

Western University of Health Sciences

College of Health Sciences

Doctor of Physical Therapy (DPT)
2026/2027 Catalog

Conditions of Accuracy

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College of Health Sciences

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 2026-2027 catalogs supersede previous versions, and all students are held responsible for the information contained in both the University and the College 2026-2027 catalogs.

Mission

To achieve an optimal community of educators and health professionals, WesternU College of Health Sciences provides an environment that stimulates and produces grounded and empowered changemakers, to serve the health demands of a diverse population, while collaborating inter-professionally, engaging in best practices, and accurately disseminating healthcare information. Our educators and health professionals listen, refine, and innovate to the changing needs of both our students and the community

Goals

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

Doctor of Physical Therapy

Department of Physical Therapy Education

Accreditation

The Doctor of Physical Therapy program in the Department of Physical Therapy Education at Western University of Health Sciences (WesternU), College of Health Sciences, 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; website: 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 program is accredited through June 30, 2030.

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.

General Information

Mission Statement

Developing innovative physical therapists empowered with the art of humanism and the science of movement.

Vision

The WesternU Department of Physical Therapy Education will be nationally respected and recognized as an innovative and transformational leader in physical therapy education, clinical practice, and research. As humanistic change agents, our graduates will guide the profession in providing better care for individuals, better health for all populations and communities, and lowered cost of health care through continuous quality improvement.

The Physical Therapist Role

Physical therapists (PTs) are licensed healthcare professionals who diagnose and treat individuals across the lifespan with medical conditions, injuries, or other health-related issues that limit movement and function. Physical therapy services are provided by qualified PTs or by physical therapist assistants (PTAs) under supervision by a licensed PT. Licensure is required in every state where a PT practices.

PTs serve as movement science experts, utilizing evidence-based approaches to enhance physical function, restore mobility, reduce pain, and prevent disability. They play critical roles in rehabilitation,

prevention, health maintenance, and wellness programs, ensuring patients achieve optimal movement and functional independence. Additionally, PTs contribute to developing healthcare policy, establishing professional standards, and promoting community wellness initiatives.

Scope of Physical Therapy Practice

PTs engage in complex cognitive, psychomotor, and affective behaviors to provide comprehensive patient care. The practice of physical therapy is guided by five core elements of care that maximize patient outcomes:

1. **Examination** – Conducting patient history, performing a systems review, and utilizing diagnostic tests and measures to assess movement impairments.
2. **Evaluation** – Synthesizing examination findings to determine functional limitations and movement dysfunctions.
3. **Diagnosis** – Identifying movement-related conditions within the scope of physical therapy practice.
4. **Prognosis & Plan of Care** – Establishing an individualized treatment plan, including short- and long-term goals, based on patient needs and expected outcomes.
5. **Intervention** – Implementing evidence-based treatment strategies, therapeutic exercises, hands-on techniques, patient education, and assistive technologies to improve function, mobility, and quality of life.

Additionally, PTs conduct re-examinations and modify interventions as necessary to align with treatment progress, develop discharge plans, and design strategies to prevent the onset, progression, and symptoms of movement-related impairments due to diseases, disorders, conditions, or injuries.

Clinical Applications & Settings

Physical therapy is a doctoral-level profession with a strong scientific foundation in movement science, anatomy, biomechanics, and pathophysiology. PTs work in a wide variety of settings, including but not limited to:

- Hospitals and acute care facilities
- Private practices and outpatient clinics
- Home health agencies
- Schools and early intervention programs
- Sports and fitness facilities
- Workplaces and industrial health settings
- Skilled nursing and rehabilitation centers

Impact on Healthcare & Patient Well-Being

Physical therapy services are covered by federal, state, and private insurance plans due to their well-documented benefits in enhancing mobility, reducing pain, preventing disability, and improving overall health-related quality of life. PTs play a key role in preventative care, helping individuals maintain mobility and functional independence while minimizing the impact of chronic conditions.

By integrating scientific knowledge, hands-on clinical skills, and patient-centered care, PTs are essential contributors to the healthcare system, improving movement, function, and quality of life across all populations.

About the Doctor of Physical Therapy Program

The Doctor of Physical Therapy (DPT) program is a 3-year program (9 semesters) 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 the patient/client management model described in the Guide to Physical Therapist Practice and the curricular content for professional education in A Normative Model of Physical Therapist Professional Education: Version 2004, and meets criteria set forth by CAPTE.

The DPT degree is based on the new, 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) 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>.

Program Goals

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

Student/Graduate Goals

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

1. Demonstrate appropriate clinical decision-making skills, including critical thinking, clinical reasoning, and problem solving to guide decisions regarding screening, examination, evaluation, diagnosis, plan of care, and intervention to achieve optimal outcomes.
2. Demonstrate entry level competence in establishing a safe and efficient physical therapy plan of care, to address movement dysfunctions and associated functional impairments, activity limitations, and participation restriction, for a variety of patients with varying ages, diagnoses, complications in the most common practice environments.
3. Demonstrate competency in oral and written communication by expressively and receptively communicating with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
4. Function as a collaborative and effective member of an interprofessional team providing health care to meet the needs of patients, clients, and the public.
5. Demonstrate highest-level professionalism by expression of ethical and legal values, trust, integrity, as well as contribution to the community and the profession through altruistic service and leadership.
6. Provide physical therapy services for prevention, health promotion, and wellness as autonomous practitioner, educator, consultant, and collaborator and demonstrate a commitment to personal and professional growth and lifelong learning.
7. Critically evaluate and apply the best scientific evidence as a basis for physical therapy practice, determine the effectiveness of intervention, and participate in scientific inquiry.
8. Provide person-centered care that is compassionate and humanistic based on the understanding and appreciation of cultural, gender, socio-economic, ethical, and contextual factors that affect physical therapy practice.
9. Enhance the body of knowledge and may lead to additional program revenue.

Faculty Goals

1. Maintain contemporary knowledge/practice expertise in assigned teaching areas and create a collaborative model of education enriching student learning experience through innovative and evidence based instructional strategies and technologies.
2. Create a nurturing, professional relationship with student mentees to assist them with, navigating doctoral education, socializing into departmental and disciplinary culture, and providing a role model of professional identity, integrity, and responsibility.
3. Engage in one or more areas of professional growth and scholarly/creative activities: discovery, integration, and/or application of knowledge.

4. Demonstrate contemporary expertise in clinical practice.
5. Provide leadership and other contributions to service activities that benefit the universities, community, and physical therapy profession.
6. Initiate interdisciplinary collaborations and accompanying scholarly and creative activities across College and University endeavors.

Department of Physical Therapy Education and its DPT program Goals:

1. Recruit and develop students of all backgrounds who wish to pursue excellence through a career in physical therapy.
2. Create an academic environment that will prepare graduates to meet program outcomes, in accordance with current CAPTE criteria, in keeping within APTA Code of Ethics.
3. Attract and support a clinically and academically diverse core faculty who can meet the criteria of high-quality teaching, significant scholarly output and valuable service to the college and professional community.
4. Encourage and acknowledge continued professional development of faculty and assist faculty to successfully navigate tenure and promotion process.
5. Develop and foster clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.
6. Develop and maintain a cadre of adjuncts with excellent clinical experience and proven teaching effectiveness that align and are committed to the department's mission and goals.
7. Identify and participate in research grant activities and entrepreneurial activities that enhance the body of knowledge and may lead to additional program revenue.

Curriculum Design

The curriculum model is a subject-centered, blended model, providing a combination of traditional, case, and problem-based learning. Initial courses are more traditional and focus on the foundational sciences and fundamental physical therapy techniques. The curriculum sequence is organized according to body systems, aligned to the Guide to PT Practice. Coursework includes study of the functional and psychosocial impacts of health conditions, relevant medical and surgical interventions and the physical therapy tests, measures, and interventions utilized within the patient/client management model. Additionally, curriculum includes the role of the physical therapist in disease prevention and health promotion, education, consultation, legislation and policymaking, and leadership. Students also engage in scholarly inquiry through a research capstone project.

The DPT faculty is comprised of scholars, researchers, administrators, and clinicians from the professions of physical therapy, rehabilitation science, neuroscience, psychology, and pharmacology. All faculty are

committed to the preparation of the Doctor of Physical Therapy professional who will be well versed in all aspects of physical therapy and dedicated to their profession and the patients they serve.

Didactic education includes interactive classroom instruction, lab practice, and critical thinking opportunities. In addition, classes integrate patient experiences via utilization of standardized cases, simulation labs, and actual patient encounters which link didactic education to clinical practice and prepare students for clinical experiences. The integrated clinical experiences (ICE) occur in a variety of clinical settings within each year of the curriculum, as we believe that clinical education is an integral part of the curriculum and provides opportunities for students to integrate, synthesize, apply, and refine the knowledge, skills, and attitudes developed in the classroom. The year two curriculum includes one 12-week clinical experience, and year three includes two 12-week clinical experiences. In total, students complete 36 weeks of clinical experience in addition to the numerous clinical opportunities provided in the classroom via standardized patient or actual patients.

DPT students complete their education at the end of July or early August but participate in the University-wide graduation held in the prior May. The licensure examination can be taken following successful completion of the program. The licensure exam is computerized and offered four times a year. <https://www.fsbpt.org/Secondary-Pages/Exam-Candidates/National-Exam-NPTE>

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.

Personal Competencies for Admission and Matriculation

The Department of Physical Therapy Education (DPTe) is a professional clinical program whose mission is to graduate **entry-level physical therapist generalists** prepared to deliver safe, effective, and timely care across the broad arenas of physical therapy practice (e.g., outpatient, acute care, inpatient rehabilitation, skilled nursing, home health, pediatrics, and sports). The DPTe curriculum includes preclinical laboratories, standardized patient encounters, simulation-based assessments, and clinical education experiences that collectively evaluate a student's readiness for clinical practice.

Candidates for admission to the DPT program must possess, or be able to achieve through reasonable accommodation, the **sensory and motor functions** necessary for completing program activities in a safe and effective manner consistent with professional standards. Upon matriculation, students must maintain these competencies **throughout the program**. Graduation signifies that a student is prepared for **entry into clinical practice** and has demonstrated the **knowledge and skills** necessary to function across **diverse clinical settings**, integrating essential components of **examination, evaluation, diagnosis, prognosis, intervention, and patient-centered care**. Candidates must be able to **process and synthesize information accurately and efficiently** using all available senses and demonstrate the intellectual capacity to **analyze, apply, and integrate knowledge** for clinical decision-making. To achieve the mission of the DPTe program, faculty have developed a curriculum designed to prepare entry-level clinicians, as described in part by the APTA. This document outlines the minimum required skills that every graduate of a professional physical therapy program must competently perform in clinical practice.

For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at Disability Accommodations (e-mail) or (909) 469-5441 or visit the ^{HF}CDHP web site. Accommodations must be approved by ^{HF}CDHP and are not provided retroactively (if approved after the start of the program/semester). Reasonable accommodation is determined on an individualized basis and may not result in an undue administrative or financial burden. A fundamental alteration of a course or program is not considered a reasonable accommodation.

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:

Minimum Required Skills of Physical Therapist Graduates at Entry-Level

The American Physical Therapy Association (APTA) has established guidelines to ensure that physical therapy graduates possess the competencies necessary for safe and effective practice. These competencies include:

- **Patient Examination and Evaluation**
 - Conducting comprehensive patient assessments, including history taking, systems review, and application of tests and measures.
- **Diagnosis and Prognosis**
 - Interpreting examination findings to establish a diagnosis and prognosis and formulating a plan of care.
- **Intervention Skills**
 - Implementing therapeutic interventions such as manual therapy, therapeutic exercises, functional training, and the use of physical agents.

- **Prevention and Health Promotion**
 - Promoting health and wellness through patient education and community initiatives.
- **Professional and Ethical Practice**
 - Adhering to ethical standards and legal regulations while demonstrating accountability in practice.
- **Communication and Documentation**
 - Effectively communicating with patients, families, and healthcare professionals and maintaining accurate documentation.
- **Resource Management**
 - Utilizing resources efficiently to optimize patient care and service delivery.

