit hours)
Prerequisites: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies within the musculoskeletal system as described in the Guide to Physical Therapist Practice. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations, multi-systems involvement, and will encompass the life span.

PT 8133 Advanced Differential Diagnosis II (2 credit hours)
Prerequisite: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies within the cardiovascular and pulmonary systems as described in the Guide to Physical Therapist Practice. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations, multi-system involvement, and will encompass the life span.

PT 8135 Advanced Differential Diagnosis III (2 credit hours)
Prerequisites: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies with the neurologic system as described in the Guide to Physical Therapist Practice. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations or multi-system involvement and will encompass the life span.

PT 8140 Application of Research to Evidence Based Practice (3 credit hours)
Prerequisite: PT 5130 or equivalent. Examines research methods used for the objective and systematic study and evaluation of clinical practices. Applies evidence in the area of physical therapy administration and management to current practice settings following the five steps of evidence based practice. Includes individual reviews and group on-line discussions.

PT 8200 Professional Leadership and Ethics (2 credit hours)
Potential leadership roles of the physical therapist will be discussed. Issues related to professional development and reflective practice, collaboration with other health care providers, and knowledge of advocacy will be examined. Group discussions will include legal/ethical issues experienced in the clinical setting and in relation to the role of the physical therapist in primary care/direct access.
PT 8210 Documentation and Health Care Financing (2 credit hours)
Government, private insurance and managed care changes in health care financing will be presented. Students will review and critique documentation as a means to developing their own skills in this area.

PT 8230 Wellness and Prevention/Community Education (3 credit hours)
The application of primary, secondary and tertiary prevention and the therapist’s role in wellness and health promotion will be discussed. Teaching/learning principles are applied to community education programs including those related to wellness, prevention and health promotion.

PT 8400 Capstone Project I (1 credit hour, CR/NCR)
Prerequisite: Successful completion of PT 5130 and 5140. This course provides the opportunity to select a capstone project in one of three areas: a community service partnership project; a comprehensive case study from a clinical education experience; or an empirical research project. It is expected that the final product will contribute to the community, clinical practice, or professional literature at a level consistent with presentation to a professional audience. Completed projects will be presented as posters or platform presentations prior to graduation.

PT 8401 Capstone Project II (1 credit hour, CR/NCR)
Prerequisite: Successful completion of PT 5233 and 8400. This course provides the continued development of the capstone project. Continuation of PT 8400.

PT 8402 Capstone Project III (3 credit hours)
Prerequisite: Successful completion of PT 8401. This course is a continuation of PT 8400 and 8401. Completed projects will be presented as posters or platform presentations prior to graduation.

PT 8500 Selected Topics (2-4 credit hours, CR/NCR)
Prerequisite: Approval of instructor. Special topics in physical therapy presented in workshop format. Laboratory experiences may be included.

PT 8600 Community Service (2 credit hours)
Prerequisite: Acceptance to program. Contributions student make beyond their professional role though interaction and service are experienced through practical application. Emphasis on developing the role and responsibility of the physical therapist within a given community.

PT 8698 Group Independent Studies (1-3 units)
Prerequisite: Acceptance to program as a student with advanced standing. Students will work in small groups to fulfill competency in a specified area of physical therapy practice. Course content and assignments will be individualized to meet the group’s needs.

PT 8699 Individual Independent Studies (1-3 units)
Prerequisite: Acceptance to program. Students will work on individual assignments/projects to fulfill competency in a specified area of physical therapy practice. Course content and assignment will be individualized to meet the student’s needs.
Honors and Awards
The following awards are considered for presentation to PT students annually:

- Alumni Award (Advanced Standing students)
- Bertha Oliver Memorial Award
- Class Morale Award
- Dean's Award
- John Wallace Award
- Leadership and Service Award (Advanced Standing students)
- Physical Therapy Academic Achievement Award
- Physical Therapy Faculty Award
- Physical Therapy Outstanding Clinical Performance Award
- Physical Therapy Outstanding Service Award
- Rebecca E. Pabst Memorial Scholarship Award
- The Phoenix Award (Entry or Advanced Standing students)
Academic Calendar
*Students in clinical rotations observe their preceptor’s hours, which may include working on federal holidays.

**Fall 2014**

Wednesday, August 6, 2014
Orientation

Saturday, August 9, 2014
Convocation/White Coat Ceremony

Monday, August 11, 2014
Fall Classes Begin (Years 1 and 2)

Friday, August 15, 2014
Fall Classes Begin (Advanced Standing)

Monday, August 18, 2014
Fall Classes Begin (Year 3)

Monday, September 1, 2014
Labor Day – No Classes*

Monday, October 13, 2014
Columbus Day – No Classes*

Saturday, November 7, 2014
End of Fall Semester Classes (Adv. Standing)

Saturday, November 21, 2014
End of Fall Semester Classes (Adv. Standing)

Wednesday, November 26, 2014
Thanksgiving Recess Begins @ 5:00 p.m.*

Monday, December 1, 2014
Classes Resume

Friday, December 12, 2014
End of Fall Semester Classes (Years 1-2)

Monday, December 15, 2013
Winter Recess Begins (Years 1-2)

**Spring 2015**

Monday, January 5, 2015
Spring Classes Begin (Years 1-3)

Friday, January 9, 2015
Spring Classes Begin (Advanced Standing)

Monday, January 19, 2015
Martin Luther King Day – No Classes*

Monday, February 16, 2015
President’s Day – No Classes*

Monday, March 23, 2015
Spring Break Begins (Years 1-2)

Friday, March 27, 2015
End of Spring Semester Classes (Year 3)

Monday, March 30, 2015
Spring Classes Resume (Years 1-2)

Saturday, April 4, 2015
End of Spring Semester (Advanced Standing)

Friday, May 8, 2015
End of Spring Semester Classes (Year 2)

Friday, May 15, 2015
End of Spring Semester Classes (Year 1)

Wednesday - Friday, May 20-22, 2015
Commencement
Summer 2015

Monday, April 6, 2015
Summer Classes Begin (Year 3)

Friday, April 17, 2015
Summer Classes Begin (Advanced Standing)

Monday, May 18, 2015
Summer Classes Begin (Year 2)

Monday, May 25, 2015
Memorial Day – No Classes*

Tuesday, May 26, 2015
Summer Classes Begin (Year 1)

Saturday, July 11, 2014
End of Summer Semester (Advanced Standing)

Friday, July 24, 2015
End of Summer Semester Classes (Year 1)

Friday, July 31, 2015
End of Summer Semester Classes (Year 3)

Friday, August 7, 2015
End of Summer Semester Classes (Year 2)