

Western University of Health Sciences

## **College of Health Sciences-Northwest**

**Doctor of Physical Therapy (DPT) Oregon Campus  
2025/2026 Catalog**

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Text for the catalog was prepared as of May 2025. The information herein applies to the academic year 2025-2026.

## Table of Contents

Conditions of Accuracy .....	2
College of Health Sciences-Northwest.....	7
Mission.....	7
Goals .....	7
Program General Information - Doctor of Physical Therapy .....	8
Department of Physical Therapy Education (DPTE).....	8
Program Accreditation.....	8
Filing a Complaint with CAPTE.....	8
General Information .....	8
Purpose Statement .....	8
Mission Statement .....	8
Vision Statement.....	9
Values.....	9
The Physical Therapist Role.....	9
About the Doctor of Physical Therapy Program .....	10
Certification/Licensure.....	11
Curriculum Design .....	11
Student/Program/Faculty Goals.....	12
Notice of Non-Discrimination and Equal Opportunity.....	13
Technical Standards for Admission and Matriculation .....	15
Observation.....	15
Communication.....	15
Psychomotor .....	16
Cognitive/Intellectual.....	16
Behavioral and Social .....	16
Admissions Policies and Procedures.....	17
Reasonable Accommodations During the Admissions Process .....	17
Application Requirements .....	17
Prerequisite and Cumulative GPAs .....	18
Clinical Experience .....	18

Recommendations .....	18
Interviews.....	18
Application Procedures and Deadlines .....	18
Acceptance Deposit .....	19
International Applicants.....	19
Transfers from Other Schools .....	19
Transferability of Courses Taken at WesternU .....	19
Drugs and Alcohol on Campus Policy .....	20
Registration.....	21
Registration Late Fee Appeals .....	21
Student Health Insurance Requirement .....	21
New Student Orientation/Welcome Week .....	21
Student Initiated Changes in Enrollment Status.....	21
Full-Time/Half-time .....	22
Time Limits .....	22
Tuition and Fees .....	23
Institutional Fees.....	23
Non-institutional Fees.....	23
Additional DPT Program Education Requirements.....	23
Modified Curriculum/Repeated Coursework Tuition Rates .....	24
General Academic Policies and Procedures .....	25
Academic Mentorship .....	25
Attendance/Absences .....	25
Student Test Taking Protocol and Guidelines.....	25
Virtual Policies and Procedures .....	26
Virtual Exam Protocol.....	27
Children in the Classroom/Labs .....	29
Confidentiality of Medical Records and Health History Information .....	29
Communications: Lockers, Email, Mail.....	29
Use of Equipment and Laboratories.....	30
Clinical Education Policies and Procedures.....	30

Returning from Leave of Absence .....	30
Protocol for Input on Matters of Student Concern.....	30
Tutorial Assistance Program.....	31
Student Injuries and Illnesses in Clinical Settings.....	31
Student Disability Accommodation Process .....	31
Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”).	33
Violations of the Standards of Student Conduct .....	33
Reporting Alleged Violations of Standards of Conduct .....	33
Appeals Procedures .....	34
Standards of Academic Progress.....	35
Student Performance Committee.....	35
Academic Evaluation of Students – SPC Procedures .....	35
Probable Outcomes for Unsatisfactory Academic Progress .....	36
Probable Outcomes for Course* Failures .....	36
Request for Review .....	37
Four years, Six months to complete Curriculum.....	37
Adverse Actions.....	37
Appeals Process .....	39
Financial Aid Warning Policy (Title IV and Title VII) .....	39
Promotion .....	40
Graduation .....	40
Evaluation and Grading .....	42
Evaluation Methods .....	42
Professional Performance .....	43
Grading Scale.....	43
Grade Reports .....	44
Grade Appeals Process .....	44
Audit.....	45
Missing Grades .....	45
Incomplete .....	45
Credit Hour Calculation .....	45

Curriculum Organization .....	46
Year 1- DPTOR 2027 and Later .....	46
Year 2 .....	47
Year 3.....	48
Year 1 – DPTOR 2026 and earlier .....	49
Year 2 .....	50
Year 3.....	51
Additional Course(s) .....	51
Course Descriptions .....	52
Honors and Awards .....	63
Academic Calendar .....	64
Oath for Physical Therapists .....	65

## College of Health Sciences-Northwest

The College catalog serves as a supplement to the University catalog. The College faculty, staff, and students must abide by the content of the University catalog in addition to the College catalog. The 2025-2026 catalogs supersede previous versions, and all students are held responsible for the information contained in both the University and the College 2025-2026 catalogs.

### Mission

The mission of the College of Health Sciences Northwest is to follow a humanistic tradition; to cultivate scholarly enquiry, clinical excellence, and compassionate leadership in our graduates; and to train innovative, evidence-based practitioners who will enhance the health, well-being, and quality of life in all people, especially rural and medically underserved communities.

### Goals

Providing health sciences students with the knowledge and skills basic to the practice of their disciplines, instilling them with the fundamental attitudes of professionalism, teaching, and compassionate care for a diverse patient population.

Preparing educators and clinicians to teach and serve in the health professions.

Providing excellent educational programs for health sciences professions students.

Promoting and modeling excellence, cost-effectiveness, and innovation in healthcare; advancing health care research and disseminating scientific information to the public.

Promoting understanding and appreciation of other health professionals through student and faculty participation in interprofessional education.

## Program General Information - Doctor of Physical Therapy

### Department of Physical Therapy Education (DPTE)

#### Program Accreditation

##### Accreditation

The Doctor of Physical Therapy-Oregon (Professional) program in the Department of Physical Therapy Education-Oregon at Western University of Health Sciences (WesternU), College of Health Sciences-Northwest, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.capteonline.org](http://www.capteonline.org).

Accreditation indicates that the institution and program have been carefully evaluated and found to meet standards agreed upon by qualified educators. The Western University of Health Sciences Doctor of Physical Therapy-Oregon program (Professional) is accredited through June 30, 2029.

##### Filing a Complaint with CAPTE

CAPTE has a mechanism to consider formal complaints about physical therapy education programs that allege a program is not in compliance with one or more of CAPTE's Evaluative Criteria or has violated any of CAPTE's expectations related to academic integrity. (<http://www.capteonline.org/Complaints/>) In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria. CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint. Students or other interested parties may file a formal complaint about a PT program with CAPTE at any time. To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at (703) 706-3245 or at [accreditation@apta.org](mailto:accreditation@apta.org).

##### Filing a Complaint with CAPTE

Any person may file a complaint with CAPTE if that person believes that the Department of Physical Therapy (Professional) program is failing to fulfill its commitment to CAPTE accreditation standards. To file such a complaint, follow this link: <http://www.capteonline.org/Complaints/>.

## General Information

### Purpose Statement

Educate and develop service-oriented leaders in the profession of physical therapy who will provide humanistic care in rural, underserved, and/or vulnerable communities of Oregon and the Pacific Northwest.

### Mission Statement

In the humanistic tradition, we cultivate clinical excellence and leadership in physical therapy professionals through education, research, community service, innovation, and evidence-based practice. To accomplish this mission the DPTE-OR faculty are committed to:



- Educate culturally competent, service-oriented, reflective students who are committed to leadership, life-long learning, scientific inquiry, and critical thinking.
- Engage in scholarly activities that contribute to the professional body of knowledge and are integrated into our curriculum.
- Engage in service activities within our professional organizations, institution, and local community.
- Strive to maintain clinical excellence in contemporary practice as demonstrated by serving as clinicians and consultants in our communities.
- Embrace innovation and collaboration in education, clinical practice concepts, scholarship, and healthcare.
- Focus on the total student experience by providing authentic learning opportunities and curricula optimized to the learners of today.
- Promote humanistic values of caring, respect, empathy, and trust through intentional interactions across diverse cultural groups and among healthcare professionals.
- Endeavor to cultivate a diversity of graduates united as experts in optimizing movement that transforms lives across the lifespan.

### **Vision Statement**

WesternU Oregon DPTE will be the leader in advancing healthcare access in rural, underserved, and vulnerable communities to optimize movement and improve the human experience for all.

### **Values**

Teamwork and Collaboration  
 Humanism  
 Respect and Inclusion  
 Innovative Solutions  
 Virtue and Integrity  
 Excellence in Leadership  
 Service

### **The Physical Therapist Role**

Physical therapists (PTs) are health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. Licensure is required in each state in which a physical therapist practices. Physical therapy can be provided only by qualified PTs or by physical therapist assistants (PTAs) working under the supervision of a PT.

PTs examine each individual and develop a treatment plan to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness- and wellness-oriented programs for healthier and more active lifestyles. The PTs in-depth knowledge and skill in movement science, body system screening, anatomy, and pathophysiology also provide the perfect foundation for involvement in the early detection of wounds as well as direct management and prevention of wounds. As essential participants in the health care delivery system, physical therapists assume leadership roles in rehabilitation; in prevention, health maintenance, and programs that promote health, wellness, and fitness; and in professional and community organizations. PTs also play important roles both in developing standards for physical therapist practice and in developing health

care policy to ensure availability, accessibility, and optimal delivery of health care services. PT is covered by federal, state, and private insurance plans and PT services have a positive impact on health-related quality of life.

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. PTs provide care for people in a variety of settings, including but not limited to hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes.

As clinicians, services performed by PTs include, but are not limited to the following:

- An examination process that includes:
  - Taking the patient/client history
  - Conducting a systems review
  - Performing tests and measures to identify potential and existing problems
- Synthesizing the examination data and determining whether the impairments to be addressed are within the scope of physical therapist practice.
- Establishing diagnoses, prognoses, and plans of care including diagnosing and managing movement dysfunctions and enhancing physical and functional abilities based on patient/client goals.
- Restoring, maintaining, and promoting not only optimal physical function, but also wellness, fitness and quality of life as it relates to movement and health through provision of interventions (the interactions and procedures used in managing and instructing patients/clients).
- Conducting re-examinations and modifying interventions as necessary to achieve anticipated goals and expected outcomes.
- Developing and implementing discharge plans.
- Preventing the onset, symptoms, and progression of impairments, functional limitations, and disabilities that may result from diseases, disorders, conditions, or injuries.
- Treating every individual with respect and compassion.

### **About the Doctor of Physical Therapy Program**

The Doctor of Physical Therapy (DPT) (Professional) program is a 3-year program (9 trimesters) designed to provide students with a didactic and clinical education experience that provides the current knowledge and skills necessary to practice physical therapy in a variety of clinical settings. The courses included in this curriculum reflect and are consistent with contemporary practice and reflect the American Physical Therapy Association's (APTA) movement system approach and the International Classification of Functioning, Disability, and Health (ICF). The curriculum plan has been developed using the APTA's Guide to Physical Therapist Practice, APTA code of ethics, clinical practice guidelines, American Council of Academic Physical Therapy (ACAPT) curricular development documents, and current research.

The DPT degree is based on the new, expanding, and ever-changing role of the physical therapist. Changes in the field include practice in primary care and direct access. As such, physical therapists are expected to

perform medical screening, have a strong knowledge base of the medical and clinical sciences, and be able to perform high-level problem solving and clinical decision-making.

### **Certification/Licensure**

Licensure for PTs is mandated in all 50 states and the District of Columbia, Puerto Rico, and the US Virgin Islands. Licensure is required in each state in which a physical therapist practices and must be renewed on a regular basis, with a majority of states requiring continuing education as a requirement for renewal. PTs must practice within the scope of physical therapy practice defined by state licensure laws (physical therapy practice acts). The entire practice act, including accompanying rules, constitutes the law governing physical therapy practice within a state.

PTs are eligible for licensure after graduating from a Commission on Accreditation of Physical Therapy Education (CAPTE) candidate for accreditation or accredited physical therapy education program and passing the National Physical Therapy Exam (NPTE) of the Federation of State Boards of Physical Therapy (FSBPT). The NPTE covers the entire scope of practice for a physical therapist, including theory, examination and evaluation, diagnosis, prognosis, treatment intervention, prevention, and consultation that are consistent with the exam blueprint. The FSBPT Administrative Office phone number is 703-299-3100 and their website address is <https://www.fsbpt.org>. Candidates must apply for licensure to their state Board of Physical Therapy, which may require also passing a jurisprudence exam of the state's laws and rules. Contact information for individual state licensing authorities may be found at the following website address: <https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>.

### **Curriculum Design**

The program follows a blended residential curricular model that provides a combination of face to face and on-line delivery, case-based learning, service-learning, and experiential learning with clients and patients within the Practical Application Labs (PALs) campus clinic. The curriculum design uses a systems approach that divides courses by body systems (musculoskeletal, neurological, cardiovascular, pulmonary, and integumentary) and then progresses to multi-systems integration across the lifespan. Initial courses are based on foundational sciences and applied sciences and serve as a strong scaffolding upon which the patient management and assessment courses are delivered. Development of strong foundational skills with a transition to case based, service-learning, and experiential learning with clients and patients in the PALs clinic, facilitates synthesis and integration of knowledge to enhance clinical reasoning. Professional formation and interprofessional education are threaded throughout the curriculum model to develop essential responsibilities that constitute the role of a doctoring professional. The critical inquiry series serves as an experiential learning inquiry process that prepares students to assume roles as evidence-based clinicians upon graduation. Each of the six columns of like courses that constitute the curriculum structure is embedded together as represented by the overarching organizing principles of this integrated curriculum that include: humanism, clinical excellence, research, community service, leadership, and lifelong learning.