Source: Minimum Required Skills of Physical Therapist Graduates at Entry-Level BOD G11-05-20-49

1. Observation (Vision, Hearing, Somatic Sensation)

Candidates and students must be able to acquire and interpret information from patients, simulated patients, instructors, and the environment through functional use of vision, hearing, and somatic sensation. This includes the ability to observe and interpret posture, gait, movement quality, breathing patterns, affect, distress cues, and safety risks in real time.

Observations occur in environments with multiple simultaneous stimuli, changing conditions, or potential distractions typical of healthcare settings. Environmental scanning and recognition of risk are essential elements of competence.

Accommodations may be considered to support non-safety-critical aspects of observation but cannot replace the ability to recognize or respond to safety risks.

2. Communication (Oral, Written, Receptive, Expressive)

Candidates and students must be able to communicate effectively and sensitively in professional English with patients, families, peers, faculty, and members of the healthcare team in real-time. Students must demonstrate the ability to:

- obtain and convey clinically relevant information in real time.
- deliver instructions and verbal safety cues clearly and promptly.
- respond appropriately to patient distress, emergent changes, or safety hazards.
- document accurately and efficiently in professional English.

Students must be able to interpret verbal and non-verbal communication, including soft speech, speech through masks, alarms, timers, equipment sounds, and patient vocalizations.

3. Psychomotor Performance (Movement, Manual Skills, Force Application)

Candidates and students must possess sufficient motor function to safely and effectively perform examination and intervention procedures commonly required in physical therapy. These include, but are not limited to:

- patient handling, transfers, guarding, and mobility assistance
- manual therapy and joint mobilization

- therapeutic exercise instruction and physical facilitation
- application and removal of physical agent modalities
- operation of clinical equipment

Students must demonstrate accurate sequencing, safe positioning, and appropriate force application during hands-on tasks. Competent performance includes the ability to execute patient transfers, guarding, and fall-risk management safely under conditions that reflect realistic clinical practice.

Because these skills are directly related to patient safety, **hands-on performance must be demonstrated by the student** and cannot be substituted by alternative methods that eliminate essential motor demands. Accommodations are determined through an individualized, interactive process; however, accommodations that would fundamentally alter the essential motor requirements or compromise safe patient care are not considered reasonable.

4. Mobility, Stamina, and Timely Responsiveness (Safety-Critical Performance)

Candidates and students must possess sufficient endurance, coordination, balance, strength, and mobility to provide safe and effective care across a variety of healthcare environments. Students must be able to:

- function effectively during extended clinical days, laboratory sessions, and multi-station assessments
- perform patient handling tasks, including lifting, lowering, transferring, and repositioning patients across a range of dependency levels
- safely lift and transfer patients, including:
 - up to 50 pounds independently
 - greater than 200 pounds with assistance and/or safe patient-handling equipment
- push and pull loads up to 200 pounds
- maintain balance and stability while guarding patients on varied surfaces and in dynamic situations
- demonstrate sufficient manual dexterity and gross motor coordination to perform examination techniques, therapeutic interventions, and equipment operation safely and effectively
- respond promptly to loss of balance, instability, unsafe movement, symptom escalation, or emergent changes in patient status

These activities may be performed using appropriate safe patient-handling techniques, assistive devices, and team-based support consistent with the clinical environment.

Competent practice requires the ability to execute safety-critical actions in a timely manner, including initiating protective guarding, terminating unsafe activity, and activating appropriate emergency responses (e.g., CPR/BLS). In certain clinical and assessment contexts, timely responsiveness is an essential component of the competency itself, as delays may increase risk to patient safety.

Requests for extended time or timing-related accommodations are evaluated on a case-by-case basis through the interactive process. However, when speed of response is intrinsic to safe and effective performance, modifications that significantly delay response time may constitute a fundamental alteration of the competency and may not be reasonable.

5. Tactile Function

Candidates and students must possess sufficient tactile ability to perform physical examination and intervention procedures, including palpation, manual muscle testing, joint mobilization, soft tissue techniques, and the application of therapeutic modalities.

Students must be able to monitor and interpret patient responses to touch and movement in real time, including detecting changes in muscle tone, joint integrity, pain response, guarding, and skin reactions. Competent performance includes the ability to use tactile feedback to inform clinical decision-making during interventions, transfers, mobility assistance, and fall-risk management.

Because tactile perception is integral to safe and effective patient care, accommodations cannot replace or substitute for this essential function in a manner that would fundamentally alter the competency.

6. Interpretative (Conceptual/Quantitative) Skills

Candidates and students must be able to accurately process and synthesize information, perform clinical reasoning, interpret findings, identify red flags, prioritize patient safety, and modify plans of care based on patient responses in real time. Competency includes continuously monitoring patient responses to interventions such as exercise, modalities, and vital signs, prioritizing tasks, and modifying or terminating plans or care based on patient response.

These cognitive abilities must be demonstrated under realistic healthcare delivery conditions (e.g., time-constrained, auditory/visual distractions, unpredictable interruptions, etc.), as essential decision-making for safe patient care cannot be altered or removed. Extended time or other accommodations may be considered for non-safety-critical cognitive tasks.

7. Behavior and Social Skills

Candidates and students must demonstrate the emotional stability, professional judgment, stress tolerance, and responsiveness to patient distress necessary to function safely and effectively in academic, clinical, and professional environments. These abilities are essential to the development of an entry-level physical therapist capable of delivering safe, ethical, and patient-centered care across diverse populations and practice settings.

Students must be able to:

- Maintain emotional health and psychological stability sufficient to meet academic and clinical responsibilities.
- Exercise sound professional judgment in complex, dynamic, and sometimes stressful clinical situations.
- Manage stress effectively and maintain performance under time constraints and workload demands.
- Demonstrate professional behaviors including integrity, accountability, reliability, and respect for others.
- Establish and maintain appropriate therapeutic and professional boundaries.
- Interact respectfully and effectively with patients, caregivers, faculty, peers, clinical instructors, and interprofessional team members.
- Receive, reflect upon, and appropriately integrate constructive feedback.
- Accept responsibility for personal conduct, patient safety, and professional decision-making.

8. Specific Skills Required to Complete Essential Functions

To meet program requirements and progress through the curriculum, candidates and students must be able to perform the following essential tasks, with or without reasonable accommodation:

Academic and Clinical Participation

- Attend and actively participate in didactic courses and laboratory sessions (approximately 20+ hours per week).
- Successfully complete full-time clinical education experiences (approximately 40+ hours per week).
- Travel to and participate in clinical rotations lasting up to 12 weeks, which may require commuting or temporary relocation.

Physical and Psychomotor Requirements

- Perform physical activities required for patient handling, including twisting, bending, stooping, kneeling, squatting, and repositioning.
- Maintain balance and stability while supporting or guarding patients on varied surfaces and in dynamic situations.
- Safely lift and transfer patients, including:
 - Up to 50 pounds independently
 - Greater than 200 pounds with assistance and/or safe patient-handling equipment
 - Push and pull loads up to 200 pounds.
- Demonstrate sufficient manual dexterity and gross motor coordination to perform examination techniques, therapeutic interventions, and equipment operation safely and effectively.

These physical requirements may be performed using appropriate safe patient-handling techniques, assistive devices, and team assistance as appropriate to the clinical setting.

Professional Requirements

- Maintain professional hygiene, attire, and conduct consistent with clinical standards.
- Meet current CPR and first aid certification requirements as defined by the program.
- Demonstrate proficiency in the English language for the curriculum and clinical education environments to ensure safe and effective communication.

9. Ethics and Professionalism

Students must demonstrate ethical and professional behaviors consistent with the role of a physical therapist in all interactions with patients, families, faculty, staff, fellow students, the healthcare team, and the public. Students are expected to:

- adhere to the legal and ethical standards governing the practice of physical therapy
- demonstrate accountability, integrity, and professional judgment in academic and clinical settings
- engage in respectful, culturally responsive, and patient-centered communication
- develop and apply accurate self-assessment and reflective practice skills to support ongoing professional growth
- incorporate feedback and demonstrate a commitment to continuous improvement in performance and behavior

Students must function within applicable laws, regulations, and professional standards at all times.

Ethical Standards

Candidates and students must uphold the core values of the physical therapy profession, as defined by the American Physical Therapy Association (APTA)*, by demonstrating integrity, accountability, altruism, compassion, excellence, professional duty, and social responsibility in all aspects of patient care and professional interactions. They must practice in an ethical and evidence-based manner, ensuring respect and refraining from all forms of bias in their engagement with patients, families, healthcare professionals, faculty, and peers. Ethical reasoning and professional conduct are essential to maintaining the highest standards of patient-centered care and advancing the profession's commitment to improving health and movement for all individuals.

Source: *Core Values for the Physical Therapist and Physical ... - APTA September 20, 2021 — Outlines core values that guide the behavior of PTs and PTAs to provide the highest quality of physical therapist services.

Admissions Policies and Procedures

Admission to the DPT program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU is committed to admitting competitive, qualified individuals. The program will accept applications for admission from all qualified candidates for the DPT degree. WesternU participates in the Physical Therapist Centralized Application Service (PTCAS) for its admissions process. A primary application must be filed with the PTCAS subject to designated deadlines.

Reasonable Accommodations During the Admissions Process

Candidates seeking accommodations during the admissions process, including Interview Day, must contact the Office of Admissions with sufficient advance notice for ^{HF}CDHP to evaluate the request and arrange any approved accommodations. Certain accommodations, however, require scheduling through external vendors and cannot be arranged on short notice or the day of the event. Requests submitted without sufficient advance notice may limit WesternU's ability to provide some accommodations for that activity; although ^{HF}CDHP and Admissions will continue to explore reasonable alternatives whenever possible. The Office of Admissions coordinates accommodation requests with ^{HF}CDHP. The Office of Admissions does not evaluate disability status or review medical documentation; its role is limited to referring applicants to ^{HF}CDHP and implementing ^{HF}CDHP approved accommodations for specific admissions activities. 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 additional information regarding ^{HF}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 2026/2027 academic year. Current admission and application requirements for the DPT program, including prerequisite coursework requirements, can be located on [our 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 the baccalaureate degree obtained in any field of study other than physical therapy. The applicant should demonstrate a high degree of intellectual curiosity, academic ability and accomplishment, along with excellent verbal and written communication skills. The graduate of WesternU will be able to demonstrate critical thinking, problem solving in clinical practice, and will be able to communicate appropriately with the client/patient and other health care providers regarding the client/patient care plan.

1. Prerequisite Courses

Course	Units
English Composition	3 semester units
Psychology*	6 semester units
General Biology with Lab**	8 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. Laboratories may not be completed online. Laboratories must be on campus; virtual/online laboratories are not accepted. Online laboratories for courses taken during the COVID-19 pandemic while institutions were closed for in-person learning will be accepted. Laboratories taken prior to the pandemic must be in-person/on-campus.*

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

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

A seven (7) year time limit is enforced for Human Anatomy and Human Physiology. Courses taken before Fall 2020 will not be accepted for the 2027 entering class.

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

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

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

No more than one science (if semester-based course; two if the course is quarter-based) and one non-science prerequisite course 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 and the Admissions Department notified. Final transcripts and/or final grades (including degree verification) for all coursework in progress must be received prior to orientation in early August.

2. Prerequisite and Cumulative GPAs

The minimum cumulative (overall) GPA and the minimum GPA for all prerequisite courses must each be 3.00 on a 4-point scale at the time of application. To be competitive, these GPAs should be consistent with current incoming class averages, which are above 3.30 on a 4-point scale.

3. Clinical Observation Hours

A total of 80 clinical observation hours are required to apply to the WesternU DPT program. A strong understanding of the physical therapy profession is beneficial for applicants.

4. Community Service

Competitive applicants should be able to demonstrate ongoing community service. This may include volunteering and all trends of community service and may include the following:

- Homeless shelters / soup kitchens / food banks
- Community outreach
- Veteran programs
- Clinical (emergency assistant, patient visitor/escort, etc.)
- Tutoring
- Youth mentoring
- Senior citizen home
- Church (missionary trips/outreach)

Although there is no minimum requirement, applicants tend to accumulate and continue to accumulate approximately 100 hours over the course of one to two years. Our more competitive applicants have accumulated well over 200 total hours within the same length of time and continue ongoing community service up until the time they matriculate.

