

Western University of Health Sciences

College of Health Sciences-Northwest

**Doctor of Physical Therapy (DPT) Oregon Campus
2026/2027 Catalog**

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College of Health Sciences-Northwest

The College catalog serves as a supplement to the University catalog. The College faculty, staff, and students must abide by the content of the University catalog in addition to the College catalog. The 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

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

Goals

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

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

Providing excellent educational programs for health sciences professions students.

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

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

Program General Information - Doctor of Physical Therapy

Department of Physical Therapy Education - Oregon (DPTE-OR)

Program Accreditation

Accreditation

The Doctor of Physical Therapy-Oregon program in the Department of Physical Therapy Education-Oregon at Western University of Health Sciences (WesternU), College of Health Sciences-Northwest, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; 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-Oregon program is accredited through June 30, 2029.

Filing a Complaint with CAPTE

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

Filing a Complaint with CAPTE

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

General Information

Purpose Statement

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

Mission Statement

We serve communities by developing Physical Therapy leaders of humanistic care in medically underserved populations through innovative research, education and evidence-based practice.

Vision Statement

WesternU Oregon DPT will reimagine and revolutionize the health and wellbeing of our communities through humanistic physical therapy education, scholarship and service.

Values

Humanism

Integrity

Collaboration

Service

Innovation

The Physical Therapist Role

Physical therapists (PTs) are licensed health care professionals who diagnose and treat individuals of all ages, whose medical conditions or movement patterns limit their ability to move and perform functional activities. Physical therapy services can be delivered only by licensed PTs or by physical therapist assistants (PTAs) under PT supervision.

PTs assess each individual and create personalized treatment plans to improve mobility, reduce pain, restore function, and prevent disability. They also help people maintain mobility through fitness and wellness programs that support healthier, more active lifestyles. Their advanced expertise in movement science, anatomy, body system screening, and pathophysiology makes PTs essential in the early detection, management and prevention of wounds.

As key members in the health care system, PTs lead in rehabilitation; prevention, and health promotion. They contribute to professional and community organizations, influence standards of practice, and shape health policy to ensure that physical therapy services are accessible, effective, and high quality. Physical therapy is covered by federal, state, and private insurance plans and is associated with significant improvements in quality of life.

Physical therapy is a dynamic profession grounded in science and applied across diverse clinical settings. PTs practice in hospitals, private clinics, outpatient centers, home health agencies, schools, sports and fitness facilities, workplaces, and nursing homes, helping individuals achieve and maintain optimal physical function.

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

- An examination process that includes:

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

About the Doctor of Physical Therapy Program

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

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

Certification/Licensure

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

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

Curriculum Design

The program follows a blended residential curricular model that provides a combination of face to face and on-line delivery, case-based learning, service-learning, experiential learning, integrated clinical education through the Practical Applications Labs (PALs) course series, and full-time clinical education experiences. The curriculum design uses a systems approach that divides courses by body systems (musculoskeletal, neurological, cardiovascular, pulmonary, and integumentary) and then progresses to multi-systems integration across the lifespan. Initial courses are based on foundational sciences and applied sciences and serve as a strong scaffolding upon which the patient management and assessment courses are delivered. Development of strong foundational skills with early integration of case-based and experiential learning facilitates synthesis and clinical reasoning. Professional formation, critical inquiry, and interprofessional education are presented both through specific course series and by intentionally placed content in all courses in the curriculum to develop essential responsibilities, elevating the curriculum to meet the expectations of a doctoring profession. Each of the six columns of like courses that constitute the curriculum structure is embedded together as represented by the overarching organizing principles of this integrated curriculum that include: humanism, clinical excellence, research, community service, leadership, and lifelong learning. Integrated clinical education begins during term two in the curriculum and continues during each semester that students are on campus. During PALs sessions, students are supervised by licensed faculty during interactions with community volunteers who may exhibit natural variations in movement or function that provide opportunities for students to apply course concepts in an authentic context.

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

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

1. Be in good standing within the clinical education curriculum
2. Not be on probation
3. Have a cumulative GPA ≥ 2.8
4. Meet additional assigned criteria, as indicated

Student/Program/Faculty Goals

Student Goals

Students will:

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

Graduate Goals

Graduates will:

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

Faculty Goals

Faculty will:

1. Maintain contemporary knowledge/expertise in assigned teaching areas.
2. Embrace innovation and collaboration in education, service, clinical practice, scholarship, and healthcare.
3. Disseminate knowledge to advance practice and the profession through scholarly activities of discovery, integration and/or application.