Year three includes a 12-week clinical experience during trimester VII and a 11-week clinical experience during trimester IX. In total, students complete 33 weeks of clinical experience in addition to the numerous clinical opportunities provided in the classroom and Practical Applications Lab (PALs) via standardized, simulated, or actual patients.

DPT students complete their education in May of year three and participate in the WesternU Oregon university-wide graduation. The licensure examination can be taken following successful completion of the program. The licensure exam is computerized and offered 4 times a year.

Most students will take the NPTE following their graduation from WesternU DPTE-OR program. Under specific circumstances, the department chair may grant a student approval to take the NPTE prior to graduation. To be considered for the pre-graduation examination date, the student must:

1. Be in good standing within the clinical education curriculum
2. Not be on probation
3. Have a cumulative GPA  $\geq 2.8$

## **Student/Program/Faculty Goals**

### **Student Goals**

Students will:

1. Embrace the program's mission, values and organizing principles.
2. Have the capacity and commitment to succeed in doctoral physical therapy education.
3. Demonstrate an interest to serve rural communities, medically underserved and vulnerable populations.
4. Develop habits to foster life-long learning to succeed in an evolving health care environment.

### **Graduate Goals**

Graduates will:

1. Create patient centered care plans within a humanistic tradition, while synthesizing evidence that promotes optimal health outcomes.
2. Illustrate movement system expertise as autonomous practitioners who welcome collaboration with interprofessional health teams.
3. Contribute efforts to positively impact the overall health outcomes of communities and society with a commitment to rural environments, medically underserved and vulnerable populations.
4. Demonstrate leadership, professionalism, and role identity commensurate with a doctorate in physical therapy.
5. Serve communities to improve health through optimizing movement.
6. Embrace self-reflection and professional curiosity to pursue ongoing life-long learning.
7. Strive for excellence in all aspects of physical therapist practice.

## Faculty Goals

Faculty will:

1. Maintain contemporary knowledge/expertise in assigned teaching areas.
2. Embrace innovation and collaboration in education, service, clinical practice, scholarship, and healthcare.
3. Disseminate knowledge to advance practice and the profession through scholarly activities of discovery, integration and/or application.
4. Create a nurturing, inclusive learning community that optimizes the total student learning experience, welcomes, and embraces all.
5. Role model current best practice, leadership, professionalism, and role identity of a doctoring profession within the humanistic tradition.

## Program Goals

Program will:

1. Provide a learning environment that exemplifies mission, vision, and values.
2. Promote interprofessional education, research, and practice.
3. Develop an inclusive learning environment to embrace all.
4. Produce graduates recognized as movement system experts who offer humanistic care in local communities and beyond.
5. Secure personnel, physical and financial resources to ensure department sustainability, professional growth and quality of life while striving for educational excellence.
6. Develop clinical partnerships, professional alliances, and community partnerships to enhance program quality and delivery of health services by our graduates.

## Notice of Non-Discrimination and Equal Opportunity

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination. WesternU strictly prohibits unlawful discrimination in all its programs, activities, admissions, and employment.

WesternU prohibits discrimination based on the following characteristics:

- Race (including traits associated with race, such as hair texture and protective hairstyles)
- Ethnicity, Color, and National Origin
- Immigration Status and Ancestry
- Sex, Gender, Gender Identity, and Gender Expression

- Sexual Orientation
- Physical or Mental Disability
- Age
- Religion (including religious dress and grooming practices)
- Medical Condition and Genetic Information
- Marital Status
- Pregnancy (including childbirth, breastfeeding, or related medical conditions)
- Military or Veteran Status
- Perceived Characteristics - Discrimination is prohibited if an individual is perceived to have any of the above characteristics.
- Association with Protected Groups – Discrimination based on association with a person or group with one or more protected characteristics is also prohibited.
- Other Legally Protected Classes – WesternU complies with all federal, state, and local laws, regulations, and ordinances regarding discrimination.

WesternU has designated the Associate Vice President for the [Office of Title IX and Equal Opportunity Compliance Initiatives \(OTIXEO\)](#) to coordinate WesternU's compliance with federal and state civil rights laws regarding protected characteristics. Inquiries about WesternU's prohibitions against discrimination, harassment, and retaliation can be directed to Associate Vice President (AVP) for the Office of Title IX and Equal Opportunity Compliance Initiatives (OTIXEO) or to the U.S. Department of Education, Office for Civil Rights.

## Technical Standards for Admission and Matriculation

Technical standards include criteria essential to successful participation in the DPT program. Therefore, there are technical standards that are necessary for admission and progression in the Department of Physical Therapy Education – Oregon (DPTE-OR) at Western University of Health Sciences. [\\_\\_\\_\\_\\_](#)

A candidate for admission to the DPTE-OR program must possess, or be able to achieve through reasonable accommodation, certain abilities, that would enable the individual to carry out the activities described in the sections that follow. Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the technical standards outlined below throughout their progression in the DPT program. Graduation from the program signifies that the individual is prepared for entry into clinical practice. The candidate and student should be able to integrate information received consistently, quickly, and accurately by whatever sense(s) are employed. In addition, they must have the intellectual ability to learn, integrate, analyze, and synthesize data.

These standards should not serve as a deterrent to any candidate with disabilities who desires to pursue education to become a Doctor of Physical Therapy. Candidates with disabilities bring unique perspectives that contribute to the diversity of the candidate population and will create a diverse health care workforce of culturally competent practitioners who can meet the needs of their patients and clients.

This practice requires the performance of specific technical standards that include but are not limited to the areas below.

Candidates or students who require a reasonable accommodation to meet the technical standards outlined below should contact the Harris Family Center for Disability and Health Policy (<sup>HF</sup>CDHP) at (909) 469-5297 or visit the HFCDHP web site.

Under all circumstances, a candidate or student must have the capacity to manage their lives and anticipate their own needs and should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation.

### Observation

Candidates and students should have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for physical therapy care with or without an intermediary. Candidates and students should be able to collect and accurately interpret information from classroom and clinical environments with or without an Intermediary. In the clinical setting students must be able to examine and evaluate patients with or without an intermediary. These skills require the use, or functional equivalent of the senses: hearing, vision, smell, and/or touch.

### Communication

Candidates and students should be able to elicit information from patients, describe changes in mood, activity and posture, and perceive and accurately report nonverbal communications. Candidates and students should be able to communicate effectively and sensitively with patients, their families, and other key stakeholders in care management. The student should be able to explain treatment procedures, obtain essential information from the patient and others, educate patients, and document according to practice guidelines. Communication includes speech, reading, writing and computer literacy. The candidate and student should be able to communicate effectively and efficiently with peers, faculty, staff, and all members of the health care team in both immediate and recorded modes.

## **Psychomotor**

The candidate and student should demonstrate motor movements needed to deliver care or direct treatment. Some skills may require coordination, balance, etc. A candidate and student should, with or without reasonable accommodations, possess sufficient motor function to effectively manage the patient encounter from patient examination through intervention. Candidates and students must be able to provide general and therapeutic care that is safe for the patient, any caregivers/key stakeholders, and themselves. This includes, but is not limited to, the performance, description or direction of others to safely lift, transfer, guard, and position patients. In addition, many physical therapy interventions require advanced hands-on skills to safely perform patient care including but not limited to manual therapy, wound debridement, and treatments that use accessory devices. Candidates and students should also be able to respond to or direct others in emergencies such as cardiopulmonary resuscitation and lifting/pushing/pulling.

## **Cognitive/Intellectual**

The candidate and student should be able to assimilate detailed and complex information presented in both didactic and clinical coursework and engage in problem solving. Students are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. No disabilities can be reasonably accommodated with an intermediary that provides cognitive support or that supplements clinical and ethical judgement.

## **Behavioral and Social**

A candidate and student should possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the completion of all responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients, colleagues and other health care providers. Candidates and students should be able to tolerate physically and mentally taxing workloads and function effectively under stress. They should be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients.

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

Students needing reasonable accommodation(s) to meet the technical standards must promptly contact HFCDHP to initiate the interactive process. Due to the hands-on nature of physical therapy labs, faculty may approve non-essential modifications for students. Approved modifications are course-specific and are not considered reasonable accommodations. Requests made directly to faculty are not considered reasonable accommodations. If the department cannot approve a modification, the student will be referred to HFCDHP.



## Admissions Policies and Procedures

Admission to the DPTOR program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU Oregon is committed to admitting competitive, qualified individuals. The program will accept applications for admission from all qualified candidates for the Professional DPT degree.

### Reasonable Accommodations During the Admissions Process

Candidates and students must be able to perform all essential functions of the program, with or without reasonable accommodation. The Harris Family Center for Disability and Health Policy (<sup>HF</sup>CDHP) will engage in an interactive process with students to determine appropriate accommodations, ensuring equal access to the program while maintaining the integrity of its essential requirements. To facilitate timely accommodations, students who may require reasonable accommodations are encouraged to register with <sup>HF</sup>CDHP as soon as they accept their offer to the program. Accommodations must be approved by <sup>HF</sup>CDHP and is not provided retroactively (if approved after the start of the program/semester. Candidates seeking accommodations during the admissions process, including for Interview Day, must contact the Office of Admissions in advance to request accommodations. All requests for accommodations will be handled in a manner that is consistent with the university's policies and in full compliance with the ADA, ADAAA, Section 504 of the Rehabilitation Act, and applicable state laws). For further details regarding <sup>HF</sup>CDHP's registration process, please refer to <https://www.westernu.edu/cdhp/registration-process/>, or review the *Student Disability Accommodation Process* section.

### Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2025/2026 academic year. Current admission and application requirements for the DPT program, including prerequisite coursework requirements, can be located on the website.

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 end of the Spring term in which they plan to matriculate into the DPT program.

The DPT program seeks students with a baccalaureate degree obtained in any field of study. The applicant should demonstrate a high degree of intellectual curiosity and accomplishment along with excellent verbal and written communication skills.

### Prerequisite Courses

Course	Units
English Composition	3 semester units
Psychology*	6 semester units
Statistics	3 semester units
Human Anatomy with Lab**, ***	4 semester units
Human Physiology with Lab**, ***	4 semester units
General Chemistry with Lab**	8 semester units, a full year sequence
Physics with Lab**	8 semester units, a full year sequence

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

**\*\*** All science courses must include laboratories and cannot be at an 'introductory' level. Online prerequisite labs will be accepted for all labs completed in 2020 through Spring 2023 if the on-campus lab they were enrolled in was converted to an online format. All labs completed outside of the COVID-19 pandemic must be on campus; virtual/online laboratories are not accepted.

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

A seven (7) year time limit is enforced for Human Anatomy with Lab and Human Physiology with Lab.

Grades of "C" or better are required in each prerequisite course. A grade of "C-" or less in any prerequisite course is not acceptable. Pass credit is accepted for lab courses. Credit/Pass will be accepted for courses taken in Spring, Summer, and Fall of 2020 and 2021. They will be counted as a "B" when calculating GPA. Only one prerequisite course may be taken on an advanced-placement, pass/no pass, or credit/no credit basis. 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 (if semester-based course; two if the course is quarter-based) 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. Official transcripts must be submitted directly to the Admissions Operations office 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 matriculation in early July.

### **Prerequisite and Cumulative GPAs**

A minimum cumulative (overall) GPA and a minimum GPA for all prerequisite courses of 3.00 on a 4-point scale (at the time of application) are preferred. To be competitive, these GPAs should be consistent with current incoming class averages.

### **Clinical Experience**

Clinical experience hours are not required to apply to the WesternU Oregon DPT program. However, a strong understanding of the physical therapy profession will be beneficial for applicants.

### **Recommendations**

Three satisfactory recommendations are required as part of the admissions application. One is required from a professional reference (e.g., physical therapist) and one from an academic reference (e.g., college course instructor). The third letter may be from either a professional or academic reference. Letters of recommendation may not come from family members even if they are a physical therapist or college course instructor.

### **Interviews**

The program's Admissions and Retention Committee sets the standard for applicants to qualify for an interview. Qualified applicants will be invited for an interview.

### **Application Procedures and Deadlines**

The DPT (Professional) program has a July orientation and July matriculation date. The application submission opens on June 17 of the year prior to anticipated enrollment and closes on January 16 of the planned

matriculation year. 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 a new primary application 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 must be obtained and submitted to PTCAS, along with a response to the designated personal essay question contained therein, and official transcripts from all colleges attended. When completing the online application, applicants will provide the names and contact information for a minimum of three recommenders.

To request an information brochure, contact the Admissions Office

Office of Admissions Western University of Health Sciences  
309 E. 2nd Street Pomona, CA 91766-1854  
(909) 469-5335

Link: <https://www.westernu.edu/health-sciences/programs/doctor-of-physical-therapy-oregon/>

After receipt of the applicant's PTCAS application, as well as any required materials, the Admissions Operations office will process the application and determine eligibility. Upon completion of processing and deeming of the application complete, the application file will be sent to the Admissions and Retention 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. A course-by-course evaluation and a calculation of cumulative/overall GPA are required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU will only honor evaluations from the above service. The evaluation must be received by Admissions Operations Office by the designated application deadline.