5. Recommendations

Three (3) satisfactory recommendations are required as part of the admissions application. One is required from a supervising physical therapist and one from a college course instructor. The third letter may be from a licensed physical therapist, college course instructor, college administrator, community service coordinator or administrator; a physical therapist is preferred. Letters of recommendation from family members even if they are a physical therapist or college course instructor are not considered in the application process.

Additionally, applicants selected for admission will be subject to the following:

Criminal Background Check During the Admissions Process

Your admission into the DPT program will be contingent upon a satisfactory criminal background check, which is to be completed and submitted prior to matriculation. The background check is required to verify that your history is consistent with the University's Standards of Student Conduct, and to ensure that you will be qualified to participate in the required clinical education experiences. The College of Health Sciences reserves the right to rescind an offer of admission based on the results of a criminal background check or if it is not completed in a timely manner prior to matriculation.

If a criminal conviction or other relevant sanction is shown on a background check, hospital facilities and clinical sites have broad discretion to restrict an individual from being assigned to the facility/site for the rotation/clinical experience. Therefore, please be aware that certain convictions may prevent students from entering hospital facilities or clinical sites, which may directly hinder a student's ability to complete their academic program successfully. Furthermore, certain convictions may also prevent students from obtaining employment and/or licensure in the State of California or other states.

Applicants are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing. Students have an affirmative obligation to report all arrests and convictions to College of Health Science administration to proactively identify solutions (if possible) and/or determine the impact on future licensure. For further information related to criminal background checks including those required during enrollment, please see the Criminal Background Investigations or Live Scan Fingerprinting section of this Catalog and the University Catalog.

Application Procedures and Deadlines

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

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

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

After receipt of the applicant's PTCAS application, as well as any required materials, the Office of Admissions 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 Committee for consideration for interview.

Applicants who wish to use coursework completed outside of the United States or at a French-Canadian institution 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 aforementioned service. The evaluation must be received by PTCAS by the designated application deadline.

The DPTE program will review all completed, qualified applications and determine which potential candidates will be invited to Engagement Day. Selected candidates will be invited to participate in a required DPT Prospective Student Engagement Day in person or over Zoom. Engagement Days are designed to allow the candidate to learn more about WesternU's DPT program. The DPTE program does not conduct traditional one-on-one interviews. Instead, applicants engage in structured dialogue with program faculty and administration and participate in a question-and-answer session with current students. Although Engagement Day does not include a scored component, this collaborative format allows candidates to demonstrate professionalism, communication skills, ethical awareness, and alignment with the program's mission and commitment to humanism, service, and compassionate care. Engagement Days are conducted in the late fall and early spring months of the admissions cycle. Participation in the DPT Prospective Student Engagement Day is required for continued consideration. An invitation to attend does not guarantee admission.

Decisions of the Admissions Committee regarding the admission of applicants to the Doctor of Physical Therapy program are final and not subject to appeal.

Acceptance Deposit

Applicants accepted to the DPT program must pay a non-refundable "acceptance" deposit of \$1,000.00.

International Applicants

International applicants who are not U.S. citizen and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. International applicants who require an F-1 student visa to study in the U.S. must contact the Office of International Students and Scholars within seven days of notification of an offer of admission. For detailed information, please visit our [web page for International Students](#).

Transfers from Other Schools

The Department of Physical Therapy Education does not accept transfer candidates to advance standing in the DPT 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.

Registration

All WesternU 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 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 Assistant Dean of Student Affairs may result in the rescindment of the offer of acceptance.

Student Initiated Changes in Enrollment Status

Voluntary Leave of Absence

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

Voluntary Withdrawal

A student may request to fully separate from WesternU at any time by submitting a Voluntary Withdrawal form. Students interested in initiating the Voluntary Withdrawal process must begin by contacting their College Dean, or designee. The College will submit the signed Voluntary Withdrawal form to the Registrar's Office for processing and distribution. Please note that once processed, WesternU email address, MyPortal access, and all other online services are inactivated immediately following withdrawal

from the University. For additional information on the Voluntary Withdrawal process, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Full-Time/Half-Time Status

All 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 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.

Administrative Withdrawal

Please see 'Administrative Withdrawal from University/Program' section in the University Catalog.

Tuition and Fees

By action of the Board of Trustees, DPT tuition and fees for the 2026/2027 academic year (subject to change) are as follows:

Institutional Fees

\$53,961.00	Annual Tuition
\$40.00	Student Body Fee (Year 1)
\$20.00	Student Body Fee (Years 2 and 3)
\$565.00	Lab Fee (All Students)
\$978.00	Student Service Fee (All Students)
\$475.00	Graduation Fee

Non-institutional Fees

\$1,300.00	Required and Recommended Texts
\$500.00	Personal PT Supplies and Equipment
\$250.00	Lab and Equipment Fees
\$2,000.00	Laptop Computer (Approx.)
\$40.00	Privacy Screen (Approx.)
\$60.00	Criminal Background Investigation (Approx.)
\$40.00	Drug Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (Per Month)
\$235.00	Annual Parking Permit (Automobile)
\$118.00	Annual Parking Permit (Motorcycle) (optional)
\$40.00	Locker Key Replacement Fee
\$10.00	Student ID Replacement Fee

Additional DPT Program Education Requirements

The DPT 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 at [Laptop Requirements](#).

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified 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 2026/2027 are shown below:

\$981.11	DPT Year 1 Modified Curriculum Per Unit Charge
\$1,124.19	DPT Year 2 Modified Curriculum Per Unit Charge
\$1,541.74	DPT Year 3 Modified Curriculum Per Unit Charge

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty mentor upon matriculation. The DPT program recognizes academic advising to be a central element of the educational experience. Advising is a collaborative relationship for which mentor 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, timely information. Students are responsible for being prepared for advising sessions, and for understanding University and department requirements. The DPT program recommends that students meet with their faculty mentors and Assistant Dean of Student Affairs on a regular basis, at least once a month or as otherwise recommended. A student on probation must meet with their faculty mentor at least twice a month, or as specified by the conditions of probation.

Either the student or faculty member may seek a change in advisement via a request to the Department Chair or the Assistant Dean of Student Affairs.

Academic Commitment and Student Employment Limitations

The Doctor of Physical Therapy (DPT) curriculum is academically rigorous and time-intensive. Students are strongly discouraged from engaging in employment during enrollment in the program, particularly during periods of didactic coursework and full-time clinical education.

Students who choose to pursue employment are responsible for ensuring that work obligations do not interfere with academic performance, professional conduct, attendance requirements, or progression within the program. Employment will not be considered an acceptable justification for missed classes, laboratory sessions, examinations, clinical assignments, or other required program activities.

Prohibition on Students Working for the DPT Program

DPT students are prohibited from serving in instructional faculty or administrative staff roles within the DPT Program. Students may not substitute for instructional faculty, laboratory instructors, clinical instructors, or administrative personnel. During supervised clinical education experiences, students may assist clinical instructors or staff with patient care-related or administrative tasks appropriate to their level of training; however, students shall not replace licensed personnel, serve in unsupervised roles, or function in a capacity that circumvents established supervision requirements.

Attendance/Absences

The DPT is an in-person program requiring students to be present and available to fulfill their academic responsibilities including coursework, clinical activities, and other academic responsibilities as directed by the College of Health Sciences.

Students are expected to attend all scheduled classes and activities, as face-to-face learning is an essential component of the curriculum. In the event of an absence or tardiness, it is the student's professional responsibility to notify both the faculty of record and the Assistant Dean of Student Affairs as soon as possible. The Assistant Dean may also inform the appropriate faculty if necessary.

If an absence, lateness, or early departure is **anticipated**, students must discuss this with the course instructor(s) and the Assistant Dean of Student Affairs **at the earliest possible opportunity** as a professional courtesy. In cases of **unanticipated absences** due to illness, accident, or emergencies,

students are expected to notify both the **Assistant Dean of Student Affairs and the course instructor** immediately. **Unexpected lateness should be addressed with the instructor as soon as possible.**

Absences or tardiness do not relieve students of their **academic responsibilities**. They remain accountable for all material covered during their absence. If an absence, tardiness, or early departure occurs on the day of an **examination, quiz, or assessment**, the decision to allow a **make-up exam or quiz** is at the **discretion of the course instructor**.

More than **three unexcused absences, tardiness, or early departures** are considered a **violation of the Standards of Academic Progress**. Additionally, **three or more unexcused absences, tardiness, or early departures may impact the student's final course grade**. If there is a **dispute** regarding whether an absence is excused or unexcused, the **Department Chair serves as the final authority** in determining its classification. Decisions related to whether an absence is excused or unexcused are final and not subject to appeal

Failure to meet attendance requirements in courses where attendance is graded or required as a threshold criterion may constitute a failure to meet Standards of Academic Progress and may result in referral to the Student Performance Committee under the Evaluation of Student Performance (Academic Hearing Process). Non-compliance with attendance requirements which reflect a pattern of unexcused absences may result in the student being referred to the Student Performance Committee (SPC) for appropriate action which may include disciplinary action including failure of a course, repeating a course, or dismissal from the program. If a medical condition or disability requires accommodations, such as more than the allowed absences per academic year, the student should complete the ^{HF}CDHP registration process as soon as possible. ^{HF}CDHP is the authorized entity at WesternU to approve reasonable accommodations under the ADA and Section 504. Registration includes the interactive process, which may include implementation of appropriate accommodations. The time off process does not constitute an authorization of reasonable accommodations and cannot serve as a substitute for the ^{HF}CDHP registration process.

Requesting Religious Accommodation

In keeping with the University's commitment to humanism, WesternU recognizes and supports the provision of academic reasonable accommodation based on a person's sincerely held religious belief. A reasonable accommodation is one that can be implemented without materially interfering with the University's legitimate educational or operational objectives. The most common request for academic religious accommodation concerns class attendance during the observance of major religious holy days and celebrations.

Students wishing to be excused from class attendance for religious observances must submit a written request to the official WesternU email address of the instructor prior to their absence and receive a written response from the instructor acknowledging receipt prior to any absence as stated in the policy above. Alternative request methods, including but not limited to verbal communication, text messages, hard copy letters, notes, phone calls, and voicemail, will not be accepted. Students are responsible for satisfying all academic requirements for a course as defined by the instructor.

It is the responsibility of the student to inform the instructor(s) about requests for excused absences within the first two weeks of the class each semester after reviewing course syllabi for potential scheduling conflicts. If such conflicts occur during the first two weeks of classes in the semester, the

student must notify the instructor(s), in writing at least three calendar days (72 hours) before the date that they will be absent.

The faculty of WesternU shall accommodate students wishing to observe religious holidays when such observances require students to be absent from any curricular activities. It is the responsibility of the instructor(s) to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed due to the absence.

Religious accommodation requests are not limited to holiday observances and may arise from a wide range of faith-based practices and commitments, including but not limited to scheduled prayer, dietary restrictions, fasting periods, religiously mandated dress or grooming, ritual purification practices, and deeply held theological or philosophical beliefs. Because the nature and scope of such requests vary considerably, each will be evaluated individually based on its particular circumstances. In such instances, students should contact the College Assistant Dean of Student Affairs to discuss such religious accommodation requests. The Office of Humanism is available as a resource throughout this process and may be engaged as circumstances warrant.

Retaliation is Prohibited. The University prohibits retaliation against students who request a religious accommodation or who participate in an approved accommodation. An employee who violates this anti-retaliation provision may be subject to discipline, up to and including termination.

Grievance Procedure: In the event that agreement cannot be reached regarding an academic religious accommodation, the student should bring the issue to the relevant college dean and to the Office of Student Success and Student Life via email studentlife@westernu.edu for review and resolution as applicable. If advice in resolving the issue is needed, the Office of Humanism will be consulted, as appropriate.

Student Test Taking Protocol and Requirements

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.

Video or audiotaping of an exam, lab practical, meeting, and conversation with another is not only against DPT policy but is also illegal.

1. Backpacks/bags and all personal belongings will be left at the front of or outside of the room.
2. Cell phones/electronics, including smartwatches, must be on “silent” or “off” and be placed within a backpack/bag in front of or outside the room. For the avoidance of doubt, students are not permitted to have unauthorized electronic devices during an assessment or examination, including but not limited to cell phones, tablets, and smartwatches.
3. Students will come to the examination with a charged laptop computer or tablet and computer privacy screen. Laptop/tablet must possess the ability to download and run the required software needed to take all exams in the curriculum. Any device issues experienced by the student are to be addressed by the student before the next scheduled exam.