4. Create a nurturing, inclusive learning community that optimizes the total student learning experience, welcomes, and embraces all.
5. Role model current best practice, leadership, professionalism, and role identity of a doctoring profession within the humanistic tradition.

Program Goals

Program will:

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

Notice of Non-Discrimination and Equal Opportunity

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

- Race (including traits associated with race, such as hair texture and protective hairstyles)
- Ethnicity, Color, and National Origin
- Immigration Status and Ancestry
- Sex, Gender, Gender Identity, and Gender Expression
- Sexual Orientation
- Physical or Mental Disability
- Age
- Religion (including religious dress and grooming practices)
- Medical Condition and Genetic Information
- Marital Status
- Pregnancy (including childbirth, breastfeeding, or related medical conditions)
- Military or Veteran Status

- Perceived Characteristics - Discrimination is prohibited if an individual is perceived to have any of the above characteristics.
- Association with Protected Groups – Discrimination based on association with a person or group with one or more protected characteristics is also prohibited.
- Other Legally Protected Classes – WesternU complies with all federal, state, and local laws, regulations, and ordinances regarding discrimination.

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

Technical Standards for Admission and Matriculation

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

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

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

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

Candidates or students who require a reasonable accommodation to meet the technical standards outlined below should contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at (909) 469-5297 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 be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation.

Observation

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

Communication

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

the health care team in both immediate and recorded modes.

Psychomotor

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

Cognitive/Intellectual

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

Behavioral and Social

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

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

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

Admissions Policies and Procedures

Admission to the DPTOR program is on a competitive basis and is open to citizens and permanent residents of the United States. WesternU Oregon is committed to admitting competitive, qualified individuals. The program will accept applications for admission from all qualified candidates for the DPT degree. Admissions decisions are final and not subject to appeal.

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 the website.

The applicant must have earned a BA or BS degree from a regionally accredited (exceptions will be made on a case-by-case basis) college or university by the end of the Spring term in which they plan to matriculate into the DPT program.

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

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

Criminal Background Checks during the Admissions Process

Your admission into the DPTOR 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-Northwest 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 Oregon 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. Supplemental or additional background checks may be required during the course of the DPTOR program 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 College of Health Science-Northwest 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

Drug Screening during the Admissions Process

In compliance with Oregon law, applicants for admissions will be required to complete a drug screening within 90 days of matriculation as a condition for admissions. The College of Health Sciences-Northwest reserves the right to rescind an offer of admission based on the results of the screening or if it is not completed in a timely manner prior to matriculation. For further information related to Drug Screening requirements applicable to enrolled students, please review the Drug Screening section in this Catalog and the [Drug and Alcohol on Campus Policy](#) in the University Catalog.

Prerequisite Courses

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

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

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

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

Grades of "C" or better are required in each prerequisite course. A grade of "C-" or less in any prerequisite course is not acceptable. Pass credit is accepted for lab courses. Credit/Pass will be accepted for courses taken in Spring, Summer, and Fall of 2020 and 2021. They will be counted as a “B” when calculating GPA. Only one prerequisite course may be taken on an advanced-placement, pass/no pass, or credit/no credit basis. Advanced

Placement (AP) may be accepted for one prerequisite course; this will not be calculated into the GPA.

No more than one science (if semester-based course; two if the course is quarter-based) and one non-science (if semester-based course; two if the course is quarter-based) prerequisite courses can be in progress after the fall term prior to matriculation. All prerequisite courses should be completed by the end of the spring term. Exceptions may be granted for summer coursework on a case-by-case basis if necessary; however, all prerequisites must be successfully completed with a grade of C or better prior to matriculation. Official transcripts must be submitted directly to the Admissions Operations office upon completion of coursework in progress. Final transcripts and/or final grades (including degree verification) for all coursework in progress must be received prior to matriculation in early August.

Prerequisite and Cumulative GPAs

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

Clinical Experience

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

Recommendations

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

Interviews

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

Application Procedures and Deadlines

The DPT program has an August orientation and August matriculation date. The application submission opens on June 17 of the year prior to anticipated enrollment and closes on January 16 of the planned matriculation year. Students with complete application packets are encouraged to apply early.

Applicants who do not meet the criteria by the time of matriculation, and wish to reapply for the following year, must submit a new primary application and will be considered with the new applicant pool. A primary application must be submitted to PTCAS with a response to the designated personal essay question contained therein. Three letters of recommendation must be obtained and submitted to PTCAS, along with a response to the designated personal essay question contained therein, and official transcripts from all colleges attended. When completing the online application, applicants will provide the names and contact information for a minimum of three recommenders.