The Admissions and Retention Committee will review all completed, qualified applications and determine which potential candidates will be invited for personal interviews. These interviews are designed to allow the applicant to learn more about WesternU Oregon'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 and Retention Committee regarding the admission of applicants to the Doctor of Physical Therapy (Professional) program are final and not subject to appeal.

### **Acceptance Deposit**

Applicants accepted to the WesternU Oregon DPT (Professional) program must pay a non-refundable "acceptance" deposit of \$500.00.

### **International Applicants**

We cannot accept international students who are not U.S. citizens.

### **Transfers from Other Schools**

The Department of Physical Therapy Education - Oregon does not accept transfer candidates to advanced standing in the DPT (Professional) program.

### **Transferability of Courses Taken at WesternU**

Whether WesternU course credits transfer to another institution is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree or certificate you earn at WesternU is also at the complete discretion of the institution to which you may seek to transfer. Further information regarding the transferability of courses taken at WesternU can be found in the University catalog.

### **Drugs and Alcohol on Campus Policy**

The Drugs and Alcohol on Campus Policy can be located in the University Catalog. Applicants for admissions will be required to complete a drug screening as a condition for admissions. Additionally, Students may be required to complete a drug screening during enrollment in order to be permitted to begin any clinical practice experiences. This is in addition to what is outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

## Registration

All WesternU Oregon students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. 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 the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

### Registration Late Fee Appeals

If you are assessed late fees for a registration period, you may submit an appeal to the Registrar. For additional information on the appeal process, please see the [Registration Late Fees](#) page on the Registrar's Office website.

### Student Health Insurance Requirement

All full-time students at WesternU Oregon are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website. Additional information about student health insurance requirements may be found in the University Catalog.

### New Student Orientation/Welcome Week

Attendance at all Welcome Week activities is mandatory for all incoming first-year students. Failure to attend any required part of Orientation/Welcome Week without prior approval from the CHS-Northwest Site Dean or designee may result in the rescindment of the offer of acceptance. The CHS-Northwest Site Dean is the designated decision maker of the CHS Dean.

### Student Initiated Changes in Enrollment Status

#### Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

#### Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the University, please see 'Student Initiated Changes in

Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

### **Full-Time/Half-time**

All Professional DPT students enrolled in at least 6.00 units are considered full-time students. DPT students enrolled in 4.50 to 5.99 units are considered three-quarters-time students. DPT students enrolled in 3.00 to 4.50 units are considered half-time students.

### **Time Limits**

The DPT (Professional) program is designed to be completed in three (3) years of full-time study. The requirements for the degree must be fulfilled within 4 years, 6 months from the date of matriculation to the program. Students who are unable to complete the program within the maximum time allotted will be referred to the Student Performance Committee and may be subject to Administrative Withdrawal. 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, Professional DPT tuition and fees for the 2025/2026 academic year (subject to change) are as follows:

### Institutional Fees

\$51,816.00	Annual Tuition
\$40.00	Student Body Fee (Year 1)
\$20.00	Student Body Fee (Years 2 and 3)
\$350.00	Graduation Fee

### Non-institutional Fees

\$1,000.00	Required and Recommended Texts (Approx.)
\$500.00	PT Supplies and Equipment
\$100.00	Lab and Equipment Fees
\$1,000.00	Laptop Computer (Approx.)
\$40.00	Privacy Screen (Approx.)
\$60.00	Criminal Background Check (Approx.)
\$40.00	Substance Abuse Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (Per Month)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)*
\$11.75	Official PDF Transcript (Each)*
\$21.00	Rush Transcript, First Class Mail (Each)*
\$25.00	Rush Transcript, Federal Express (Each)*
\$10.00	Student ID Replacement Fee
\$36.00	Annual Compliance Review

\*Does not include National Student Clearinghouse (NSC) processing fee

### Additional DPT Program Education Requirements

The DPT (Professional) program requires that each enrolled student have a laptop computer with internet access and computer privacy screen. Course assignments and exams will be given that necessitate access to a computer and the Internet. Laptop specifications can be found here: [WesternU Student Laptop Requirements](#).

If the institution is in remote status because of global or local disasters, students must have an additional device for proctoring of exams. The additional device must be able to connect to the internet and have a camera.

### Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified Professional DPT curriculum or who are directed to repeat one or more courses but not the entire academic year are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per-credit hour rates for 2025/2026 are shown below:

\$942.11	DPT Oregon Year 1 Modified Curriculum Per Unit Charge
\$1,102.47	DPT Oregon Year 2 Modified Curriculum Per Unit Charge
\$1,570.18	DPT Oregon Year 3 Modified Curriculum Per Unit Charge



## **General Academic Policies and Procedures**

### **Academic Mentorship**

Students will be assigned a faculty mentor upon matriculation. The DPT (Professional) program recognizes academic mentorship to be a central element of the educational experience. Mentoring is a collaborative relationship for which mentors and students share responsibility and through which students create academic, career, and personal goals. Faculty mentors are responsible for being accessible and responsive to students, and for providing accurate information by responding to queries within 48 hours. Students are responsible for being prepared for mentoring sessions, and for understanding University and department requirements. The DPT program recommends that students meet with their mentor on a regular basis, at least once a trimester or as otherwise recommended. A student on probation must meet with their faculty mentor at least once a month.

Either the student or faculty member can seek a change of mentor via a request to the Assistant Dean/Director of Student Affairs or Department Chair.

### **Attendance/Absences**

Students are expected to attend all scheduled classes and activities. Face-to-face learning is a valued part of the curriculum. In the event of an absence or tardiness, the standardized Time-Off Request process must be followed. This process is detailed here: [DPTOR TOR Website](#).

It is the student's professional responsibility to submit the time off request, which routes to the Assistant Dean/Director of Student Affairs, and to inform the appropriate faculty member. If an absence, lateness, or early departure is anticipated, it is considered a professional courtesy to submit the time-off request and 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 unforeseen event/emergency immediately to the Assistant Dean/Director of Student Affairs and to the course instructor as soon as possible.

Absence or tardiness from class for any reason does not relieve the student from the responsibility for the material covered during the 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.

Unexcused absences, tardiness, and/or early departures may affect the student's final course grade. More than three unexcused absences, tardiness, and/or early departures may be considered a violation of the Standards of Academic Integrity, Professionalism and Student Conduct and will be referred to the Student Performance Committee for handling under the Standards of Student Conduct section of the University Catalog.

Please refer to the Clinical Education Manual, for clinical education specific attendance policies and procedures, associated with the following courses: PT 8891, 8892, 8893.

### **Student Test Taking Protocol and Guidelines**

Exams and lab practicals are designed to be taken at their scheduled dates and times. Unless there is a catastrophic event or a major illness, students are expected to take the exam or lab practical, as scheduled. All missed exams or lab practicals will require supportive paperwork. Taking exams on the scheduled date is respectful to the faculty member as well as peers.

Students are prohibited from recording or screen capturing (e.g. video, audio, screenshot, external photography) of an exam, exam review, lab practical, meeting, or conversation with another individual. For further information, please see the Videotaping, Audiotaping, Still Photography and Digitized Note Taking in Laboratories, Lecture Halls or Associated Academic Activities section of the University Catalog.

1. Backpacks/bags and all personal belongings will be left along the perimeter of the room.
2. Cell phones/electronics (e.g., smartwatches) must be on “silent” or “off” and be placed within a backpack/bag along the perimeter of the room.
3. Students will come to the examination with a laptop computer.
4. Students will sit separately spaced every other seat if 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.
5. Students who have their gaze elsewhere except on their own computer can give a false appearance of seeking help. If students tend to move their heads around, they need to sit in the front rows.
6. Food is not permitted during an exam. Drinks are permitted but need to be contained in an unlabeled thermos or bottle.
7. During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. If a student needs a bathroom break, the following steps should be taken: (1) ask the instructor/proctor for a bathroom break; (2) make your visit to the restroom brief and efficient; (3) an escort of the same gender may be assigned at the discretion of the instructor/proctor; (4) only one student may be out of the room at a time; (5) all test-taking items (e.g., computers, tablets, pens, scratch paper) must remain in the classroom
8. In the case of a lab practical exam, read all provided instructions carefully. Arrive 30 minutes before the scheduled exam.
9. Upon completion of the exam, students must present the instructor/proctor the screen on their laptop. The instructor/proctor will give the student authorization to save and continue. The student will proceed to the green screen and present the instructor/proctor the screen. The instructor/proctor will then give the student authorization to select quit/close. Once the student has selected quit/close the program will close and the student can close their computer and leave the classroom/lab.

Any violation of these guidelines and/or Standards of Academic Integrity, Professionalism and Student Conduct may result in a referral to the Student Performance Committee.

### **Virtual Policies and Procedures**

When the campus is in remote status for lectures, the Department of Physical Therapy Education has set forth a policy regarding student attendance and participation for lectures and lab sessions virtually. This policy is applicable to each student in every course unless otherwise stated by the instructor of record. This policy is subject to change and the students will be notified via email and/or Elentra announcements when a change is made.

Any noncompliance with this policy may result in a referral to the SPC as an alleged violation of University or College student conduct policies.

Students will be required to use a laptop to connect to their WesternU student Zoom account. Cell phones may not be normally used during class sessions. Students will log into the Zoom session from a stationary structure (i.e. house, apartment, condo, etc.) conducive to learning. This means that traveling in a car and using a cell phone to attend a virtual session is not accepted nor approved behavior. Students must adhere to the following:

1. Student is required to attend class via Zoom using their WesternU account (please refer to course syllabi for attendance instructions).
2. First and last names **MUST** display on the student's Zoom account. If a student prefers to be called by a different name, they must display the name as such. *Ex: John "Johnny" Doe*
3. Student will be muted upon entry into the virtual session but will always be required to have their video turned on.
4. Students must be in **direct view of their camera** throughout the ENTIRE class session excluding scheduled class breaks. During class breaks, video can be turned off, and the student must not exit the virtual session. If a student's video is turned off for an extended period, the student will be removed from the session and may result in a loss of participation points or class materials.
  - a. Internet connectivity can sometimes be an issue. Students are to ensure that they have the speed and bandwidth necessary to participate in the curriculum without limited issues.
  - b. Students are encouraged to be aware of others in the same household who may be using the Internet simultaneously. In the case of an emergency such as the Internet being down, a student may use a cell phone for the virtual session with consent of the instructor of record.
5. Students must wear appropriate school attire during the virtual session. Not doing so is considered unprofessional. This may result in a loss of participation points in the course.
6. Private virtual chats will be disabled by the Instructor of Record in the course.
7. If a student has a question during the lecture, they are to utilize the "raise hand" feature.
8. If selecting a virtual background, students must select a clean background that is not distracting and lecture appropriate.

### **Virtual Exam Protocol**

It is the general policy of CHS-NW that virtual exams are not permitted except in extreme situations when remote testing is unavoidable. During a remote learning period that is due to pandemic, flood, fire, or other circumstance outside the reasonable control of CHS-NW, students will be required to "re-create" the classroom setting required for exams. This means that students will be expected to have a secondary device, either a tablet or phone, which will remain functional for proctoring during the test-taking period. The following protocol will be followed by students until advised otherwise by either the Instructor of Record or Department Chair.

## Preparation – Done the Day Prior to the Exam

1. Prepare a private, quiet, and un-cluttered setting where they will designate as their exam-taking space. The desk or table where they are taking the exam should be empty or draped. Students should not have any visuals directly in front of or sides of the test space.
2. Make sure they have reliable Wi-Fi connectivity in the area they will be testing in.
3. Any notes and other written documents should be removed from the computer or laptop which the student uses for testing.
4. The student will have the secondary device in the test area and ensure that the device can be plugged in and/or **remain charged** throughout the testing period.
5. The secondary device must be positioned so that the camera captures a clear view of the student's keyboard, screen, workspace, and face during the exam via a side/lateral view.
6. The student will need a portable/erasable whiteboard with dry erase markers and eraser. This may only be used during testing when permitted by the Instructor of Record.
7. The student must put their secondary device in Do Not Disturb mode after connecting to the Zoom session. This will allow the student to concentrate without interruptions to the student or the video feed. Any disruptions to the video feed during the exam will be deemed "suspicious activity" which could be subject to review by the Instructor of Record and/or the program chair.