4. Students will sit spaced apart 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. If water is needed during the examination session, the student needs to bring a bottle with the labels removed.
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) Bring computer/laptop to the front of the room, (3) Make your visit to the restroom brief and efficient; (4) an escort of the same gender may be assigned at the discretion of the instructor/proctor; and (5) only one student may be out of the room at a time.
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 Student Conduct may result in a referral to the Office of Student Conduct and Professionalism.

Children in the Classroom/Labs

The DPT classroom is an environment for learning and should be free from unnecessary distractions. For this reason, children are not permitted in the classroom. During the Pediatrics Course, children will be invited to class to participate in the pediatric workshop under faculty supervision.

Anatomy Lab Rules

Lab safety and responsibility are of paramount importance for students in the medical anatomy lab. DPT Students will receive an orientation to the Anatomy Lab provided by faculty prior to their first Anatomy Lab activity. After orientation by Anatomy faculty, only DPT students are entrusted with badge access to the Western University of Health Sciences (WesternU) COMP Anatomy Labs (according to their campus). Students MUST follow all rules of the Anatomy Lab at all times. Failure to do so may result in dismissal from the Anatomy Lab and may affect your ability to pass curriculum. DPT students are expected to respect the donor patients at all times.

- Gloves must always be used when touching donors.
- Never remove models or imaging studies from the lab. Do not touch imaging studies or pathology specimens.

- Be gentle with the articulated skeletons/models/etc. Always wash the plastic models clean with soap and water after use and dry thoroughly with paper towels.
- Keep the Lab clean and tidy. Always clean up after yourself and your group.
- When done viewing a donor patient, always cover it up completely, use the wetting solution, and zip the bag closed/close the cover.
- If you notice anything unusual about your donor, including potential mold, please alert the Anatomy Lab or Willd Body Director immediately.
- ABSOLUTELY NO photos or filming are permitted in the Anatomy Lab unless you have express written permission from the Anatomy Lab Director or an Anatomy faculty member for research purposes.

Dress Code: Dress code is scrubs or clothes you don't mind getting dirty; long pants to the ankles, and shirts to the hips with sleeves at least to the elbows (recommend long sleeves); close-toed shoes with no heel, and long hair tied back. Lab coats and face masks are optional. Eye protection is required as per faculty direction dependent on the lab activities.

Food and Drink: No food or drink is ever allowed in the lab. There is no smoking or vaping allowed in the anatomy lab. This is a regulation of the federal and state Occupational Safety and Health Administrations (OSHA).

Injury: Report any injury or chemical exposure to Lab Director or Manager immediately and fill out an incident form (QR code in lab). You will be oriented to the following, so be sure you can locate: handwash sinks, first aid kit, eyewash station, and exits.

Required Safety Warning: Since the anatomy lab may contain some formaldehyde fumes, the Occupational Safety and Health Administration requires us to give everyone who is to be in the lab the following warning:

Formaldehyde is toxic by inhalation and if swallowed. It is an irritant to the eyes, respiratory system, and skin. It may cause cancer. Repeated or prolonged exposure increases the risk.

Chemical Sensitivity: Students are advised to use a respirator if they find themselves sensitive to the Anatomy Lab environment (frequent eye watering, respiratory discomfort). There may be a respirator for your use, or you may need to purchase one; please consult with the Anatomy Lab Director. Students who are pregnant, trying for pregnancy, or breast-feeding will want to consult with their OB-GYN or PCP on use of a respirator. Please note there may not be other options available if a student cannot attend live, in-person Anatomy Labs.

Fire Escapes: You will be oriented to the fire escapes in each campus' anatomy lab. In the event of an earthquake or fire, you will be directed by faculty and/or lab staff. Do NOT use the elevators to exit if there is a fire or earthquake as power may be lost during these emergencies, leaving you stranded.

Video Surveillance: There is 24-hour video surveillance of Anatomy Labs, which is recorded. This is in place to protect the donors.

Cleaning: During orientation students will be instructed in how to clean their station and around their station. This includes wiping down surfaces, washing and drying dissection tools, putting donor tissue in tissue bins, putting paper towels and scalpel blade wrappers in the trash, putting used scalpel blades in a

sharps container, and sweeping the floor around the station. Always use the proper sinks for washing tools. Stack stools in the proper place after use. If your donor has an ID tag, do not remove it. Do not remove labels from tables. Follow all directions of your Willed Body staff and Anatomy faculty.

Human Remains: Only human remains are permitted in the COMP anatomy lab. Non-human remains are not allowed (please contact the College of Veterinary Medicine).

Visitors in the Anatomy Lab

DPT students or any other non-anatomy faculty may bring visitors to the lab ONLY if they have obtained the prior written approval from the Chairman of Anatomy and Body Donation Program Director **and** complied with the Visitors on Campus policy. Visitor requests must be submitted through the online Anatomy Lab Use Request system, which is available upon request from the Chair or Vice-Chair/Directors of the Anatomy Labs. Requests are reviewed promptly by the Chair/Vice-Chair of Anatomy, and the request granted, granted with modifications, or denied. All visitors must sign and return a liability form which is sent after approval of a Lab Use Request.

Authorized Visitors are defined as any person who is not a current DPT student at WesternU, or an Anatomy Faculty of these colleges who has obtained the prior written approval from the Chairman of Anatomy and Body Donation Program Director. If a DPT student obtains appropriate approval to bring in a visitor, such student is at all times responsible for the acts of their visitor and it is such student's responsibility to ensure the anatomy lab rules are followed.

Any Authorized Visitor(s) must always be accompanied by a faculty or pre-approved designated student(s) (by the Lab Director or Chairperson). Tour leader must enter the lab first to alert individuals who may be inside to cease all dissection activities and make sure all donors are properly covered prior to visitors entering the lab. Visitor access is limited to the main entry. Students are never permitted to bring in casual visitors.

Authorized Visitors are never allowed to be inside the lab unsupervised.

No one under age 16 is allowed in the Anatomy Lab at any time. Any visitors ages 16-18 require a signed parental consent form which must be submitted to the Director of the Body Donation Program (Director) or his/her designee prior to entry into the lab.

Authorized Visitors are not allowed to dissect or hold dissection tools. While supervised, Authorized Visitors may be guided to palpate anatomical structures during tours on embalmed donors. Visitors are not permitted to view the embalming process.

Additional information can be found in the [Anatomy Laboratory: Operations, Visitors, and Tours University policy](#).

Contacts: The COMP Anatomy Lab Director is Dr. Thierra Nalley, tnalley@westernu.edu, and the Willed Body Director for COMP is Steven Nichols, snicols@westernu.edu, 909-706-3467. Dr. Mohammad Elsalanty is the WesternU faculty with oversight of both the COMP and COMP-NW Anatomy labs.

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 and students are expected to maintain the privacy of all patient related information in accordance with applicable data privacy laws, including but not limited to HIPAA.

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/spam. 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.
- During any portion of the program for which the student is out of town (e.g., clinical site, holidays) correspondence from the program will be mailed or electronically mailed to the student.
- Lockers are available to students, if desired. Please inquire with the Assistant Dean of Student Affairs.

Telephone

- Each student is responsible for advising the University Registrar and the Assistant Dean 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 Physical Therapy Equipment and Laboratories

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

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

2. A faculty member must clear a student as being competent to use the equipment.
3. DPT students using the equipment should be doing so in conjunction with a class they are taking, in preparation for a clinical experience or to conduct a clinical research project.
4. If equipment is used for a research project, the DPT faculty research mentor will be responsible to check out the student's competency in using the equipment.
5. Physical therapy skills labs are available Monday through Sunday after regular class hours and during regular building access hours. Students will also have access to lab equipment during faculty and/or staff supervised open labs scheduled after hours on weekdays and weekends.
6. Students wishing to use specific equipment, such as goniometers or assistive devices, for off-campus activities or personal practice must go through a checkout process. This process involves obtaining approval from the Department Staff, who will determine which pieces of equipment are eligible for removal from the laboratory and unsupervised use.
7. The students will be expected to participate in lab activities that simulate clinical environments. Please inform the primary course instructor and/or Assistant Dean 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

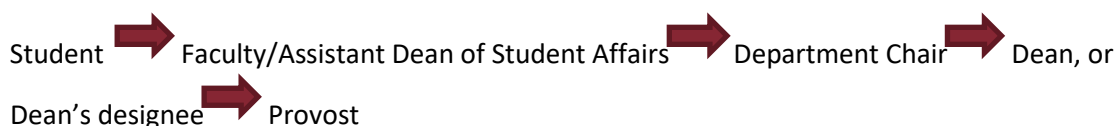
Students should refer to the current Department of Physical Therapy Education's "Clinical Education Manual" for all policies and procedures governing physical therapy clinical education. If a difference in language is found between the two documents, then the current WesternU College Catalog will take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

Returning from Leave of Absence

A student returning from a leave of absence must notify the Office of the Dean and the Program Chair at least forty-five days (45) before the start of the semester. The student must return in the corresponding semester following the academic year due to the nature of the PT curriculum.

Protocol for Input on Matters of Student Concern

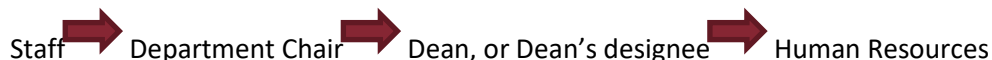
When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the **faculty advisor if academic in nature** or the **Assistant Dean of Student Affairs if non-academic**. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the Department Chair, then the College Dean, or 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 Dean, or 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 Dean, or Dean's designee. The Office of Human Resources 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. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

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

TAP services are peer-based, small group content review sessions. To receive TAP support, students must meet with a LEAD counselor first and then request a tutor. LEAD tutors are current students and alumni who have successfully completed the coursework you are requesting tutoring sessions for. TAP support is contingent upon availability of tutors and the support of the college program. For assistance, contact the Department of Learning Enhancement and Academic Development (LEAD).

Student Injuries and Illnesses in Clinical Settings

In the event of a student injury or illness (e.g., needle stick, puncture wound, slip/fall, etc.) during a clinical experience the following should be followed:

- Students are to immediately notify their preceptor and their College's Clinical Rotations Office. As soon as possible, students are to submit an Incident Report (https://webapp.westernu.edu/incident_report).
- Obtain medical treatment (e.g., blood draw). It is the student's choice where they obtain medical treatment. They can do so, if possible, at the clinical site, Urgent Care, local hospital or from their primary care provider.

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 (please refer to specific program clinical handbook).

Criminal Background Investigations or Live Scan Fingerprinting

To meet state and industry specific requirements, hospital facilities, school districts, and clinical sites, may require students to complete criminal background checks, including Live Scan fingerprinting, prior to beginning rotations/clinical experiences and/or during their enrollment at WesternU. Consequently, to assure patient safety, students admitted to programs with clinical training requirements will be required to complete a criminal background check prior to matriculation and/or as a component of the scheduling of the rotation/clinical experiences.

If a criminal conviction or other relevant sanction is shown on a background check, hospital facilities and clinical sites have broad discretion to restrict an individual from being assigned to the facility/site for the rotation/clinical experience. Therefore, please be aware that certain convictions may prevent students from entering hospital facilities or clinical sites, which may directly hinder a student's ability to complete their academic program successfully. Furthermore, certain convictions may also prevent students from obtaining licensure in the State of California or other states.

Students are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing. Supplemental or additional background checks may be required during the course of enrollment to meet the requirements of clinical education sites. Procedures for obtaining a background investigation will be provided to the student by the appropriate academic program staff. Students have an affirmative obligation to report all arrests and convictions to their College administration to proactively identify solutions (if possible) and/or determine the impact on future licensure. For further information related to criminal convictions, please see the Standards of Student Conduct section in the University Catalog.