## Day of the Exam

1. Students must remove any smartwatches and other electronic devices (if applicable) prior to the test.
2. Students are expected to log-on 15-30 minutes prior to the scheduled virtual exam using the meeting information provided by the Instructor of Record.
3. The student's set-up should be according to instructions from the section above titled "Preparation."
4. Students may have the erasable whiteboard to write down notes after the start of the exam if permitted by the instructor of record.
5. Upon entering the test "environment" students will need to provide a 360-degree view with their phone/tablet of their testing area and white board (front/back).
6. If there is a question about a test question, the policy of the department is to not answer questions regarding exam questions or answers. If there is an operational question, students should DIRECTLY/PRIVATELY put their question in the meeting chat box.
7. Exam password will be available via shared screen just prior to the start of the exam.
8. Students are to log-on to exam software within five (5) minutes of receiving the password. Any technical difficulty that students may experience, are to be sent to the proctor *immediately* using the chat function.
9. Exams are INDIVIDUAL and closed book. There should be NO NOTES or cues visible to the student during the exam. Students may NOT have someone else within their view throughout the exam.
10. Students are to have their virtual profile on "*mute audio.*"
11. The chat box on Zoom will be kept open during the exam and messages will be private and sent to the
12. *proctor only. The chat may be saved with the video to the Chair of the Department.*
13. Students are NOT to leave the test setting *under any circumstances* during the exam – except when there is an emergency at which point the student must check with their proctor before leaving.
14. The student's test will need to be uploaded within five (5) minutes by the end of the testing period.
15. Once the student has submitted the exam, they will show their *Green/Uploaded* screen along with their cleaned whiteboard to the Proctor for five seconds to be excused.
16. Finally, the virtual session may be video *recorded during the exam* period and any suspicious behavior will be reviewed by the instructor of record and/or the *Chair of the department* and result in a "0" on the exam.

The faculty place a high value on compliance with applicable standards of student conduct, including but not limited to the standards of professionalism and the honor code. Conduct such as taking screenshots, sharing portions of exam questions, or having reference material out during an exam would be considered a violation of the standards of professionalism and the honor code. Noncompliance with such policies may result in a referral to the SPC and result in adverse action, up to and including dismissal from the program.

### **Children in the Classroom/Labs**

The DPT classroom/laboratory is an environment for learning and should be free from unnecessary distractions. For this reason, students are not permitted to bring children into the classroom/laboratory. Exceptions are made when children are required for classroom/ laboratory pediatric instruction or research.

### **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.

### **Communications: Lockers, Email, Mail**

To improve the communication network and to foster student-staff and student-student interchanges, a WesternU email is provided to each student. The WesternU email account is the only account used for official communication between the program and students. Assignments, inquiries, and communications must use WesternU email accounts as other accounts may go to junk mail. In the event that time constraints necessitate quick dispersal of information, the program will disseminate this information via e-mail or through telephone communication.

- Email should be checked at least twice daily. It is suggested to check in the morning and in the evening.
- Correspondence from the program will occur as either traditional mail or e-mail, with e-mail being the preferred delivery choice.
- Lockers are available to students, if desired. Please inquire in the DPTE-OR Physical Therapy Education Coordinator or Coordinator of Academic Affairs.

### **Communications: Telephone**

- Each student is responsible for advising the Registrar and Assistant Dean/Director of Student Affairs of telephone number changes as soon as they occur.
- Cell phones and other electronic devices must be in silent/vibrate mode during all class times and examinations.

### **Use of Equipment and Laboratories**

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

1. No one is to use the equipment except 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. 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 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 beyond regular class and 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 Education Coordinator or Coordinator of Academic Affairs preferably five (5) working days in advance.
6. Students may sign out specified equipment to use off campus for special events or personal practice. The Physical Therapy Education Coordinator or Coordinator of Academic Affairs will approve what equipment may be taken out of the laboratory and off campus.
7. Students will be expected to participate in lab activities that simulate clinical environments. Please inform the course instructor and Assistant Dean/Director of Student Affairs if you have any concerns about any allergies and/or other adverse reactions with the use of creams, gels, tape or other clinical supplies.

### **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 conflict or inconsistency is found between the two documents, then the current Clinical Education Manual will take precedent to the extent of such conflict or inconsistency.

### **Returning from Leave of Absence**

A student returning from a leave of absence must notify the Assistant Dean/Director of Student Affairs, and the Chair at least 45 days **before** the start of the Trimester. The student must return in the corresponding Trimester following the academic year due to the nature of the PT curriculum.

### **Protocol for Input on Matters of Student Concern**

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 faculty advisor. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the appropriate college's Student Affairs personnel, then the Site Dean, or Site Dean's designee. If the matter has not been resolved at those levels, the final arbiter is the Provost.

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, then Site Dean, or Site Dean's designee, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

When an incident arises involving a staff member, the dispute resolution process begins with the Supervisor/Department Chair followed by the Site Dean, or Site Dean's designee. 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.

This protocol does not apply to concerns involving discrimination, harassment or retaliation. For information related to complaints involving discrimination, harassment and retaliation, including community resources, emergency and on-going assistance; mental health services; reporting options and other available support are as follows and can be located on the University's Title IX resource website.

### **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 (LEAD).

### **Student Injuries and Illnesses in Clinical Settings**

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study. For more information on student injuries and illness in clinical settings, please review the DPTE-Oregon clinical education manual.

### **Student Disability Accommodation Process**

The Harris Family Center for Disability and Health Policy (HFCDHP) values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office to determine and approve academic modifications or accommodations. Given HFCDHP's role in the accommodation process is to provide students with disabilities with the legally mandated and necessary support to work toward a higher education, any requests made directly to instructional personnel related to their academic courses, even if implemented, are not considered a reasonable accommodation. Additionally, a student's disclosure of a disability or health-related condition, or the submission of documentation related thereto, in response to a process or procedure established by their respective college, does not constitute formal notification of a request for accommodations. Students must be able to perform all the essential functions of the program with or without reasonable accommodations.

Students must adhere to the enrollment procedures set forth by HFCDHP to formally request accommodation. In the event a student discloses a disability in such a manner, they will be referred to HFCDHP for further guidance on the accommodations request process. Requests for accommodations related to circumstances other than the student's own disability (e.g., family bereavement or common illness) shall not be considered requests for reasonable accommodations under HFCDHP Provision of Academic Accommodation(s) Policy and Procedure or the Americans with Disabilities Act (ADA).

To request accommodations and start the interactive process at WesternU, students are encouraged to visit the HFCDHP webpage (<https://www.westernu.edu/cdhp/>) to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. All inquiries are confidential, and students are welcome to obtain general information without registering. The University will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. To schedule an appointment with HFCDHP, please email [disabilityaccommodations@westernu.edu](mailto:disabilityaccommodations@westernu.edu). Students are welcome to call the office at (909) 469-5441, or visit the Pomona office in person at 309 E. Second Street, Pomona CA, 91766, Building 390. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the website: <https://www.westernu.edu/cdhp/>.



## **Standards of Academic Integrity, Professionalism and Student Conduct (“Standards of Student Conduct”)**

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Students are expected to be aware of, and abide by, the American Physical Therapy Association (APTA) Code of Ethics for the Physical Therapist and the APTA Guide for Professional Conduct. Additionally, students are expected to demonstrate behavior consistent with the APTA Core Values for the Physical Therapist and Physical Therapist Assistant.

### **Violations of the Standards of Student Conduct**

WesternU and CHS-Northwest expect all students to adhere to the standards of academic integrity, professionalism, and student conduct as published in the University Catalog. Any allegation that a student has violated these standards may be referred to the Student Performance Committee (SPC) for a hearing. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

### **Reporting Alleged Violations of Standards of Conduct**

Witnesses or individuals who become aware of potential violations of academic integrity, professionalism, or student conduct are required to submit a written report to both the Department Chair and the Director of Student Affairs. This report must include the following details:

1. Name and signature of the individual making the report, along with the date, time, and location of the alleged violation(s).
2. Name of the accused student.
3. Description of the alleged violation(s).

The Department Chair has the discretion to resolve minor infractions or escalate the matter to the Office of the Site Dean. In reviewing the case, the Department Chair may meet individually or collectively with the student, the instructor or field coordinator, and/or the student’s faculty advisor to discuss the nature of the reported violation(s) and potential actions. The Director of Student Affairs may assist in gathering relevant information and supporting the review process.

The Department Chair will provide written notification of the violation(s) and any resulting resolution to the involved student, with copies sent to the CHS-Northwest SPC, the Faculty Advisor, and the Director of Student Affairs.

A copy of this notification will be placed in the student’s file, subject to removal if no further violations occur before graduation. For purposes of this section, minor infractions are defined as matters that can be resolved through a coaching or counseling session.

Matters that could not be resolved at the program level through a coaching or counseling session, will be referred to the Office of the CHS-Northwest Site Dean for review and referral to CHS-Northwest SPC. The Department Chair will issue a written recommendation that the matter be referred to the SPC recommendation to the Office of the College of Health Sciences-Northwest Site Dean. Conduct issues include any violations to the Standards of Academic Integrity, Professionalism, and Student Conduct as outlined in the University catalog.

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to “Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct”, located in the General Section of the University Catalog.

### **Appeals Procedures**

In accordance with the University catalog, the Site Dean, or Site Dean’s designee, shall have authority to make decisions regarding a student’s status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees. The Site Dean, or Site Dean’s designee, will issue a decision, in writing, to the student. A student may appeal the decision of the Site Dean, or Site Dean’s designee, to the Provost. Site Dean’s, or Site Dean’s designee’s, decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

## **Standards of Academic Progress**

Doctor of Physical Therapy (DPT) students must demonstrate competence in both academic and clinical components of the curriculum in order to progress. All grading and evaluations are based on the student's ability to attain competencies within the objectives outlined for each area of study. To remain in Academic Good Standing, a student must maintain a cumulative GPA of at least 2.8. The cumulative GPA will be calculated at the end of each trimester.

Department faculty will discuss the academic progression of students during faculty meetings. 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. Students who exhibit deficient academic performance will be informed of the department faculty recommendation which uses the probable outcomes (see below) as a framework. The student may request that the Student Performance Committee (SPC) consider a different outcome by submitting a Request for Review.

### **Student Performance Committee**

The committee is responsible for overseeing student performance including their adherence to Academic Standards, Professional Behaviors, and Student Conduct. The SPC communicates with the faculty and administration about concerns related to student performance and ensures adherence to proceeding guidelines as outlined in the student and university handbooks.

Members of the SPC include CHS NW faculty (voting), CHS-NW Department Chair(s) (non-voting), Director of Student Affairs (ex-officio non-voting), CHS-NW Staff (non-voting). Dependent on the situation, faculty may recuse themselves from the vote.

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

All cases that come to the Student Performance Committee are treated fairly and all potential opportunities for a positive outcome are considered. SPC recommendations are the result of a majority vote.

### **Academic Evaluation of Students – SPC Procedures**

When an academic hearing is prompted, the Chair of CHS-NW SPC offer the student an opportunity to meet with the Student Performance Committee. At such time, the student may present any relevant information or read a written statement to the Committee. The student may also be accompanied by a mentor for support. It is the student's responsibility to make the request to the Chair of the Committee in writing, and to identify the proposed mentor. The role of the mentor is to advise the student. A mentor is not permitted to ask questions or to participate directly in the hearing. After reviewing the student's achievement and performance records, CHS-NW SPC will make their recommendation to the CHS-NW Site Dean (or designee). Further, the SPC reserves the right to select any adverse action, as appropriate, for final recommendation to the CHS-NW Site Dean (or designee). The CHS-NW Site Dean (or designee) has the authority to accept the recommendations or may make such other decisions, as they deem appropriate under the circumstances. The CHS-NW Site Dean (or designee) will issue a decision, in writing, to the student.

The Site Dean (or designee) will also inform the Department Chair and the Director of Student Affairs in writing of the outcome and subsequent implications. A student may appeal the decision of the CHS-NW Site Dean (or

designee) to the Provost CHS-NW Site Dean (or designee) decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

### Probable Outcomes for Unsatisfactory Academic Progress

Certain scenarios described in this section result in probable outcomes in the following table. For probable outcomes indicated as repeat a year, academic suspension, dismissal, and administrative withdrawal, students may request that their case be reviewed by the Student Performance Committee (SPC) to determine whether the probable outcome recommended by Departmental Faculty is appropriate given their unique circumstances (see section titled “Request for Review” below). Any scenarios not otherwise referenced below will be referred to the Student Performance Committee (SPC) where they may consider the full range of actions indicated in the Student Performance Committee section above.

### Probable Outcomes for Course\* Failures

Scenario	Action Type	Action
Student receives <77% or does not pass the safety requirements of a midterm or final practical exam.	Outcome	Practical Exam Remediation
	Status Change	NA
	Support	Success Planning Meetings
Student receives <77% or does not pass the safety requirements of a midterm or final practical exam <b>remediation</b> .	Outcome	Student receives a “U” or “NCR” for the course.
	Status Change	Refer to probable outcomes for receipt of “U” or “NCR” related to course grades.
	Support	Success Planning Meetings
Student has <77% in <b>two</b> or more courses by week 8 of Trimester 1	Outcome	NA
	Status Change	Academic probation for the remainder of the trimester
	Support	Success Planning Meetings
Student receives <b>FIRST</b> course grade of U or NCR.	Outcome	Course Remediation
	Status Change	Academic probation during course remediation
	Support	Success Planning Meetings
Student receives a <b>SECOND</b> course grade of U or NCR.	Outcome	Course Remediation
	Status Change	Academic probation during course remediation
	Support	Success Planning Meetings
Student receives a <b>THIRD</b> course grade of U or NCR and <u>has not</u> been previously suspended.	Outcome	Repeat of academic year
	Status Change	Academic suspension Academic probation during repeat year
	Support	Success Planning Meetings
Student receives a <b>THIRD</b> course grade of U or NCR and <u>has</u> been previously suspended.	Outcome	Dismissal
	Status Change	Dismissal
	Support	Student Affairs Meeting
Student fails to earn ≥77% during any course remediation	Outcome	Repeat of academic year
	Status Change	Academic suspension

and <u>has not</u> been previously suspended.		Academic probation during repeat year
	Support	Success Planning Meetings
Student fails to earn $\geq 77\%$ during any course remediation and <u>has</u> been previously suspended.	Outcome	Dismissal
	Status Change	Dismissal
	Support	Student Affairs Meeting
Student has a cumulative GPA $< 2.80$ for a single trimester.	Outcome	NA
	Status Change	Academic probation for the following trimester
	Support	Success Planning Meetings
Student has cumulative GPA $< 2.80$ for two consecutive trimesters and <u>has not</u> been previously suspended.	Outcome	Repeat of academic year
	Status Change	Academic suspension Academic probation during repeat year
	Support	Success Planning Meetings
Student has cumulative GPA $< 2.80$ for two consecutive trimesters and <u>has</u> been previously suspended.	Outcome	Dismissal
	Status Change	Dismissal
	Support	Student Affairs Meeting

*\*The term 'course' refers to both academic and clinical education courses.*

### Request for Review

Upon notification of a probable outcome of 'suspension', 'dismissal', or 'administrative withdrawal' (as defined in the "Adverse Actions" section of The Catalog), a student may request that the Student Performance Committee (SPC) consider a different outcome. To do so, the student must submit the SPC Request for Review Form within 5 business days of being notified of the applicable probable outcome. The request for review should include all relevant information and documentation that the student would like the Committee to consider. The Office of Student Affairs is available to assist students with this process.

When a student submits a 'request for review', the student is provided an opportunity to present information before the SPC and the SPC will review their student record in its entirety. The committee reserves the right to consider any outcome it deems appropriate, which may be the same, greater, or lesser than the indicated 'probable outcome'. The Committee will make a final recommendation to the Site Dean, or Site Dean's designee, who retains ultimate authorization/approval of all outcomes.

If a student fails to request review and/or fails to request review within the appropriate timeframe, the student will be notified, in writing, that the probable outcome recommended by Departmental Faculty is considered in effect, subject to any applicable University appeal rights. Please review the University catalog for further information related to the University Appeals Process.

### Four years, Six months to complete Curriculum

Students who are no longer able to complete the curriculum within the requisite 4 years and 6 months from matriculation may be referred to the Student Performance Committee which may result in the Administrative Withdrawal of the student.

### Adverse Actions

#### Success Planning Meetings

Success planning begins with an initial meeting, which may include the Department Chair, the Director of

Student Affairs, and the student's academic advisor. After this meeting, the student is required to meet with their academic advisor monthly and with a representative from the Learning Enhancement and Academic Development (LEAD) Office. Additionally, the student must utilize any other resources recommended during the initial meeting to support their academic progress.

### **Practical Exam Remediation**

The objective of a practical exam remediation is to establish that the student has mastery of safety, knowledge, and psychomotor skills in the content area being assessed. The format, content, and evaluation method of the practical examination remediation will be established by the course instructor with input from other content experts. The student has one attempt to pass the practical exam remediation and the highest grade the student may receive on the practical exam remediation is 77% (C+). If the student does not pass the practical exam remediation, the student will receive a grade of "U" or "NCR" for the course.

### **Course Remediation**

The objective of a course remediation is to establish that the student has mastery of safety, knowledge, and psychomotor skills covered in the course. The format, content, and evaluation method of the course remediation will be established by the course instructor with input from other content experts. The student has one attempt to pass the course remediation and the highest grade the student may receive is 77% (C+) or CR for the course. If the student does not pass the course remediation, the student will receive a grade of "U" or "NCR" for the course.

### **Clinical Experience Remediation**

The objective of remediation of clinical experiences (PT 8891, PT 8892, & PT 8893) is to ensure that the student demonstrates adequate clinical understanding and application. The format, content, and evaluation method of a clinical experience remediation will be established by the clinical education team.

The student has one attempt to pass the clinical experience remediation and the highest grade the student may receive is a "CR" for the course. If the student does not pass the clinical experience remediation, the student will receive a grade of "NCR" for the course.

### **Academic Probation**

Academic probation is defined as a period during which the student's progress will be closely monitored by CHS-Northwest SPC, faculty advisor, Assistant Dean/Director of Student Affairs, and the Department Chair. The duration of academic probation is outlined in the Probable Outcome Table (above). The Clinical Education Team/Department reserves the right to re-assign clinical education experiences to better monitor students who are on probation.

Students on Academic Probation must meet with their faculty advisor at least once a month and must meet with a representative from the Learning Enhancement and Academic Development (LEAD) Office and utilize any other resources requested during the Success Planning Meeting. It is the student's responsibility to arrange these meetings.

Students on Academic Probation must resign from all leadership roles in extra-curricular or co-curricular activities associated with the University, College, and/or with professional associations.

### **Academic Suspension**

Academic suspension is a temporary leave from a university for students who fail to meet academic standards and maintain good academic standing. Students with academic suspension are permitted to return to the

program at which time they must repeat a given academic year or portion thereof. Upon their return, they will be placed on academic probation, and until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

### **Conduct Suspension**

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

### **Summary Suspension**

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, Provost, or Dean, or Site Dean's designee, has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

### **Dismissal**

When a student is dismissed from the program, they will leave the program and will not be allowed to continue in or return to the program. The program may dismiss a student at any time it deems necessary to safeguard its standards of scholarship, conduct and orderly operation. The Student Performance Committee may recommend dismissal of a student for any reason it deems appropriate.

## **Appeals Process**

### **University Appeals Process**

In accordance with the University catalog, the Site Dean, or Site Dean's designee, shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. A student may appeal the decision of the Site Dean, or Site Dean's designee, to the Provost. Site Dean's, or Site Dean's designee's, decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

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

### **Academic Probation Policy**

If a student is not making Satisfactory Academic Progress (SAP) they will 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 (based on the criteria of the stipend). Students who fail to make SAP by the end of that 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 Financial Aid Office 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 charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

### **Conduct Probation Policy**

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. 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 (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

### **Remediation: Financial Aid Policy**

As in all cases in which remediation of a course is required, this requirement may extend the length of the program beyond 36 months. Students will be charged full tuition for repeated coursework. Additional tuition may be charged for remediation of physical therapy competencies that require enrollment in an Independent Study course and/or the use of a Standardized Patient Experience. Students who must repeat a clinical experience course will be charged full tuition for the repeated course.

### **Promotion**

A student's progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behaviors and attitudes. At the completion of each phase of the program, before the student is allowed to progress to the next phase, the student's record of achievement is reviewed by the Program Chair and faculty.

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

1. A student will be recommended to the Site Dean of the CHS-NW, or Site Dean’s designee, for promotion by the DPT-OR faculty and CHS-NW SPC.
2. 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.
3. When considering a student for promotion, professional, ethical, and personal conduct may also be taken into consideration.
4. A student may be promoted if 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 they:

1. Have satisfactorily completed a minimum of three years education in the DPT curriculum unless the



student has been granted post-Professional standing in the program.

2. Are not on probation, have completed all prescribed academic and clinical requirements with a cumulative grade point average of 2.80 or higher and have no outstanding grade of "I," "NCR" or "U."
3. Have 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.
4. Have complied with all the legal and financial requirements of the University as stated in the University Catalog.
5. Have 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 Site Dean, or Site Dean's designee, each student must participate in their respective commencement ceremony. If the Site Dean or designee grants special permission for excusal from commencement, the graduate may be required to present themselves to the Site 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 the end of the Fall trimester of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

## Evaluation and Grading

The DPT (Professional) program's trimesters 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. Audio-visual media may also be used in examinations.
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 case, 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, journal clubs 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. **Professional Development Assessments:** Assessments of each student's academic, professional, and interpersonal growth and development are shared with them on an individual basis periodically during each phase of training.
6. **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 clinical experience and ensuring that the PT CPI is completed, and all supporting documents are returned to the DCE and or the ADCE after each clinical experience. CI's or Site Coordinators of Clinical Education (SCCE'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 DCE and or ADCE 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 Oregon Doctor of 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 trimester/year of the program, before the student is allowed to progress to the next trimester/year, the student's record of achievement is reviewed by the faculty. The quality of professional behavior expected of WesternU Oregon 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 determine if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible for progress for the next trimester/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:

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

\* 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

<u>Grade</u>	<u>Equivalent</u>	<u>GPA Points</u>
AU	Audit	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
M	Missing	N/A
WPC	Waived for Prior Credit	N/A

### Grade Reports

Final course grades are issued at the completion of each trimester and will be available on the Student Portal. Due to the nature of the curriculum, trimester 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.

### Grade Appeals Process

#### Review of Examinations

All graded events in a course (including but not limited to quizzes, exams, assignments, and presentations) are graded within ten (10) business days of completion unless otherwise notified by the class instructor. In exceptional cases, a longer delay might be required; for example, when academic dishonesty is suspected, and time is required to conduct an investigation.

Student performance in clinical education courses is monitored by the clinical education faculty. 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, student must make an appointment to talk with the course instructor(s) who issued the grade and submit written request for review. Upon receipt of written request from the student, the course instructor(s) shall review the case 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(s) 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 written 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 as

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 Site Dean or designee of the CHS, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Site Dean or designee is final.

### **Audit**

An "AU" (Audit) is assigned to a student who attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Site Dean, or Site Dean's designee, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

### **Missing Grades**

A grade of "M" for Missing will be input by the Office of the Registrar if a student's grade is not available by the deadline for grade submission. An "M" grade is not included in the GPA calculation and will be replaced by the grade earned in the course once submitted by the course director/instructor. "M" grades should not be used by the program in place of an Incomplete (I) grade.

### **Incomplete**

A student may be assigned an Incomplete grade ("I") only when a personal situation arises during a trimester 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 trimester. An Incomplete that is not removed by the end of the following trimester 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 and or the ADCE's. Arrangements for the Incomplete and its removal must be approved by the course instructor DCE and or ADCE prior to the end of the trimester in which the original incomplete grade was assigned. An Incomplete that is not removed by the end of the following trimester will become a "NCR" grade.

### **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 a full-time clinical education experience.

## Curriculum Organization

### Year 1- DPTOR 2027 and Later

Year 1, Fall Trimester		
Course	Title	Credit Hours
IPE 5000A	An Interprofessional Approach I A	0.00
PT 5310	Human Anatomy I	4.00
PT 5320	Clinical Biomechanics and Kinesiology I	4.00
PT 5330	Patient Care and Clinical Skills	3.00
PT 5335	Research Methodology and Critical Appraisal	3.00
PT 5340	Human Physiology and Pathophysiology	4.00
PT 5610	Professional Aspects in Physical Therapy I	1.00
Trimester Total:		19.00

Year 1, Spring Trimester		
Course	Title	Credit Hours
IPE 5000B	An Interprofessional Approach IB	1.00
IPE 5100A	An Interprofessional Approach IIA	0.00
PT 5315	Human Anatomy II	4.00
PT 5325	Clinical Biomechanics and Kinesiology II	4.00
PT 5350	Foundations of Physical Therapy Examination	1.00
PT 5355	Cultural, Psychosocial, and Ethical Aspects of Healthcare	3.00
PT 5360	Physiologic Basis of Exercise, Wellness, and Nutrition	2.00
PT 5365	Teaching and Learning Principles	2.00
PT 5370	Introduction to Pharmacology in Physical Therapy	1.00
PT 8710	Practical Applications Lab – Foundational Skills	1.00
Trimester Total:		19.00

Year 1, Summer Trimester		
Course	Title	Credit Hours
IPE 5100B	An Interprofessional Approach IIB	1.00
PT 5415	Neuroscience and Neuroimaging	4.00
PT 5420	Musculoskeletal Imaging	2.00
PT 5425	Clinical Application of Therapeutic Exercise	2.00
PT 5430	Cardiovascular and Pulmonary System: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 5510	Musculoskeletal System I: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 7110	Concepts of Motor Control and Motor Learning	2.00
PT 8721	Practical Applications Lab – Clinical Skills I	1.00
Trimester Total:		19.00
Year 1 Total:		57.00

## Year 2

Year 2, Fall Trimester		
Course	Title	Credit Hours
IPE 6000A	Interprofessional Team Training in Health Care IA	0.00
PT 5515	Musculoskeletal System II: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 5410	Medical Screening in Physical Therapy	3.00
PT 7115	Human Development Across the Lifespan	2.00
PT 7521	Neurological System I: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7525	Professional Development, Clinical Education, and Communication	1.00
PT 7535	Therapeutic and Mechanical Modalities	3.00
PT 8722	Practical Applications Lab – Clinical Skills II	2.00
PT 8810	Clinically Oriented Readiness I	1.00
Trimester Total:		19.00

Year 2, Spring Trimester		
Course	Title	Credit Hours
IPE 6000B	Interprofessional Team Training in Health Care IB	1.00
PT 7530	Health Care Considerations for Rural and Underserved Populations	2.00
PT 7540	Evidence Based Practice in Physical Therapy	3.00
PT 8841	Research Project I	1.00
PT 8891	Clinical Education Experience I (10 Weeks)	5.00
Trimester Total:		12.00