Drug Screenings

WesternU students who are required to complete clinical rotations as part of their program of study may be subject to drug testing as a condition of placement at clinical rotation sites. In accordance with the [Drug and Alcohol on Campus Policy](#), students who receive a positive drug test result will be required to take affirmative steps to validate that result by submitting appropriate documentation within the timeframe and manner specified by the Student and Employee Health Office (SEHO). The illegal or unauthorized use or abuse of drugs that impair a student's ability to perform academically or disrupts others in the performance of their work or academic endeavors is strictly prohibited. Any failure to comply with a validation directive from SEHO may result in a referral to the Office of Student Conduct and Professionalism. Further, any failure to appropriately validate a positive drug test may be considered a violation of the [Drug and Alcohol on Campus Policy](#) and will be referred for to the Office of Student Conduct and Professionalism. Any student who violates this policy will be subject to disciplinary action, up to and including dismissal from their program of study.

Drugs and Alcohol on Campus Policy

The Drugs and Alcohol on Campus Policy can be found in the University Catalog. Students may be required to complete a drug screening along with a background check on an annual basis to be permitted to begin any clinical practice experiences. This is in addition to what is outlined in the University or College Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies. For

further information related to Drug Screening, please review the [Drugs and Alcohol Policy](#) and the Student Health and Safety section in the University Catalog.

Student Disability Accommodation Process

The Harris Family Center for Disability and Health Policy (^{HF}CDHP) values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office responsible for determining and approving reasonable academic modifications or accommodations. WesternU does not discriminate on the basis of disability and complies with Section 504 of the Rehabilitation Act of 1973 (Section 504), the Americans with Disabilities Act (ADA), and applicable state laws.

^{HF}CDHP's role in the accommodation process is to engage in an interactive process and to provide students with disabilities with the legally mandated and necessary support to afford equal access to the University's programs and activities. Only accommodations approved through ^{HF}CDHP constitute official reasonable accommodations under the ADA and Section 504. Instructional personnel may, at their discretion, provide temporary or informal academic flexibility; however, such measures do not replace or supersede the formal accommodation review and approval process administered by ^{HF}CDHP.

A student's disclosure of a disability or health-related condition alerts the University to a potential need for accommodation; however, students must complete the ^{HF}CDHP registration process for accommodations to be formally reviewed, approved, and implemented. Disclosure of a disability or the submission of documentation in response to a process or procedure established by their respective college or program, does not, by itself, constitute a formal request for accommodations.

Students must be able to perform all the essential functions of the program with or without reasonable accommodation. Essential functions are defined in the program's published personal competencies and are assessed on an individualized basis through the interactive process.

The University will provide reasonable accommodations but is not required to make modifications that would fundamentally alter the nature of essential requirements of a program, result in an undue burden, or pose a direct threat to the health or safety of others. A fundamental alteration of a course or program is not considered a reasonable accommodation.

Students must adhere to the enrollment and documentation procedures set forth by ^{HF}CDHP to formally request accommodation. In the event a student discloses a disability to instructional personnel or administrators outside of ^{HF}CDHP, the student will be referred to ^{HF}CDHP for guidance on the accommodation request process. Requests for academic consideration related to circumstances other than the student's own disability (e.g., family bereavement or common illness) are not considered requests for reasonable accommodation under the ^{HF}CDHP Provision of Academic Accommodation(s) Policy and Procedure, the ADA, or Section 504 and are governed by separate institutional or program policies.

Accommodation determinations for clinical, laboratory, and experiential education are made on an individualized basis and may involve coordination with clinical training sites. Approved accommodations must be consistent with program requirements, personal competencies, and patient safety obligations. The availability and implementation of accommodations in clinical settings may vary by site and setting.

Requests are reviewed on an individual basis in accordance with applicable law. Accommodations are implemented prospectively following approval by ^{HF}CDHP.

Students may file a grievance with ^{HF}CDHP regarding the denial or implementation of disability accommodations or concerns about access or discrimination. Grievances should be submitted promptly, no later than 30 calendar days from the decision or activity being appealed. Filing a grievance will not result in retaliation. Information, including the right to file with the U.S. Department of Education Office for Civil Rights, is available at <https://www.westernu.edu/cdhp/grievance-procedures/>.

To request accommodations and initiate the interactive process at WesternU, students are encouraged to visit <https://www.westernu.edu/cdhp/> to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. ^{HF}CDHP will promptly engage with students in the interactive process to review and implement accommodation requests. All inquiries are handled confidentially, and students may obtain general information without registering.

To schedule an appointment with ^{HF}CDHP, please email disabilityaccommodations@westernu.edu. For the Pomona campus, students may call (909) 469-5441, or visit in person at 309 E. Second Street, Building 390, Pomona CA, 91766. Center hours are Monday through Friday, from 8:00 a.m. to 5:00 pm. For more information, please visit <https://www.westernu.edu/cdhp/>.

Videotaping, Audiotaping, Still Photography and Digitized Note Taking in Laboratories and Lecture Halls, or Associated Academic Activities

Videotaping, audiotaping, still photography and digital note taking are not permitted in the University laboratories, lecture halls, or clinical sites without the expressed permission of the involved instructor or through approved accommodations from the ^{HF}CDHP office. For further details, please refer to this policy in the University Catalog.

Service Animals on Campus

In accordance with university policy and the Americans with Disabilities Act (ADA), individuals with disabilities are permitted to bring service animals, as defined under the ADA. Emotional support animals and pets are generally prohibited on campus and at clinical rotation sites. Students seeking further information should consult the Animals on University Property Policy, available at <https://www.westernu.edu/cdhp/service-emotional-support-animals/>, or contact the ^{HF}CDHP for additional guidance at disabilityaccommodations@westernu.edu.

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

The Standards of Student Conduct encompass three components: the Standards of Academic Integrity, the Standards of Professionalism, and the Standards of Student Conduct. Collectively, these three components are referred to as the Standards of Student Conduct and are located in the [University Catalog](#). Students are expected to make themselves aware of and abide by the expectations contained in the Standards of Student Conduct and related policy statements. Ignorance is not a justification for violating the Standards of Student Conduct.

Because of the professional nature of a graduate health degree program, WesternU expects a higher standard of student conduct. The Standards of Student Conduct articulates violations that are most common and/or readily identifiable. Conduct violating the Standards of Student Conduct that are not specifically mentioned may still be subject to disciplinary action. Any questions regarding interpretation of the Standards of Student Conduct defined in the University Catalog should be referred to the Office of Student Conduct and Professionalism.

The College level Standards of Student are 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 also 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. [Link: Code of Ethics for Physical Therapists](#).

Professionalism Concerns and Non-Disciplinary Interventions

The College of Health Sciences recognizes that professional behavior is a core competency of graduate health professions education. Accordingly, the College may evaluate reports that raises professionalism concerns, including but not limited to professional demeanor, accountability, respect, effective interpersonal skills, and ethical behavior. Upon identifying such concerns, the College retains discretion to determine the appropriate response and course of action, provided that resulting action constitutes a non-disciplinary measures, which may include but is not limited to mentoring, coaching, a written advisement, a Professional Behavior Improvement Plan, or other non-disciplinary approaches. These measures are educational in nature and are intended to serve as constructive interventions and/or advisements designed to support the student's professional development. Non-disciplinary measures do not constitute, and shall not be construed as, formal sanctions as defined under the Standards of Student Conduct set forth in the University Catalog.

Students are expected to engage in good faith with any non-disciplinary measures implemented by the College. A student's failure or refusal to comply with such measures may result in a referral to the Office of Student Conduct and Professionalism for further review pursuant to the applicable University student conduct process.

Reporting Violations to the Office of Student Conduct and Professionalism

Western University of Health Sciences has centralized the student conduct process under the **Office of Student Conduct and Professionalism**. Previously, student conduct matters were managed at the college

level; all such matters are now handled centrally by the Office of Student Conduct and Professionalism to ensure a consistent, fair, and transparent process across all colleges and programs.

All student conduct reports, including concerns related to alleged violations of the Standards of Academic Integrity, Professionalism or Student Conduct, contained in this College Catalog and the University Catalog should be submitted directly to the Office of Student Conduct and Professionalism using the [WesternU Student Conduct and Professionalism Incident Report Form](#). The Office of Student Conduct and Professionalism will review each report and determine the appropriate course of action in accordance with University policies and procedures.

Students, faculty, staff, and administrators are encouraged to direct any questions about the conduct process to the Office of Student Conduct and Professionalism. Additional information regarding the Office of Student Conduct and Professionalism and the Student Conduct Process is available in the University Catalog.

CHS Student Performance Committee (CHS SPC)

Composition and Leadership

- **Membership:**
 - **Voting Members:** Primarily based at the Pomona campus.
 - **Non-Voting Members:** May include ex-officio members as designated.
- **Leadership Appointments:**
 - The **Chair** and **Vice-Chair** are elected by the voting members of the Student Performance Committee.
- **Meeting Protocol:**
 - The SPC convenes at the request of the Chair or Vice-Chair.

Primary Responsibilities

- 1. Periodic Review of Student Performance:**
 - a. Evaluate comprehensive evidence of academic and professional performance and progress for all CHS students, with a special focus on those experiencing academic difficulty. Performance is defined to include both academic achievement and behavioral-conduct aspects.
- 2. Monitoring Student Performance:**
 - a. **Reporting:** receive reports from the Office of Student Conduct & Professionalism of students whose conduct is deemed unsatisfactory as determined through the student conduct process outlined in the University Catalog. Appropriate student conduct is defined by the University's and College's Standards of Student Conduct standards and handled in alignment with the Student Conduct Procedures in the University Catalog.
- 3. Review and Recommendation Process:**
 - a. **Action Recommendations:**
 - i. Possible recommendations include promotion, probation, remediation, course or rotation repetition, suspension, dismissal, administrative withdrawal, medical assessment, or educational assessment.
 - ii. Additional actions may be recommended based on the situation.
- 4. Graduation Recommendations:**

- a. **Faculty Notification:** Recommend to the college faculty the awarding of degrees upon satisfactory completion of all graduation requirements as stated in the College Catalog.

Special Note: The SPC is not authorized to evaluate medical conditions or disabilities through its review process. Evaluating medical information and disability-related claims is designated exclusively to the ^{HF}CDHP office, not the SPC. If you have a medical condition or disability that you believe is relevant to your academic situation, you should complete the [^{HF}CDHP Student Intake Form](#) as soon as possible. Submitting this form initiates the interactive process with ^{HF}CDHP and, if appropriate, the implementation of reasonable accommodations (which are not retroactive). The ^{HF}CDHP accommodation process is separate from and independent of the SPC review process.

Evaluation of Student Academic Performance – SPC Procedures

The CHS Student Performance Committee (SPC) reviews matters of academic performance, professionalism, and conduct for students enrolled in the DPT program. A student may be referred to the SPC based on trigger events such as failure to meet course or clinical requirements, professionalism concerns, or violations of university or college policies.

When a matter is referred to the Student Performance Committee (SPC), the student will be notified in writing that a review has been initiated. The student will be provided an opportunity to submit any information they deem relevant, in writing, for the SPC's consideration. If potential outcomes include suspension, repeating a year, dismissal, or any action that could delay academic progress or incur financial costs, the student will be invited to appear before the SPC and present any information they deem relevant for the SPC's consideration. The student may be accompanied by a mentor for support at the SPC. 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 of witnesses or to participate directly in the hearing.

The SPC will forward its recommendations to the CHS Dean or CHS Dean's Designee. The CHS Dean or CHS Dean's Designee has the authority to accept the recommendations or make other decisions they deem appropriate under the circumstances. The CHS Dean or CHS Dean's Designee will issue a decision, in writing, to the student.

Appeals Procedures

Students may request an appeal of the Dean's, or Dean's designee's, decision to the Provost by following the process defined in the 'Student Appeal Process' section of the University Catalog. Decisions related to the imposition of academic probation and any associated terms/conditions of such probation, or administrative withdrawal are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process)

Standards of Academic Progress

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

The semester and cumulative GPA will be calculated at the end of each semester. 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.

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 evaluation are based on the student's ability to attain the competencies within the objectives outlined for each area of study. To remain in Academic Good Standing, a student must achieve a semester grade point average (GPA) of at least 2.8 for each semester and maintain a cumulative GPA of at least 2.8. A student must have a GPA of at least 2.8 in order to graduate from the DPT program. The semester and cumulative GPA will be calculated at the end of each semester.

Academic progression of students will be discussed among faculty in weekly 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, the Assistant Dean of Student Affairs, or Department Chair as soon as evidence of such substandard performance is available. Students who exhibit deficient academic performance may be referred to the Student Performance Committee (SPC), based upon the recommendation of the Department faculty and/or at the request of the student.

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 Dean of the CHS, or Dean's designee, for promotion by the PT faculty.
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 their 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 will 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 the student:

1. Has satisfactorily completed a minimum of three years education in the DPT curriculum.
2. Has completed all Interprofessional Education (IPE) activities required for graduation. DPT 2027 students must complete 4 credits of IPE 5000, 5100, 6000, and 6100. DPT 2028 students must complete 2 credits of IPE 5000 and 5100. DPT 2029 students must successfully participate in designated IPE co-curricular activities throughout their first year to fulfill this graduation requirement.
3. Is not on probation, has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.80 and has no outstanding grade of "I," "NCR" or "U."
4. Has demonstrated no serious deficiencies in ethical, professional or personal conduct, as defined in the Standards of Student Conduct, which would make it inappropriate to award the degree of Doctor of Physical Therapy.
5. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
6. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Physical Therapy degree is conferred. Unless special permission has been granted by the Dean, or Dean's designee, each student must participate in their respective commencement ceremony. If the Dean, or Dean's designee, grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 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.

Adverse Actions

Academic Warning

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

Academic Probation

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the instructor of the course, faculty advisor, the Assistant Dean of Student Affairs, or Program Chair as soon as it becomes evident. The student is notified that continued poor academic performance can lead to academic probation and/or dismissal.

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress (which includes a failure to adhere to attendance requirements and/or policies) will

be placed on Academic Probation. The duration and conditions of the probationary period will be set by the Department Chair, or designee of the Chair, on an individual basis. The Department Chair, in collaboration with program faculty, may recommend remedial study and/or repetition of a unit of study. This may result in extending the length of the program beyond 3 years consistent with the guidelines in the DPT portion of the catalog.

Probation is defined as a period specified by the program faculty during which the student's progress will be closely monitored by their faculty advisor, the Department Chair, and the Assistant Dean of Student Affairs. In order to monitor students on probation, the DPT (Professional) program reserves the right to assign their clinical education experiences. A student will be recommended for probation for any of the following reasons:

1. For first year students first semester, achieving a score of less than 73% in two or more courses by the end of the first nine weeks of the semester.
2. A semester and/or cumulative GPA of less than 2.80.
3. When directed to repeat a year for academic reasons.

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

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

Terms of Probation

1. A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extracurricular activities.
2. A student on probation must meet with their faculty advisor at least twice a month.
3. A student on probation is recommended to visit the Department of LEAD for an Adult Learner's Assessment and must obtain a tutor for the necessary areas of study to help ensure program success.

Conduct Probation

Conduct Probation is defined as a period, specified by the Office of Student Conduct and Professionalism, during which the student's conduct will be closely monitored due to a violation of the Standards of Student Conduct.

The terms of conduct probation will be specified at the time the student is placed on conduct probation. When a student is placed on conduct probation, they will be notified in writing and the notification will be sent electronically to the student's WesternU email address. Copies of the letter will be placed in the student's educational record and distributed to the Chair of the Student Performance Committee, the College Dean, and the student's Faculty Advisor. The Office of Student Conduct and Professionalism will consider when the terms of the conduct probation have been satisfied and recommend rescission of the conduct probation. A student on conduct probation may not serve as an officer of any official University or College club or organization and should not engage in time-consuming extracurricular activities.

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.

Repeat Coursework and Federal Financial Aid Eligibility. Federal regulations governing repeat coursework apply to all students undergraduate, graduate, and professional under the definition of a full-time student in 34 CFR 668.2(b). For term-based programs (not subscription-based), a student's full-time workload may include repeating previously passed coursework, but only one repetition of a previously passed course may be counted toward enrollment status and paid with Title IV aid.

For financial aid purposes, a course is considered "passed" if the student earns a grade of D or better, regardless of the institution's academic standards. For example, while many graduate programs require a B or better to meet academic requirements, the Department of Education (ED) considers a D passing for Title IV eligibility. In addition to letter grades, the non-letter grades Credit (CR) and Pass (P) are also considered passing by ED for Title IV purposes.

Non-letter grades such as Unsatisfactory (U), Incomplete (I), No Pass (NP), No Credit (NCR), In Progress (IP), and Withdrawal (W) are not considered passing by ED and therefore do not count as successful completion for Title IV eligibility.

Once a course is considered passed, it may be repeated only once with federal aid. This policy does not require institutions to change their academic grading standards, but it does limit how many times a previously passed course may be included in enrollment status for financial aid purposes.

Students who are considering repeating a course should consult with the Financial Aid Office to understand how this may affect their aid eligibility and ensure compliance with federal guidelines.

Academic Performance, Progression, Remediation, and Course Repeat Policy

Minimum Passing Standard

Academic competence is demonstrated through satisfactory performance in all required coursework, including written examinations, practical examinations, and assignments.

- The minimum passing grade for all didactic courses is 73% (C+).
- Students must pass all safety components of practical examinations to successfully complete a course, regardless of overall numeric grade.
- Failure to meet either the numeric or safety requirement results in a grade of “U” (Unsatisfactory) for the course.

Due to the cohort-based and sequential nature of the curriculum, successful completion of all prerequisite coursework is required for progression. Failure of a course disrupts normal progression and may require re-entry with a subsequent cohort, as outlined below.

Assessment-Level Re-Test (Exam Re-Test)

Definition: An Exam Re-Test is a structured opportunity for a student to demonstrate minimum competency on a single written examination after failing to meet the required performance standard on the initial attempt.

Scope and Eligibility

- Applies to individual written examinations only (e.g., midterm or unit exams).
- Final examinations are not eligible.
- Limited to one re-test per examination and one eligible exam per course.

Process

1. Notification of Performance Deficit
 - The Course Director will notify:
 - Student
 - Program Chair
 - Assistant Dean of Student Affairs
 - Student Success Team
2. Mandatory Exam Review
 - The student must complete a structured review with the Student Success Team, including:

- Analysis of performance patterns (e.g., content mastery, clinical reasoning, test-taking strategy)
 - Review of ExamSoft performance reports or equivalent analytics
 - Development of a targeted study plan
 - Completion of this review is documented and required prior to re-testing.
3. Scheduling and Administration
- The re-test is scheduled within a defined timeframe (typically within two weeks).
 - The assessment may include content from any portion of the course and is not required to replicate the original exam.

Grading Outcome

- The maximum recorded score for a re-tested examination is 73% (C), regardless of actual performance.
- The re-test replaces the original exam score in the course grade calculation.
- Failure of the re-test contributes to the overall course grade and may result in course failure.

Missed Re-Test

- Failure to attend a scheduled re-test without approved justification results in forfeiture of the re-test opportunity.

Course-Level Remediation

Definition: Course Remediation is a structured opportunity for a student to demonstrate achievement of course-level learning outcomes after earning a final course grade below 73% (U).

Eligibility and Limits

- Remediation is not automatic and is granted at the discretion of the Course Director.
- A student may be eligible to remediate one (1) didactic course per academic year.
- Students earning multiple “U” grades within a single semester may be subject to academic suspension or requirement to repeat the term, as determined by the department and reviewed by the Student Performance Committee (SPC).
- The count of “U” grades resets at the beginning of each academic year.

Assignment of Remediation. Eligibility is based on:

- Professional behavior
- Attendance and engagement
- Demonstrated effort and use of available academic resources

Remediation Process. Remediation may include:

- A comprehensive examination
- Targeted assignments or competency-based assessments
- Other activities aligned with course learning outcomes

Grading Outcome

- The maximum final course grade following successful remediation is 73% (C).
- Failure to successfully complete remediation results in:
 - A final grade of “U”, and

- Referral to the Student Performance Committee (SPC) for academic action, which may include suspension or dismissal.

Progression Impact

- A grade of “U” prevents progression to subsequent coursework or clinical education until the deficiency is resolved.
- Remediation may delay progression and extend time to degree.

Course Repeat (Cohort-Based Progression)

Definition: A Course Repeat occurs when a student must re-enroll in and complete an entire course after:

- Failing to achieve a passing course grade (73%, C), and
- Either not being granted remediation or not successfully completing remediation.

Cohort Progression Requirement: Due to the cohort-based curriculum and prerequisite sequencing:

- A student who repeats a course is unable to progress with their original cohort.
- The student must pause progression and rejoin the next available cohort at the point in the curriculum where the course is offered.
- The student must satisfy all prerequisite course requirements before advancing to subsequent courses or clinical experiences.

Enrollment and Timeline Implications

- Course repetition will extend the student’s program length beyond the standard curriculum timeline.
- A revised plan of study will be developed in coordination with:
 - Program Chair
 - Director of Clinical Education (if applicable)
 - Office of Student Affairs

Financial Responsibility

- Students are responsible for full tuition and associated fees for repeated coursework.
- Changes in enrollment status may affect financial aid eligibility.

Grading and Transcript Notation

- The most recent course grade is used in GPA calculations.
- All attempts remain on the official transcript in accordance with institutional policy.

Progression and Academic Standing

- Students rejoining with a subsequent cohort must meet all current academic and professional standards in effect at the time of re-entry.
- Failure to successfully complete a repeated course will result in:
 - Referral to the Student Performance Committee (SPC)
 - Subject to suspension dismissal from the program

Summary of Progression Outcomes

Scenario	Outcome
Fail single exam	Eligible for one Exam Re-Test (max recorded score 73%)
Fail course (<73%)	Eligible for Course Remediation (if approved; max final grade 73%)
Fail remediation or not eligible	Course Repeat required; student joins subsequent cohort
Multiple course failures in one term	Possible suspension or requirement to repeat term (SPC review)

Consequences of failure in a Didactic Course:

1. A student who receives a “U” grade (<73%) in a didactic course must remediate the course successfully to progress in the curriculum.
2. Remediation is at the discretion of the course instructor and is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program as demonstrated by regular attendance, individual initiative, professional behaviors, and utilization of resources available to the student.
3. If granted the privilege of remediation the student will be required to remediate or retake the course.
4. A student must pass the remediation examination and all other required assignments in order to pass the course. The highest grade a student can receive through the remediation process is a “73% or C” (passing grade).
5. If a student repeats a course the next time the course is offered in the DPT curriculum, the student will have the new grade for the course recorded in the semester in which it was repeated. Both grades will remain on the student’s transcript; however, only the grade achieved for the most recent repeat of the course will be included in the student’s GPA.
6. A grade of “U” in a didactic course will prevent participation in a clinical experience until the course is successfully remediated and requires that the Director of Clinical Education (DCE) determine an appropriate clinical placement.
7. 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.
8. Failure to earn a grade of “C” when remediation of a course is attempted will render the student subject to dismissal from the program and referral to the Student Performance Committee (SPC). The SPC hearing process, as outlined in this Catalog, governs all academic actions including dismissal. All matters referred to the SPC for academic actions will be handled in accordance to the Evaluation of Student Academic Performance - SPC Procedures

Consequences of failure in Clinical Courses (PT 7020, PT 7030, PT 7040):

1. A student who is unsuccessful on a clinical experience will receive a grade of “NCR” for that experience.
2. If at any time, a CI or SCCE request that the student not continue at the site because of performance or professional issues, the student will be assigned a “NCR” grade for the experience. The failure of any clinical experience will necessitate review by the faculty and SPC.
3. Students receiving a “NCR” grade for a clinical experience course will be required to repeat the entire clinical experience.
4. Students may not be allowed to restart the clinical experience until the Director of Clinical Education (DCE)/Assistant Director of Clinical Education (ADCE) has determined if the student must remediate any specific physical therapy competencies, whether through an Independent Study course or the use of Standardized Patient experiences, or other means determined by the DCE and program faculty.
5. Remediation will delay the student’s progress to graduation and extend the program completion date. 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.
6. The location, length, and type of clinical experience that will be used to substitute for the remediation clinical experience will be determined by the DCE/ADCE in consultation with the core faculty, faculty advisor, and Program Chair. Assignment dates and location will be based on availability of sites.
7. Students that are afforded an opportunity to repeat a failed clinical experience may be required to complete weekly check-in assignments with the DCE for the length of the experience.
8. The student will be referred to the Student Performance Committee as outlined in the Evaluation of Student Academic Performance – SPC Procedures section.
9. Once the committee meets, these findings will be forwarded to the Dean, or Dean’s designee, following the University guidelines, outlined in the catalog. Recommendations may include enrollment in the remediation independent study course, starting the program over, returning the following year to progress with a different cohort, or dismissal from the program.
10. The student will be permitted to continue didactic work with their cohort the semester following the unsuccessful clinical experience.
11. During the next regularly scheduled clinical experience, the student will register for the same clinical experience that was previously failed. Course syllabus and requirements will remain the same. The student will be financially responsible for repeating the course.