Year 2, Summer Trimester		
Course	Title	Credit Hours
PT 7522	Neurological System II: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7545	Prosthetic and Orthotic Applications in Physical Therapy	2.00
PT 7550	Pediatric Populations: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7560	Aging Adults: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7565	Management of Complex Conditions in Inpatient Settings	2.00
PT 8723	Practical Applications Lab – Clinical Skills III	2.00
PT 8815	Clinically Oriented Readiness II	1.00
PT 8842	Research Project II	1.00
PT 8951	Professional Development and Reflective Practice I	1.00
Trimester Total:		18.00
Year 2 Total:		49.00

### Year 3

Year 3, Fall Trimester		
Course	Title	Credit Hours
PT 8843	Research Project III	2.00
PT 8892	Clinical Education Experience II (12 weeks)	6.00
Trimester Total:		8.00

Year 3, Spring Trimester		
Course	Title	Credit Hours
PT 5615	Professional Aspects in Physical Therapy II	2.00
PT 8730	Practical Applications Lab – Administration and Leadership	2.00
PT 8740	Principles of Administration, Business Management, and Leadership	3.00
PT 8745	Differential Diagnosis and Management of Complex Conditions in Outpatient Settings	3.00
PT 8750	Community Service and Outreach	2.00
PT 8755	Integumentary System and Wound Care: Examination, Evaluation, and Management in Physical Therapy	2.00
PT 8760	Selected Topics	2.00
PT 8844	Research Project IV	1.00
PT 8952	Professional Development and Reflective Practice II	1.00
Trimester Total:		18.00

Year 3, Summer Trimester		
Course	Title	Credit Hours
PT 8893	Clinical Education Experience III	6.00
PT 8953	Professional Development and Reflective Practice III	1.00
Trimester Total:		7.00
Year 3 Total:		33.00



## Year 1 – DPTOR 2026 and earlier

Year 1, Fall Trimester		
Course	Title	Credit Hours
IPE 5000A	An Interprofessional Approach I A	0.00
PT 5310	Human Anatomy I	4.00
PT 5320	Clinical Biomechanics and Kinesiology I	4.00
PT 5330	Patient Care and Clinical Skills	3.00
PT 5335	Research Methodology and Critical Appraisal	3.00
PT 5340	Human Physiology and Pathophysiology	4.00
PT 5610	Professional Aspects in Physical Therapy I	1.00
Trimester Total:		19.00

Year 1, Spring Trimester		
Course	Title	Credit Hours
IPE 5000B	An Interprofessional Approach IB	1.00
IPE 5100A	An Interprofessional Approach IIA	0.00
PT 5315	Human Anatomy II	4.00
PT 5325	Clinical Biomechanics and Kinesiology II	4.00
PT 5350	Foundations of Physical Therapy Examination	1.00
PT 5355	Cultural, Psychosocial, and Ethical Aspects of Healthcare	3.00
PT 5360	Physiologic Basis of Exercise, Wellness, and Nutrition	2.00
PT 5365	Teaching and Learning Principles	2.00
PT 5370	Introduction to Pharmacology in Physical Therapy	1.00
PT 8710	Practical Applications Lab – Foundational Skills	1.00
Trimester Total:		19.00

Year 1, Summer Trimester		
Course	Title	Credit Hours
IPE 5100B	An Interprofessional Approach IIB	1.00
PT 5415	Neuroscience and Neuroimaging	4.00
PT 5420	Musculoskeletal Imaging	2.00
PT 5425	Clinical Application of Therapeutic Exercise	2.00
PT 5430	Cardiovascular and Pulmonary System: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 5510	Musculoskeletal System I: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 7110	Concepts of Motor Control and Motor Learning	2.00
PT 8721	Practical Applications Lab – Clinical Skills I	1.00
Trimester Total:		19.00
Year 1 Total:		57.00

## Year 2

Year 2, Fall Trimester		
Course	Title	Credit Hours
IPE 6000A	Interprofessional Team Training in Health Care IA	0.00
PT 5515	Musculoskeletal System II: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 5410	Medical Screening in Physical Therapy	3.00
PT 7115	Human Development Across the Lifespan	2.00
PT 7521	Neurological System I: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7525	Professional Development, Clinical Education, and Communication	1.00
PT 7535	Therapeutic and Mechanical Modalities	3.00
PT 8722	Practical Applications Lab – Clinical Skills II	2.00
PT 8810	Clinically Oriented Readiness I	1.00
Trimester Total:		19.00

Year 2, Spring Trimester		
Course	Title	Credit Hours
IPE 6000B	Interprofessional Team Training in Health Care IB	1.00
IPE 6100A	Interprofessional Team Training in Health Care IIA	0.00
PT 7530	Health Care Considerations for Rural and Underserved Populations	2.00
PT 7540	Evidence Based Practice in Physical Therapy	3.00
PT 8841	Research Project I	1.00
PT 8891	Clinical Education Experience I (10 Weeks)	5.00
Trimester Total:		12.00

Year 2, Summer Trimester		
Course	Title	Credit Hours
IPE 6100B	Interprofessional Team Training in Health Care IIB	1.00
PT 7522	Neurological System II: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7545	Prosthetic and Orthotic Applications in Physical Therapy	2.00
PT 7550	Pediatric Populations: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7560	Aging Adults: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7565	Management of Complex Conditions in Inpatient Settings	2.00
PT 8723	Practical Applications Lab – Clinical Skills III	2.00
PT 8815	Clinically Oriented Readiness II	1.00
PT 8842	Research Project II	1.00
PT 8951	Professional Development and Reflective Practice I	1.00
Trimester Total:		19.00
Year 2 Total:		50.00

### Year 3

Year 3, Fall Trimester		
Course	Title	Credit Hours
PT 8843	Research Project III	2.00
PT 8892	Clinical Education Experience II (12 weeks)	6.00
Trimester Total:		8.00

Year 3, Spring Trimester		
Course	Title	Credit Hours
PT 5615	Professional Aspects in Physical Therapy II	2.00
PT 8730	Practical Applications Lab – Administration and Leadership	2.00
PT 8740	Principles of Administration, Business Management, and Leadership	3.00
PT 8745	Differential Diagnosis and Management of Complex Conditions in Outpatient Settings	3.00
PT 8750	Community Service and Outreach	2.00
PT 8755	Integumentary System and Wound Care: Examination, Evaluation, and Management in Physical Therapy	2.00
PT 8760	Selected Topics	2.00
PT 8844	Research Project IV	1.00
PT 8952	Professional Development and Reflective Practice II	1.00
Trimester Total:		18.00

Year 3, Summer Trimester		
Course	Title	Credit Hours
PT 8893	Clinical Education Experience III	6.00
PT 8953	Professional Development and Reflective Practice III	1.00
Trimester Total:		7.00
Year 3 Total:		33.00

### Additional Course(s)

Students who have not met a minimal level of proficiency in the clinical education experience may be required to enroll in an independent study to fulfill course remediation requirements prior to assignment to a repeated clinical experience.

## 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 5000A An Interprofessional Approach I (1.0 credit hour, CR/NCR)**

This course is a required university seminar for all first-year health professional students. This course will introduce professions across various fields with content related to roles, responsibilities, team, teamwork, communication, values and ethics. Introductory level content related to cultural humility, social determinants of health, and health systems will be explored. Activities in this course may include exposure level asynchronous lectures, interactive health professions program exposure, and in-person group/team experiences. Experiences will integrate elements common to all professionals such as ethical, behavioral, social, and psychological. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

### **IPE 5000B An Interprofessional Approach IB (1.0 credit hour, CR/NCR)**

Continuation of IPE 5000A.

### **IPE 5100A An Interprofessional Approach II (1.0 credit hour, CR/NCR)**

This course is a required university seminar for all first-year health professional students. Working in interprofessional teams, this course builds upon the knowledge and experience gained in the IPE 5000 course. Activities in this course may include asynchronous lectures, clinical scenario role-playing, synchronous discussion sessions, in-person/group team experiences, health events. Experiences will integrate elements common to all professionals such as ethical, behavioral, social, and psychological with increasing levels of complexity. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

### **IPE 5100B An Interprofessional Approach IIB (1.0 credit hour, CR/NCR)**

Continuation of IPE 5100A.

### **IPE 6000A Interprofessional Team Training in Health Care I (1.0 credit hour, CR/NCR)**

IPE 6000A will continue to build upon the knowledge from the IPE 5000 series but will elevate learning activities deeper in the immersion phase expanding upon knowledge gained in previous IPE courses with additional community health event planning experiences to apply advanced tools and strategies that are crucial in working as a collaborative healthcare team. Activities in this course include immersion phase level activities such as asynchronous recorded lectures, mock patient experiences, synchronous discussion sessions, in-person/group team experiences related to health systems, patient advocacy, health event planning, and/or interprofessional research exposure. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

**IPE 6000B Interprofessional Team Training in Health Care IB (1.0 credit hour, CR/NCR)**

Continuation of IPE 6000A.

**IPE 6100A Interprofessional Team Training in Health Care II (1.0 credit hour, CR/NCR)**

Prerequisite: Successful completion of *IPE Courses 5000A/B, and 6000A* This course continues to build on experiences in IPE 6000. In a culminating semester for the foundational IPE course series, students will deepen their knowledge gained in prior IPE courses and the current IPE 6100 entry-level content via asynchronous lecture and through activities that can include health event planning, community health learning event, team/group in-person experiences related to health systems, patient advocacy, and/or interprofessional research exposure. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

**IPE 6100B Interprofessional Team Training in Health Care IIB (1.0 credit hour, CR/NCR)**

Continuation of IPE 6100A.

**PT 5310 Human Anatomy I (4.0 credit hours)**

The course is the first of a two-course series covering normal human anatomy with clinical integration. This course includes surface palpation and cadaver dissection of the upper extremities, thorax, and abdomen with emphasis on neurological, musculoskeletal, and visceral systems. Didactic and Laboratory. Prerequisite: Acceptance to the program.

**PT 5315 Human Anatomy II (4.0 credit hours)**

The course is the second of a two-course series covering normal human anatomy with clinical integration. The course includes surfaces palpation and cadaver dissection of the vertebral column, pelvis, head and neck, and lower extremities with emphasis on neurological, musculoskeletal, and visceral systems. Didactic and Laboratory. Prerequisite: Successful completion of Human *Anatomy I*.

**PT 5320 Clinical Biomechanics and Kinesiology I (4.0 credit hours)**

The course is the first of two courses in clinical biomechanics and kinesiology. It offers an introduction to theoretical principles and clinical applications of postural and movement assessments, including muscle testing and joint motion. Emphasis is on normal function of the axial skeleton and upper extremity joints and muscles, especially the shoulder, elbow, forearm, wrist, hand, and temporomandibular joints. Properties of bone and muscle and principles of joint function and biomechanics (static and dynamic) as they apply to physical therapy clinical practice are discussed, including postural and joint motion assessment, palpation, range of motion, manual muscle testing, and goniometry. Abnormal movement is introduced in the context of clinical relevance. Didactic and Laboratory. Prerequisites: Acceptance into the program.

**PT 5325 Clinical Biomechanics and Kinesiology II (4.0 credit hours)**

The course is a continuation of Clinical Biomechanics and Kinesiology II. Theoretical principles and clinical applications of postural and movement assessments, muscle testing, and joint motion is further developed and applied to the axial skeleton and lower extremity, especially hip, knee, ankle, and foot joints. This course continues to explore the principles of tissue mechanics, joint function, and biomechanics (static and dynamic) as applied to physical therapy clinical practice, including postural and joint motion assessment, palpation, range of motion, manual muscle testing, and goniometry. Gait mechanics and assessment are also introduced. Didactic and Laboratory. Prerequisites: Successful completion of *Clinical Biomechanics and Kinesiology I*.

**PT 5330 Patient Care and Clinical Skills (3.0 credit hours)**

The course introduces students to basic patient/client handling skills. Topics include guidelines for correct body mechanics, techniques for patient/client positioning and bed mobility, techniques for transfers and gait training, and an introduction to common physical therapy equipment. Students apply medical terminology and basic decision-making skills across a variety of patient/client populations while demonstrating appropriate professional behaviors and communication skills. Didactic and Laboratory. Prerequisite: Acceptance to program.

**PT 5335 Research Methodology and Critical Appraisal (3.0 credit hours)**

The course prepares students to identify, evaluate, and utilize professional literature to support physical therapy practice through the assessment of research design and methodology (quantitative, qualitative, and epidemiologic), ethical issues related to research, validity and reliability of measures, sampling methods, and appropriate statistical analysis for various types of research. Didactic. Prerequisite: Acceptance to program.

**PT 5340 Human Physiology and Pathophysiology (4.0 credit hours)**

The course explores the functional and clinical characteristics of human physiology. Principles of emphasis include the structural basis of function, normal physiology, and pathophysiology of common and significant disease processes encountered by physical therapists. Didactic and Laboratory. Prerequisite: Acceptance to program.

**PT 5350 Foundations of Physical Therapy Examination (1.0 credit hour)**

The course introduces foundational principles of physical therapy examination including systems review, documentation, and patient/client communication in a culturally sensitive manner. Didactic and Laboratory. Prerequisite: Successful completion of *Patient Care and Clinical Skills*.