12. If successful, the student will continue to progress with their cohort and will continue to take clinical education courses sequentially. The final clinical experience will occur following the completion of didactic work in the summer of the final (3rd) year of the program.
13. The highest grade a student may achieve by obtaining a score of 73 percent or higher through remediation of a course is a grade of "CR." The "CR" grade achieved by this means will be recorded on the official transcript next to the original course grade of "NCR."
14. If the student receives 2 "NCR" grades in any 2 clinical experiences, the student will be subject to dismissal from the PT program and follow due process procedure outlined in the University Catalog.

Semester/ Cumulative GPA

1. Students must attain a semester GPA of 2.80 and maintain a cumulative GPA of 2.80. The semester and cumulative GPA will be calculated at the end of each semester.
2. A student whose semester or cumulative GPA falls below 2.80 must meet with their faculty advisor.
3. If the semester or cumulative GPA falls below 2.80, a student will be placed on academic probation immediately for the following semester. If a student has two didactic semesters in the same academic year with a GPA of less than 2.80 and a cumulative GPA at or greater than 2.80, they may be required to repeat the entire academic year.

Temporary Suspension of Student Clinical Privileges

The University recognizes that student participation in clinical education occurs within environments where patient safety, clinical integrity, and professional standards are paramount. Accordingly, a College Dean or designee is authorized to immediately suspend a student's clinical privileges where there exists a reasonable basis to believe that the student's continued presence in a clinical setting poses a risk to patient safety.

A suspension of clinical privileges is an interim administrative action and does not constitute a final disciplinary determination or academic sanction. The suspension shall take effect immediately upon the decision of the Dean or designee and is not subject to appeal. This action shall remain in place pending referral to and resolution by the appropriate body (i.e., the College SPC for academic matters or the Office of Student Conduct and Professionalism for conduct matters), whose determination shall supersede and replace the temporary suspension. In the event a student appeals the outcome reached by the appropriate body, the temporary suspension may remain in effect pending the resolution of that appeal.

The College shall provide the student with written notice of the suspension as soon as practicable, which shall include a brief statement of the basis for the suspension and the anticipated next steps (i.e. referral to the College Student Performance Committee for academic matters or referral to the Office of Student Conduct and Professionalism). A suspension of clinical privileges may affect a student's ability to satisfy program requirements, complete required clinical hours, or progress within their program. The College shall make reasonable efforts to advise the student of the potential academic impact of the suspension and any available options for remediation or make-up, subject to program requirements and accreditation standards. The University makes no guarantee that suspended clinical hours or experiences can be recovered within a student's originally anticipated program timeline. A temporary suspension of clinical privileges will remain in place until the conclusion of the academic or conduct process and any related appeals.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, they are also on academic probation, and remain on academic probation 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. The duration of the conduct suspension will be communicated to the student at the time the suspension is imposed, either as a specified period of time or until the student has satisfactorily completed all the terms and conditions imposed to remedy the violation. 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 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

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

1. A second grade of "U" or "NCR" in the same required course (didactic or clinical experiences) whether earned by repeating the course or because of unsatisfactory performance upon attempted remediation via examination.
2. Attainment of a semester and/or cumulative GPA less than 2.80 for two or more consecutive didactic semesters.
3. Failure to attain a cumulative GPA of 2.80 or higher at the end of the academic year.
4. Lack of professional or personal attributes considered appropriate for continuance in the program and profession.
5. Violation of the University and/or College student conduct standards, policies, or procedures, in alignment with the University's Student Conduct Procedures (See University Catalog)

Evaluation and Grading

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

Evaluation Methods

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

1. **Written examinations:** Written examinations will vary based on the content of the individual course. A combination of multiple choice, matching, true/false, short answer, essay, and patient problem-solving questions are used.
2. **Practical or Laboratory Examinations:** In selected courses, students will be observed performing components of physical therapy practice activities on lab exams. They also may be asked to "problem solve" based on a patient database, and in some cases, students will be videotaped for evaluation and/or self-evaluation. Audio-visual media may also be used in examinations.
3. **Student Presentations:** Students may be asked to orally present individual or group projects, patient cases, research papers, etc. These oral presentations may or may not be accompanied by a written report.
4. **Written reports:** At various times, students will be evaluated on written reports of assigned or selected topics, special projects, patient care documentation, evaluations, treatment plans, and home programs.
5. **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 12-week 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 Physical Therapy program, and the physical therapy profession. The process of becoming an effective physical therapist involves attaining competency in professional knowledge, skill, and behavior. Thus, the ten Generic Abilities that exemplify the professional behaviors valued by the physical therapy profession will be used as a guide throughout this program. To facilitate development of competency in the Generic Abilities, the faculty will provide the students opportunities to practice them and provide formal and informal feedback throughout the program. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty, clinical instructors, and fellow students.

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

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

Grading Scale

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

<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+	75-79%	2.30
C	73-74%	2.00
U	Less than 73%	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 semester and will be available on the Student Portal within 10 business days of the final day of the course. Due to the nature of the curriculum, some semester completion dates may not coincide with traditional grading periods. In those 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

Examinations are graded within two (2) weeks of completion unless otherwise notified by the class instructor.

Student performance in clinical education courses is monitored by the DCE and the ADCE. Students whose performance in any portion of the curriculum is determined to be unsatisfactory are notified of such substandard performance as soon as it can be determined.

Appealing a Course Grade

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

1. Within three (3) business days of the date the course grade is posted to Self-Service (BanWeb), student must make an appointment to talk with the course instructor(s) who issued the grade and submit a written request for review. Upon receipt of a 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 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 their appeal to the 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 Dean or designee is final and not subject to appeal.

Audit

An "AU" (Audit) is assigned to a student who is enrolled in a course, attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, or 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. In some cases, students may be charged to audit a course. For more information, please refer to the University Catalog.

Missing Grades

A grade of "M" (Missing) will be assigned by the Registrar's Office 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. If the grade earned is not reported within six calendar months of the course end date, the grade of "M" will be converted to an unsatisfactory/no credit grade, contingent upon the course's grading scale. "M" grades should not be used by the program in place of an Incomplete ("I") grade.

Incomplete

An "I" grade will only be assigned to students whose professional commitments and/or personal responsibilities prevent them from completing the requirements of the course. It is the responsibility of the College to report a student has earned an "I" grade within 5 business days of withdrawing from a course. A student may remove an "I" grade by completing course requirements within the following six calendar months or the final grade will be converted as a "U". This rule applies regardless of the student's enrollment status. A student not enrolled during the following six months must still successfully remove the "I" grade. The instructor must certify any grade changes.

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 in consultation with the student. Arrangements for the Incomplete and its removal must be approved by the course instructor DCE and/or ADCE prior to the end of the semester in which the original incomplete grade was assigned, and must be reported to the Registrar's Office within 5 business days of determination. An Incomplete that is not removed by the end of the following semester 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 full-time clinical education experience.

Curriculum Organization

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
PT 5015	Professional and Practice Issues in Physical Therapy	3.00
PT 5030	Anatomy I	4.00
PT 5050	Kinesiology I	3.00
PT 5070	Patient Care Skills I	3.00
PT 5100	Physiology and Pathophysiology	5.00
PT 5130	Research Methodology in Health Care	3.00
Semester Total:		21.00
Year 1, Spring Semester		
Course	Title	Credit Hours
PT 5000	Psychosocial and Ethical Aspects of Health Care	3.00
PT 5035	Anatomy II	4.00
PT 5055	Kinesiology II	5.00
PT 5075	Physical Agents and Procedures	4.00
PT 5140	Evidence Based Practice: Application of Research to Clinical Practice	3.00
PT 5141	Professional Development and Reflective Practice	1.00
PT 5230	Screening for Medical Referral I	2.00
PT 8100	Introduction to Pharmacology for Physical Therapists	1.00
Semester Total:		23.00
Year 1, Summer Semester		
Course	Title	Credit Hours
PT 5120	Human Life Sequences	2.00
PT 5215	Motor Control and Motor Learning	2.00
PT 5233	Foundations of Patient Examination	2.00
PT 5235	Screening for Medical Referral II	2.00
PT 8110	Structural Imaging: Musculoskeletal	2.00
PT 8400	Capstone Project	1.00
Semester Total:		11.00
Year 1 Total:		55.00

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
PT 5205	Examination and Management of Musculoskeletal Dysfunction I	5.00
PT 6008	Neuroscience	5.00
PT 6030	Physiological Basis of Therapeutic Exercise	4.00
PT 6040	Evaluation and Treatment of Problems Cardiopulmonary System	4.00
PT 6060	Prosthetics and Orthotics	2.00
PT 6630	Structural Imaging II: Neurological	1.00
Semester Total:		21.00
Year 2, Spring Semester		
Course	Title	Credit Hours
PT 5142	Professional Development and Clinical Education	1.00
PT 5210	Examination and Management of Musculoskeletal Dysfunction II	5.00
PT 5220	Principles of Teaching, Learning, and Communication	2.00
PT 6010	Examination and Management of Neurological Disorders I	5.00
PT 6045	Differential Diagnosis of the Integumentary System/Wound Care	2.00
PT 6065	PT Care Skills II	2.00
PT 6075	Prevention and Management of Problems in the Pediatric Population	4.00
Semester Total:		21.00
Year 2, Summer Semester		
Course	Title	Credit Hours
PT 7020	Clinical Education II	6.00
Semester Total:		6.00
Year 2 Total:		48.00

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
PT 5143	Professional Development and Clinical Practice	1.00
PT 6015	Examination and Management of Neurological Disorders II	5.00
PT 6050	Principles of Administration and Management	3.00
PT 6070	Prevention and Management of Problems in the Aging Adult	3.00
PT 6090	Differential Diagnosis and Management of the Complex Patient	3.00
PT 8401	Capstone Project II	1.00
Semester Total:		16.00
Year 3, Spring Semester		
Course	Title	Credit Hours
PT 7030	Clinical Education III	6.00
Semester Total:		6.00
Year 3, Summer Semester		
Course	Title	Credit Hours
PT 7040	Clinical Education IV	6.00
PT 8402	Capstone Project III	3.00
PT 8500	Selected Topics	2.00
PT 8600	Community Service	2.00
Semester Total:		13.00
Year 3 Total:		35.00

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 5000 – 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 5100 – 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 6000 Interprofessional Team Training in Health Care I (1.0 credit hour, CR/NCR) IPE 6000 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 6100 Interprofessional Team Training in Health Care II (1.0 credit hour, CR/NCR) 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.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0.0 credit hours, CR/NCR)

In an interprofessional environment, the SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy lecture and cadaver lab, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, and nervous systems, yet provides a brief overview of other body systems as well. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition of \$400 is charged. For additional information, contact the Department of Learning Enhancement and Academic Development (LEAD).

PT 5000 Psychosocial and Ethical Aspects of Health Care (3.0 credit hours)

Prerequisite: Acceptance to program. Introduction to the psychological, sociological, and cultural aspects of acute, chronic, terminal, traumatic, and congenital medical problems on the patient, family, and therapist. Includes impact of verbal and non-verbal communication and patient advocacy. Overview of basic legal and ethical principles, as well as application of ethical decision-making in relationship to professional health care dilemmas. Lecture.

PT 5015 Professional and Practice Issues in Physical Therapy (3.0 credit hours)

Emphasis on elements of the professional therapeutic relationship and concepts presented in the *Guide to Physical Therapist Practice*. This course will cover a broad perspective of world, national and state health care issues, professional advocacy, and professional aspects of physical therapy practice, including reimbursement in a variety of practice settings. Lecture.

PT 5030 Anatomy I (4.0 credit hours)

Prerequisite: Acceptance to the program. The first of two courses covering normal human anatomy, including thorax, abdomen, and the upper extremities. Incorporates surface palpation of the entire body. Cadaver dissection is included. Lecture and Laboratory.

PT 5035 Anatomy II (4.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5050. The second of two courses covering normal human anatomy, including lower extremities, spine, head, and neck. Emphasis is placed on the Neuromusculoskeletal system. Cadaver dissection is included. Lecture and Laboratory.

PT 5050 Kinesiology I (3.0 credit hours)

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

PT 5055 Kinesiology II (5.0 credit hours)

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

PT 5070 Patient Care Skills I (3.0 credit hours)

Prerequisite: Acceptance to program. Introduction to the basic physical therapy skills of transfers, mobility, soft tissue mobilization, and medical terminology. Introduction to documentation in a variety of physical therapy settings. Lecture and Laboratory.

PT 5075 Physical Agents and Procedures (4.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5100. This course will cover tissue healing and impairments with didactic and clinical application of selected physical agents used in physical therapy practice. Emphasis on clinical decision making in the selection, application, and evaluation of modalities within a comprehensive plan of care to address impairments and functional limitations. Additionally, this course provides practical clinical application of electrotherapeutic strategies in the physical therapy management of dysfunction. This will include basic foundational concepts, parameters, electrical safety, and instrumentation. Lecture and Laboratory. Lecture and Laboratory.

PT 5100 Physiology and Pathophysiology (5.0 credit hours)

Prerequisite: Acceptance to program. This course is designed to elucidate the functional characteristics of human physiology. Principles of emphasis include structural basis of function as well as integrational elements underlying homeostatic regulation. The course is also designed to elucidate the characteristics and pathophysiology of certain common and significant diseases that are encountered by physical therapists. Lecture.

PT 5120 Human Life Sequences (2.0 credit hours)

Prerequisites: Successful completion of PT 5000, 5030, 5035, 5050, 5055, and 5100. The developmental process from conception to adulthood with the emphasis on human motor performance. Sequence of study includes fetal life, infancy, early and middle childhood, late childhood, adolescence, early and middle adulthood, and the aging adult including neuroanatomical and neurophysiological mechanisms in relationship to developmental changes in performance, and musculoskeletal development in relationship to the human life span. Lecture and Laboratory.

PT 5130 Research Methodology in Health Care (3.0 credit hours)

Prerequisite: Acceptance to program. This course will cover basic quantitative, qualitative, and epidemiologic methods and designs of research. Topics include ethical issues related to research, validity, and reliability of measures, sampling methods and appropriate statistical analysis for various types of research. Lecture.

PT 5140 Evidence-based Practice: Application of Research to Clinical Practice (3.0 credit hours)

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

PT 5141 Professional Development and Reflective Practice (1.0 credit hour)

Overview of clinical education in physical therapy to include the APTA guidelines, legal aspects, and professional development through reflective practice and self-assessment. Lecture.

PT 5142 Professional Development and Clinical Education (1.0 credit hour)

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

PT 5143 Professional Development and Clinical Practice (1.0 credit hour)

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

PT 5205 Examination and Management of Musculoskeletal Dysfunction I (5.0 credit hours)

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

PT 5210 Examination and Management of Musculoskeletal Dysfunction II (5.0 credit hours)

Prerequisite: Successful completion of PT 5205, 6030, 6040, and 6060. Continuation of PT 5205.

PT 5215 Motor Control and Motor Learning (2.0 credit hours)

Prerequisite: Successful completion of PT 5030, 5035, 5050, 5055, and 5100. Introduction to the theories, structures, and processes of motor control and motor learning. Lecture and laboratory.

PT 5220 Principles of Teaching, Learning, and Communication (2.0 credit hours)

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

PT 5230 Screening for Medical Referral I (2.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5100. This course uses a systems approach to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management, and issues related to PT screening, examination, interventions, and appropriate referral to other medical practitioners. Lecture and Laboratory.

PT 5233 Foundations of Patient Examination (2.0 credit hours)

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

PT 5235 Screening for Medical Referral II (2.0 credit hours)

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

PT 6008 Neuroscience (5.0 credit hours)

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

PT 6010 Examination and Management of Neurological Disorders I (5.0 credit hours)

Prerequisite: Successful completion of PT 5025, 5215, 5233, 6008, 6030, 6040, 6060, and 6630. This course will present a systematic, problem-solving approach to neurological disorders in the adult population, including underlying foundational principles. Emphasis is on clinical examination and management skills, principles related to movement/task analysis, including physical therapy differential diagnosis, causal factors, impairments, symptoms, and evidence-based treatment. Introduction of applicable pharmacologic principles appropriate for this population including drug actions and screening for signs of toxicity and adverse effects is included. Introductions to specialized durable medical equipment, seated wheeled mobility, and other neurological rehabilitation technologies Lecture and Laboratory.

PT 6015 Examination and Management of Neurological Disorders II (5.0 credit hours)

Prerequisite: Successful completion of PT 5210, 6010, and 6065. Continuation of PT 6010.

PT 6030 Physiological Basis of Therapeutic Exercise (4.0 credit hours)

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

PT 6040 Evaluation and Treatment of Problems of the Cardiopulmonary System (4.0 credit hours)

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

PT 6045 Differential Diagnosis of the Integumentary System/Wound Care (2.0 credit hours)

Prerequisite: Successful completion of PT 5233, 5235, and 6060. This course introduces screening for pathological conditions of the integumentary system including examination and interdisciplinary medical management. Emphasis on wound healing and intervention techniques. This course also introduces

aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6050 Principles of Administration and Management (3.0 credit hours)

Prerequisite: Successful completion of PT 5015, 5220, and 5233. Organization and administration of a physical therapy department including budget considerations, hiring-interviewing techniques, marketing, and medical-legal issues. Lecture.

PT 6060 Prosthetics and Gait (2.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5125, 5233, 5235, 6008 and 8110.

This course will involve introduction to rehabilitation use of prosthetics and orthotics, including assessment, appropriate selection, and application of spinal, upper and lower-extremity prosthetic and orthotic devices, and shoe/gait modifications to physical therapy clients with common neurological and musculoskeletal impairments. Introductions and overviews of interprofessional collaboration with prosthetic and orthotic specialists will be presented. Lecture and laboratory.

PT 6065 Patient Care Skills II (2.0 credit hours)

Prerequisite: Successful completion of PT 5215, 5233, 5235, 6030, and 6040. Continuation of PT 5070. A case-based approach to patient care with a focus on the acute care setting. Emphasis is on examination and patient care skills of complex patients in an interdisciplinary setting. Critical thinking elements focus on effective communication and patient care documentation. Lecture and Laboratory.

PT 6070 Prevention and Management of Problems in the Aging Adult (3.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5210, 5233, 6010, 6020, 6030, 6040, 6045, 6060, and 6065. Systematic, problem-solving approach to the elderly patient/client with emphasis on prevention, etiology, clinical manifestations, evaluation and treatment, and resources. This course also introduces aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture.

PT 6075 Prevention and Management of Problems in the Pediatric Population (4.0 credit hours)

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

PT 6090 Differential Diagnosis and Management of the Complex Patient (3.0 credit hours)

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

PT 7020 Clinical Education II (6.0 credit hours, CR/NCR)

Prerequisite: Successful completion of Semesters I, II, III, IV and V. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of course content in Semesters I through V (musculoskeletal and/or cardiopulmonary pathologies) will be emphasized in this clinical experience.

PT 7030 Clinical Education III (6.0 credit hours, CR/NCR)

Prerequisite: Successful completion of Semesters I, II, III, IV, V, VI and VII. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I through VII will be emphasized in this clinical experience.

PT 7040 Clinical Education IV (6.0 credit hours, CR/NCR)

Prerequisites: Successful completion of Semesters I, II, III, IV, V, VI, VII and VIII. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I through VIII will be emphasized in this clinical experience.

PT 8100 Introduction to Pharmacology for the Physical Therapist (1.0 credit hour)

Prerequisite: Basic and applied pharmacology for the physical therapist. Includes pharmacokinetics, pharmacodynamics, classes of drugs, screening for drug toxicities and adverse effects related to physical therapy. Lecture.

PT 8110 Structural Imaging in Physical Therapy Diagnosis- Musculoskeletal (2.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5035. This course will introduce indications, instrumentation, and clinical interpretation of various medical imaging techniques. The focus will be on test selection, clinical interpretation, and practical integration of imaging data into diagnosis of musculoskeletal conditions for planning and communication with other medical professionals. Lecture.

PT 8400 Capstone Project I (1.0 credit hour, CR/NCR)

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

PT 8401 Capstone Project II (1.0 credit hour, CR/NCR)

Prerequisite: Successful completion of PT 5233 and 8400. This course provides the continued development of the capstone project. Continuation of PT 8400.

PT 8402 Capstone Project III (3.0 credit hours)

Prerequisite: Successful completion of PT 8401. This course is a continuation of PT 8400 and 8401. Completed projects will be presented as posters or platform presentations prior to graduation.

PT 8500 Selected Topics (2.0 – 4.0 credit hours, CR/NCR)

Prerequisite: Approval of instructor. Special topics in physical therapy presented in workshop format. Laboratory experiences may be included.

PT 8600 Community Service (2.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. Contributions students make beyond their professional role through interaction and service are experienced through practical application. Emphasis on developing the role and responsibility of the physical therapist within a given community.

PT 8697 Individual Independent Studies (1.0 – 3.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. Students will work on individual assignments/projects to obtain standards in a specified area of the physical therapy curriculum. Course content and assignments will be individualized to address needed topic competency.

PT 8698 Group Independent Studies (1.0 – 3.0 credit hours)

Prerequisite: Acceptance to program as a student with Post-Professional Standing. Students will work in small groups to fulfill competency in a specified area of physical therapy practice. Course content and assignments will be individualized to meet the group's needs.

PT 8699 Individual Independent Studies (1.0 – 3.0 credit hours)

Prerequisite: Acceptance to program. Students will work on individual assignments/projects to fulfill competency in a specified area of physical therapy practice. Course content and assignment will be individualized to meet the student's needs.

Honors and Awards

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

Alpha Eta Honor Society
Class Morale Award
The Dean's Award

Physical Therapy Academic Achievement Award
Physical Therapy Faculty Award
Physical Therapy Outstanding Clinical Performance Award
Physical Therapy Outstanding Service Award
President's Society Award
Rebecca E. Pabst Memorial Scholarship Award

Academic Calendar

Fall 2026	
August 3-7, 2026	New Student Orientation
August 7, 2026	White Coat Ceremony
August 10, 2026	Fall Classes Begin (Years 1 and 2)
August 17, 2026	Fall Classes Begin (Year 3)
September 7, 2026	Labor Day – No Classes*
October 12, 2025	Indigenous People’s Day – No Classes
November 11, 2026	Veterans Day Observed– No Classes
November 25, 2026	Thanksgiving Recess Begins @ 5:00 p.m.*
November 30, 2036	Fall Classes Resume
December 11, 2026	Fall Classes End (Years 1 and 2)
December 18, 2026	Fall Classes End (Year 3)
Spring 2027	
January 4, 2027	Spring Classes Begin (Years 1-3)
January 18, 2027	Martin Luther King Day – No Classes*
February 15, 2027	President’s Day – No Classes*
March 15, 2027	Spring Break Begins (Years 1-2)
March 22, 2027	Classes Resume (Years 1-2)
April 9, 2027	Spring Classes End (Year 3)
May 7, 2027	Spring Classes End (Year 2)
May 14, 2027	Spring Classes End (Year 1)
Summer 2027	
April 12, 2027	Summer Classes Begin (Year 3)
May 17, 2027	Summer Classes Begin (Year 2)
May 24, 2027	Summer Classes Begin (Year 1)
May 31, 2027	Memorial Day – No Classes*
June 18, 2027	Juneteenth – No Classes
July 5, 2027	Independence Day Observed – No Classes*
July 23, 2027	Summer Classes End (Year 1)
July 30, 2027	Summer Classes End (Year 3)
August 6, 2027	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.