**PT 5355 Cultural, Psychosocial, and Ethical Aspects of Health Care (3.0 credit hours)**

The course analyzes the impact of psychological, social, and cultural factors and ethical issues that affect interactions of physical therapists with patients/clients. An emphasis is placed on recognition of psychiatric disorders in physical therapy examination and intervention, social determinants of health, cultural humility in professional behavior and patient/client care, effective communication strategies, patient/client emotional reaction to illness/trauma, and self-awareness as well as awareness of others with respect to cultural differences. Didactic. Prerequisite: Successful completion of *Professional Aspects in Physical Therapy* and *Patient Care and Clinical Skills*.

**PT 5360 Physiological Basis of Exercise, Wellness, and Nutrition (2.0 credit hours)**

The course emphasizes the physiological basis of therapeutic exercise. Learners are introduced to nutrition and general wellness principles as they relate to patient/client self-care. Students apply exercise science concepts, such as exercise physiology and bioenergetics, to develop safe and effective treatment plans for patients/clients across the lifespan. Didactic and Laboratory. Prerequisite: Successful completion of *Human Anatomy I*, *Clinical Biomechanics and Kinesiology I*, and *Patient Care and Clinical Skills*.

**PT 5365 Teaching and Learning Principles (2.0 credit hours)**

Communication and teaching-learning theory applied to clinical practice. This course is an introduction to the seven principles of the effective teaching that involves the alignment of three major components of instruction including learning objectives, assessments, and instructional activities. The learning process includes teaching techniques for being a Clinical Instructor and a member of an interdisciplinary team. Students deliver clinical and professional presentations, complete rubrics and an educational brochure that supports age-appropriate methodologies. Students complete individual assessments that supports teaching roles that supports learning

goals. Didactic. Prerequisite: Successful completion of *Professional Aspects in Physical Therapy*.

**PT 5370 Introduction to Pharmacology in Physical Therapy (1.0 credit hour)**

The course introduces the basic principles of pharmacodynamics and the clinical implications of drug use. Students learn how to screen for drug toxicity, recognize adverse responses to new or long-term intake of medications, and identify the indications, precautions, and contraindications of common drugs used for different conditions and pain states. Learners study how to modify a patient/client's plan of care based on current medications, identify signs and symptoms indicating an adverse response to mono- and polypharmacy, and determine the appropriate intervention if an adverse response is observed. Didactic. Prerequisite: Successful completion of *Human Physiology and Pathophysiology* and *Patient Care and Clinical Skills*.

**PT 5410 Medical Screening in Physical Therapy (3.0 credit hours)**

The course explores common medical conditions, along with their epidemiology, etiology, clinical manifestations, and medical management. It discusses issues related to physical therapy screening, examination, and interventions, as well as indications for further diagnostic testing and referral to other medical providers. Topics covered include hematology and lab values, skin conditions, multi-system involvement, and key pulmonary and cardiovascular disorders. Differential diagnosis is discussed in the context of medical screening for referral. Didactic and Laboratory. Prerequisite: Successful completion of *Foundations of Patient Examination*, *Introduction to Pharmacology in Physical Therapy*, and *Practical Applications Lab – Foundational Skills*.

**PT 5415 Neuroscience and Neuroimaging (4.0 credit hours)**

The course explores the anatomical and physiological structure and function of the normal and injured central, peripheral, and autonomic nervous systems. Students develop sufficient knowledge of neurophysiological principles to comprehend nervous system function and alterations resulting from damage. Three-dimensional relationships and functional connectivity are examined in detail with the goal of developing the ability to diagnose lesions of the central nervous system based on presenting deficits and neuroimaging. Didactic and Laboratory. Prerequisite: Successful completion of *Human Anatomy II*, *Clinical Biomechanics and Kinesiology II*, *Foundations of Patient Examination*, *Introduction to Pharmacology in Physical Therapy*, and *Practical Applications Lab – Foundational Skills*.

**PT 5420 Musculoskeletal Imaging (2.0 credit hours)**

The course discusses the principles of diagnostic imaging, including indications and limitations of each imaging technique. Students recognize indications for different diagnostic imaging methods and interpret images to enhance clinical reasoning for differential diagnosis, development of treatment plans, and referral to other health care providers. Didactic. Prerequisite: Successful completion of *Foundations of Patient Examination* and *Practical Applications Lab – Foundational Skills*.

**PT 5425 Clinical Application of Therapeutic Exercise (2.0 credit hours)**

The course explores the application of therapeutic exercise in clinical practice using evidence-based principles of strength and conditioning, tissue loading, and exercise dosing. Students develop and analyze therapeutic exercise routines for a wide range of populations. Didactic and Laboratory. Prerequisite: Successful completion of *Physiological Basis of Exercise, Wellness, and Nutrition* and *Practical Applications Lab – Foundational Skills*.

**PT 5430 Cardiovascular and Pulmonary System: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)**

The course prepares students to examine, evaluate, and provide interventions for diseases of the cardiovascular

and pulmonary systems. Topics include common etiology, pathology, and clinical manifestations of disease. This course discusses pharmacodynamics and implications for physical therapists. Didactic and Laboratory. Prerequisite: Successful completion of Foundations of Patient Examination and Practical Applications Lab – Foundational Skills.

**PT 5510 Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy (4.0 credit hours)**

The course is the first in a two-course series that prepares students to examine, evaluate, and provide interventions for conditions of the musculoskeletal system, with an emphasis on the lumbopelvic region and lower extremity. Introduction of applicable pharmacologic principles appropriate for this population is included. Didactic and Laboratory. Prerequisite: Successful completion of *Foundations of Patient Examination, Physiologic Basis of Exercise, Wellness, and Nutrition*, and *Practical Applications Lab – Foundational Skills*.

**PT 5515 Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy (4.0 credit hours)**

The course is the second in a two-course series that prepares students to examine, evaluate, and provide interventions for conditions of the musculoskeletal system, with an emphasis on the cervicothoracic region and upper extremity. Introduction of applicable pharmacologic principles appropriate for this population is included. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy I and Practical Applications Lab – Foundational Skills.

**PT 5610 Professional Aspects in Physical Therapy I (1.0 credit hour)**

The course is the first of a two-course series emphasizing professional and practice issues in physical therapy. The course introduces the history of the physical therapy profession. Topics include the Practice Act for both Physical Therapists and Physical Therapist Assistants, professional behaviors of a physical therapist, and documentation methodology. Didactic. Prerequisite: Acceptance to the program.

**PT 5615 Professional Aspects in Physical Therapy II (2.0 credit hours)**

The course is the second of a two-course series emphasizing professional and practice issues in physical therapy. The course covers a broad perspective of world, national, and state healthcare issues while also introducing students to professional aspects of physical therapy, such as advocacy, networking, and opportunities for growth/development. Didactic. Prerequisite: Successful completion of *Professional Aspects in Physical Therapy I*.

**PT 7110 Concepts of Motor Control and Motor Learning (2.0 credit hours)**

The course explores principles and theories of motor control and learning as they relate to movement, rehabilitation, and practice. Students examine clinical applications of neuroscience from neurophysiological, biomechanical, and behavioral perspective that includes neuroplasticity, motor learning, coordination, and postural control. A movement assessment framework for diverse populations is presented. Didactic and Laboratory. Prerequisite: PT 5315 Human Anatomy II.

**PT 7115 Human Development Across the Lifespan (2.0 credit hours)**

The course describes the typical developmental process across the lifespan with an emphasis on human motor performance. Topics include changes across body systems. Didactic and Laboratory. Prerequisites: Successful completion of Neuroscience and Neuroimaging, and Practical Applications Lab – Clinical Skills I.



**PT 7521 Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)**

The course is the first in a two-course series that prepares students to examine, evaluate, and provide interventions for individuals with neurological disorders. There is an emphasis on common neurological disorders in the adult population including cerebrovascular accident, cerebellar dysfunction, Parkinson's Disease, traumatic brain injury, concussion, and vestibular disorders. Introduction of applicable pharmacologic principles appropriate for these populations is ~~included~~ included. Didactic and Laboratory. Prerequisite: Successful completion of Patient Care and Clinical Skills, Foundations of Patient Examination, Neuroscience and Neuroimaging, and Practical Applications Lab – Clinical Skills I.

**PT 7522 Neurological System II: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)**

The course is the second in a two-course series that prepares students to examine, evaluate, and provide interventions for individuals with neurological disorders. The course builds on PT 7521 with an emphasis on spinal cord injury, Amyotrophic Lateral Sclerosis, Huntington's Disease, Myasthenia Gravis, Post-polio syndrome, Guillain-Barre syndrome, Bell's Palsy, CNS tumors, and functional neurological disorder. Introduction of applicable pharmacologic principles appropriate for these populations is included. Didactic and Laboratory. Prerequisite: Successful completion of Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

**PT 7525 Professional Development, Clinical Education, and Communication (1.0 credit hour)**

The course is designed to prepare students for their first clinical education experience. Students learn about various methods of clinical self-evaluation. Topics discussed include clinical education policies and procedures, the Clinical Education Manual, and the Clinical Performance Instrument (CPI). Students learn about professional behaviors in the clinic and strategies to communicate with patients/clients and with supervisors. Didactic. Prerequisites: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

**PT 7530 Health Care Considerations for Rural and Underserved Populations (2.0 credit hours)**

The course expands on the foundational concepts introduced in previous courses on healthcare barriers and special considerations for a physical therapist treating vulnerable populations and/or patients/clients who live in rural or underserved communities. Topics include access to medical care, medical screening, and intervention concerns in vulnerable and underserved populations, such as migrant workers, LGBTQ+ individuals and minority populations. Learners implement strategies in their clinical practice to successfully treat patients/clients of a rural or underserved community or within a vulnerable population. Didactic. Prerequisites: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

**PT 7535 Therapeutic and Mechanical Modalities (3.0 credit hours)**

The course prepares students on safety principles and application of physical agents, electrotherapeutic modalities, and mechanical modalities. Learners develop clinical reasoning to appropriately incorporate these modalities into the patient/client's plan of care. Using a pain science approach, the skills acquired enable the learner to evaluate, select, and safely perform evidence-based therapeutic and mechanical modalities on patients/clients across pain states. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

**PT 7540 Evidence Based Practice in Physical Therapy (3.0 credit hours)**

The 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. Didactic. Prerequisite: Successful completion of Research Methodology and Critical Appraisal.

**PT 7545 Prosthetics and Orthotic Applications in Physical Therapy (2.0 credit hours)**

The course explores prosthetic and orthotic rehabilitation emphasizing patient/client assessment, appropriate selection of device, and application via pre-prosthesis training and exercise programming. A variety of shoe modifications, upper and lower extremity prostheses and orthoses, and spinal orthoses are described. An overview of interprofessional collaboration with prosthetic and orthotic specialists is also presented with an introduction to newly developing technology in the field. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy I, Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

**PT 7550 Pediatric Populations: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)**

The course prepares students to examine, evaluate, and provide interventions for pediatric patients/clients through the lifespan. Topics include common etiology and pathology related to this population and clinical manifestations of disease. This course discusses polypharmacy, including drug interactions, screening for signs of toxicity, and adverse effects. Didactic and Laboratory. Prerequisite: Successful completion of *Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy*, *Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy I*, and *Practical Applications Lab – Clinical Skills II*.

**PT 7560 Aging Adults: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)**

The course prepares students to examine, evaluate, and provide interventions for older adults. Topics include normal aging and clinical manifestations of disease while emphasizing prevention through available resources. This course discusses polypharmacy, including drug interactions, screening for signs of toxicity, and adverse effects. Didactic and Laboratory. Prerequisites: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

**PT 7565 Management of Complex Conditions in Inpatient Settings (2.0 credit hours)**

The course prepares students to examine, evaluate, and intervene with patients/clients in the acute care, intensive care units, and skilled nursing facilities who have complex medical conditions and multi- system dysfunction. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System I: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills II.

**PT 8698 Group Independent Studies (1.0 - 3.0 credit hours, CR/NCR)**

The course allows learners to work in small groups to fulfill competency in a specified area of physical therapy practice. Individualized course content and assignments address the group's needs for topic competency. Prerequisite: Approval of instructor.

**PT 8699 Individual Independent Studies (1.0 - 3.0 credit hours, CR/NCR)**

The course allows learners to work on individual assignments/projects to obtain required standards in a specified area of the physical therapy curriculum. Individualized course content and assignments address needed competency. Prerequisite: Approval of instructor.

**PT 8710 Practical Applications Lab – Foundational Skills (1.0 credit hour, CR/NCR)**

The course is the first in a five-course series of authentic clinical care lab experiences that occur on a continuum and take place in the campus pro bono clinic, community settings, or through simulation. Students initiate clinical patient care with faculty supervision and guidance. Clinical skills learned during prior and concurrent courses are applied. Skills assessed may include, but are not limited to, subjective interviewing, vital signs, transfers, postural evaluation, range of motion assessment, goniometry, manual muscle testing, palpation, and documentation. Emphasis is on clinical safety and communication. Additional expectations include compliance with clinic policy and procedures, including, but not limited to, professional dress code, patient privacy regulations, personal protective equipment use, handwashing, and professional conduct. Laboratory. Prerequisite: Successful completion of Patient Care and Clinical Skills and Professional Aspects in Physical Therapy I.

**PT 8721 Practical Applications Lab – Clinical Skills I (1.0 credit hour, CR/NCR)**

The course is second in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Students develop clinical skills through facilitation of patient/client care assessment and treatment by board certified clinical specialist faculty and experienced, licensed, physical therapists. Clinical skills learned during prior and concurrent courses are applied to actual patient/client care with continued supervision and guidance. Skills assessed may include those from the prior Practical Applications Lab, with the addition of gait training, patient/client education (including physiologic basis of exercise, wellness, and nutrition), musculoskeletal and neurologic special tests. Emphasis is on safety, communication, and the development of organizational skills. Expectations from Practical Applications Lab – Foundational Skills apply to this course as well. Laboratory. Prerequisite: Successful completion of Practical Applications Lab – Foundational Skills and Foundations of Patient Examination.

**PT 8722 Practical Applications Lab – Clinical Skills II (2.0 credit hours, CR/NCR)**

The course is third in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Students are expected to demonstrate further developed examination and treatment techniques with supervision of faculty and/or qualified community physical therapists. Clinical skills learned during prior and concurrent courses are applied to actual patient/client cases with appropriate supervision and guidance. Skills assessed may include those from prior Practical Applications Labs with the addition of cardiovascular and pulmonary system evaluation and management, beginning neurologic evaluation and management, and more fully developed techniques for medical screening, differential diagnosis, musculoskeletal evaluation and management, and clinical application of therapeutic exercise. Expectations include those from prior Practical Applications labs, plus independent adherence to safety standards, appropriate and effective communication, awareness of clinical time management, the principles of patient/client-centered care, and appropriate clinical reasoning. Laboratory. Prerequisite: Successful completion of *Practical Applications Lab – Clinical Skills I*.

**PT 8723 Practical Applications Lab – Clinical Skills III (2.0 credit hours, CR/NCR)**

The course is fourth in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Students are expected to demonstrate further developed examination and treatment techniques with supervision of faculty and/or qualified community physical therapists. Clinical skills learned during prior and concurrent courses are applied to actual

patient/client cases with necessary guidance and oversight. Students in this course are expected to demonstrate appropriate examination and treatment skills of a variety of patient/client cases. Expectations continue from prior Practical Applications Labs and progress to include effective organization and time management, alignment of treatments with patient/client goals, and effective clinical reasoning. Laboratory. Prerequisite: Successful completion of Practical Applications Lab – Clinical Skills II.

**PT 8730 Practical Applications Lab – Administration and Leadership (2.0 credit hours, CR/NCR)**

The course is the final course in the five-course series of authentic clinical care lab experiences that take place in the campus pro bono clinic and in conjunction with clinical partners. Expectations from prior Practical Applications Labs continue and progress to include facilitation of patient/client care sessions with supervision of faculty and/or qualified community physical therapists. Other expectations include taking initiative and assuming leadership roles by mentoring first year students and demonstrating understanding of the nuances of patient/client care and the collaborative roles of clinic administration, staff, and clinicians in providing effective and sustainable patient/client care. Laboratory. Prerequisite: Successful completion of Practical Applications Lab – Clinical Skills III.

**PT 8740 Principles of Administration, Business Management, and Leadership (3.0 credit hours)**

The course provides comprehensive education on public and private healthcare systems within a physical therapy department. Topics include budget considerations, hiring-interviewing techniques, marketing, and medical-legal issues. The student receives tools to prepare for roles as clinical and administrative leaders in multiple practice settings. Didactic. Prerequisite: Successful completion of Aspects in Physical Therapy I and Principles of Teaching and Learning.

**PT 8745 Differential Diagnosis and Management of Complex Conditions in Outpatient Settings (3.0 credit hours)**

The course prepares students to perform medical screening and assessment for differential diagnosis and management of patients/clients with complex presentations and/or multi-system conditions in outpatient settings. Management of complex pain states, polypharmacy, trauma or multi-system involvement, and psychosocial considerations will be addressed. Learners integrate clinic data, modify interventions, and make recommendations based on patient/client goals and resources. Interprofessional collaboration and advanced medical screening principles are discussed. Didactic and Laboratory. Prerequisite: Successful completion of Musculoskeletal System II: Evaluation, Evaluation, and Management in Physical Therapy, Neurological System II: Evaluation, Evaluation, and Management in Physical Therapy, and Practical Applications Lab – Clinical Skills III.

**PT 8750 Community Service and Outreach (2.0 credit hours, CR/NCR)**

The course provides students with the necessary skills to become a contributing member of the clinical team, community, and physical therapy profession. Learners apply the humanistic principles they have learned in previous courses to community service projects outside of the classroom. Prerequisite: Approval of instructor.

**PT 8755 Integumentary System and Wound Care: Evaluation, Evaluation, and Management in Physical Therapy (2.0 credit hours)**

The course prepares students to examine, evaluate, and provide interventions for individuals with pathological conditions of the integumentary system with an emphasis on wounds, burns, and lymphedema. Interprofessional collaboration, case management, dressing selection and application, pharmacologic interventions, and functional training are included. Didactic and Laboratory. Prerequisites: PT 7565 Management of Complex Conditions in Inpatient Settings and PT 8723 Practical Applications Lab – Clinical Skills III.

**PT 8760 Selected Topics (2.0 credit hours, CR/NCR)**

PT 8760 is a required course that offers opportunities for expanded/advanced knowledge in area(s) of interest. The content is determined annually based on “hot topics & PT trends” to ensure alignment with contemporary practice. Content and clinical experts deliver seminars, providing students the opportunity to develop advanced knowledge and skills in areas of student interest and specialty practice. This course mirrors a professional continuing education post entry-level seminar format to further advance student skills and knowledge while fostering life-long learning. Coordinator-approved external continuing education seminars may count for up to 10 of 30 hours, with sufficient proof of registration at student expense, attendance, and completion.

**PT 8810 Clinically Oriented Readiness I (1.0 credit hour)**

The course outcome measure assesses student readiness to enter the first clinical education experience. Students work on case-based scenarios culminating in an extensive clinical practical examination where students are evaluated through an integrated clinical practical examination that covers content from Trimesters I-IV. Students must pass the Clinically Oriented Readiness Exam (CORE) in order to progress into the first clinical education experience. Didactic and Laboratory. Prerequisites: Successful completion of Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy, Clinical Application of Therapeutic Exercise, and Practical Applications Lab – Clinical Skills I.

**PT 8815 Clinically Oriented Readiness II (1.0 credit hour)**

The course outcome measure assesses student readiness to enter the second clinical education experience. Students work on case-based scenarios culminating in an extensive clinical practical examination where students are evaluated through an integrated clinical practical examination that covers content from Trimesters I-VI. Didactic and Laboratory. Prerequisites: Successful completion of Clinical Education Experience I.

**PT 8841 Research Project I (1.0 credit hour, CR/NCR)**

The 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. Students are trained and certified on protection and rights for human subject research. The course sets expectations for the final product to contribute to the community, clinical practice, or professional literature at a level consistent with presentation to a professional audience. Didactic. Prerequisite: Successful completion of Research Methodology and Critical Appraisal and Evidence-based Practice in Physical Therapy.

**PT 8842 Research Project II (1.0 credit hour, CR/NCR)**

The course provides the continued development of the capstone project with creation of an IRB submission and initiation of data collection when the project is approved by the IRB. Didactic and Laboratory. Prerequisite: Successful completion of Research Project I.

**PT 8843 Research Project III (2.0 credit hours, CR/NCR)**

The course is a continuation of PT 8841 and 8842. The course consists of data collection, data analysis, and initiation of abstract development. Didactic and Laboratory. Prerequisite: Successful completion of *Research Project II*.

**PT 8844 Research Project IV (1.0 credit hour)**

The course is a continuation of PT 8841 and 8842 and 8843. The course consists of continued data analysis and completion of a written abstract. Completed projects are presented as a poster or platform presentation. Didactic and Laboratory. Prerequisite: Successful completion of *Research Project III*.

**PT 8891 Clinical Education Experience I (5.0 credit hours, CR/NCR)**

The course is the first full-time clinical experience in which the learner works under the direct supervision of a physical therapist serving as a Clinical Instructor for forty hours per week over a ten- week period. Application of all course content in Trimesters I-IV will be emphasized including, but not limited to, patient/clients with musculoskeletal, cardiovascular, or neurological impairments.

Prerequisite: Successful completion of Clinically Oriented Readiness I.

**PT 8892 Clinical Education Experience II (6.0 credit hours, CR/NCR)**

The course is the second full-time clinical experience in which the learner works under the direct supervision of a physical therapist serving as a Clinical Instructor for forty hours per week over a twelve- week period. Application of all course content in Trimesters I-VI will be emphasized including, but not limited to, patient/clients with musculoskeletal, cardiovascular, or neurological impairments. Students may spend 6 weeks at two different facilities. Prerequisite: Successful completion of Clinically Oriented Readiness II.

**PT 8893 Clinical Education Experience III (6.0 credit hours, CR/NCR)**

The course is the final full-time clinical experience in which the learner works under the direct supervision of a physical therapist serving as a Clinical Instructor for forty hours per week over a twelve- week period. Application of all course content in Trimesters I-IV will be emphasized including, but not limited to, patient/clients with musculoskeletal, cardiovascular, or neurological impairments. Students who have successfully completed all clinical education requirements in their first two experiences can partake in a wide range of opportunities. Students may spend 6 weeks at two different facilities. Prerequisite: Successful completion of Clinical Education Experience II, Differential Diagnosis and Management of Complex Conditions in Outpatient Settings, and Practical Applications Lab – Administration and Leadership.

**PT 8951 Professional Development and Reflective Practice I (1.0 credit hour)**

The course is the first of three courses aiming to review and reflect on the students' clinical experiences. Learners explore various professional development strategies and review goals and outcomes from their clinical experience. Students present a difficult or interesting case study. Didactic. Prerequisite: Successful completion of Clinical Education Experience I.

**PT 8952 Professional Development and Reflective Practice II (1.0 credit hour)**

The course is a continuation of PT 8951 and emphasizes entrance into clinical practice, including resume writing and interview skills. Learners gain information on the licensure process. Students present an interesting or complex case study from their most recent clinical education experience. Didactic.

Prerequisite: Successful completion of Clinical Education Experience II.

**PT 8953 Professional Development and Reflective Practice III (1.0 credit hour)**

The course is a continuation of PT 8952 and occurs after the completion of their terminal clinical experience. Students present a case study for peer review. Students complete a program exit interview and any remaining requirements prior to graduation. Didactic. Prerequisite: Successful completion of Clinical Education Experience III.

## Honors and Awards

The following awards are considered for presentation to PT students annually:

- American Council of Academic Physical Therapy National Student Honor Society
- Alpha Eta Honor Society
- The Dean's Award
- Student Affairs Award
- The Founding Chair's Rural Health Scholarship
- Margaret Bartlett, DPT Memorial Scholarship
- Outstanding Service in Physical Therapy Award
- Outstanding Research Achievement Award
- Outstanding Clinical Performance Award
- Professional Development Scholarship
- Physical Therapy Faculty Award
- President's Society Award

## Academic Calendar

Fall 2025	
June 30 – July 3, 2025	New Student Orientation
July 7, 2025	Fall Classes Begin
September 1, 2025	Labor Day – No Classes*
October 13, 2025	Indigenous People's Day – No Classes
October 10, 2025	Fall Classes End (Year 3)
October 17, 2025	Fall Classes End (Years 1 and 2)
Spring 2026	
October 27, 2025	Spring Classes Begin
November 11, 2025	Veterans Day Observed – No Classes
November 26, 2025	Thanksgiving Recess Begins @ 5:00 p.m.*
December 1, 2025	Spring Classes Resume
December 19, 2025	Winter Break Begins
January 5, 2026	Spring Classes Resume
January 19, 2026	Martin Luther King Day – No Classes*
February 16, 2026	President's Day
February 13, 2026	Spring Classes End (Year 3)
February 20, 2026	Spring Classes End (Year 1)
March 13, 2026	Spring Classes End (Year 2)
Summer 2025	
February 23, 2026	Summer Classes Begin (Year 3)
March 2, 2026	Summer Classes Begin (Year 1)
March 23, 2026	Summer Classes Begin (Year 2)
May 15, 2026	Summer Classes End (Year 3) and Commencement
May 25, 2026	Memorial Day – No Classes*
June 12, 2026	Summer Classes End (Year 1)
June 19, 2026	Juneteenth – No Classes*
June 26, 2026	Summer Classes End (Year 2)

*\*Students in clinical rotations observe their preceptors' hours, which may include working on federal holidays*



## **Oath for Physical Therapists**

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

Respect the rights and dignity of all individuals who seek my services or with whom I work; Act in a compassionate and trustworthy manner in all aspects of my services;

Exercise sound professional judgment while abiding by legal and ethical requirements;

Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public, and payers for the enhancement of patient care and the advancement of the profession;

Enhance my practice through life-long acquisition and application of knowledge, skills, and professional behavior;

Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.

Thus, with this oath, I accept the duties and responsibilities that embody the physical therapy profession.