To request an information brochure, contact the Admissions Office

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

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

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

Applicants who wish to use coursework completed outside of the United States or Canada must submit their transcripts for evaluation to World Education Services. A course-by-course evaluation and a calculation of cumulative/overall GPA are required, and all coursework must be designated as undergraduate, graduate, or professional. WesternU will only honor evaluations from the above service. The evaluation must be received by Office of admissions by the designated application deadline.

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

Decisions of the Pathways 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 WesternU Oregon DPT program must pay a non-refundable "acceptance" deposit of \$500.00.

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. cannot sponsor international students who require an F-1 student visa to study in the U.S..

Transfers from Other Schools

The Department of Physical Therapy Education - Oregon does not accept transfer candidates to advanced 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 Oregon students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

Full tuition and fees and all prior debts must be paid in full on or by posted deadlines each academic year. Matriculation is subject to the satisfactory completion of all academic requirements and payment of all outstanding debts to the University. The receipt of the final transcript(s) from all colleges/universities attended and a physical examination with documentation of required immunizations (if applicable) prior to registration are additional requirements for incoming students.

Registration Late Fee Appeals

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

Student Health Insurance Requirement

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

New Student Orientation/Welcome Week

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

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

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

\$1,000.00	Required and Recommended Texts (Approx.)
\$500.00	PT Supplies and Equipment
\$100.00	Lab and Equipment Fees
\$1,000.00	Laptop Computer (Approx.)
\$40.00	Privacy Screen (Approx.)
\$60.00	Criminal Background Check (Approx.)
\$40.00	Substance Abuse Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (Per Month)
\$40.00	Locker Key Replacement Fee
\$10.00	Student ID Replacement Fee
\$36.00	Annual Compliance Review

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. [WesternU Student Laptop Requirements](#).

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

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified 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:

\$1,027.83	DPT Oregon Year 1 Modified Curriculum Per Unit Charge
\$1,124.19	DPT Oregon Year 2 Modified Curriculum Per Unit Charge
\$1,635.18	DPT Oregon Year 3 Modified Curriculum Per Unit Charge

General Academic Policies and Procedures

Academic Mentorship

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

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

Attendance/Absences

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

It is the student's professional responsibility to submit the time off request, which routes to the Assistant Dean/Director of Student Affairs, and to inform the appropriate faculty member(s). If an absence, lateness, or early departure is anticipated, it is considered a professional courtesy to submit the time-off request and discuss this with the appropriate faculty member(s) as soon as possible. It is expected that students will report unanticipated absences due to illness, accident, or unforeseen event/emergency immediately to the Assistant Dean/Director of Student Affairs and to the course instructor(s) as soon as possible.

Absence or tardiness from class for any reason does not relieve the student from the responsibility for the material covered during the instructional periods. The student is responsible for all course material covered during an absence. Should an absence, lateness, or early departure occur on the day of an examination or announced/unannounced quiz, any make-up exams or quizzes may or may not be allowed, at the discretion of the course instructor. Unexcused absences, tardiness, and/or early departures may affect the student's final course grade. Decisions related to whether an absence is excused or unexcused are final and not subject to appeal.

More than three unexcused absences, tardiness, and/or early departures may be considered a violation of the Standards of Academic Progress. 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 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. Students should refer to the Clinical Education Manual for clinical education specific attendance policies and procedures, associated with the following courses: PT 8891, 8892, 8893.

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 Director 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 Guidelines

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

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

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

Any violation of these guidelines and/or Standards of Student Conduct may result in a referral to the Office of Student Conduct and Professionalism.

Virtual Policies and Procedures

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

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

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

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

Virtual Exam Protocol

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

Preparation – Done the Day Prior to the Exam

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

Day of the Exam

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

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

Children in the Classroom/Labs

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

Confidentiality of Medical Records and Health History Information

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

1. Students should not discuss patients' records in a manner or a situation that would reveal any information about these patients or their records to persons not involved in their health care.
2. Charts or contents, e.g., lab reports, etc., are not to be removed from the hospital or clinical setting.

This also applies to individuals such as classmates, faculty, and staff who volunteer as patients in class.

Communications: Lockers, Email, Mail

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

- Students are expected to check their WesternU email at least twice daily—once in the morning and once in the evening—and respond to messages within 24–48 hours.
- Correspondence from the program will occur as either traditional mail or e-mail, with e-mail being the preferred delivery choice.
- Lockers are available to students, if desired. Please inquire in the DPTE-OR Physical Therapy Education Coordinator or Coordinator of Academic Affairs.

Communications: Telephone

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

Use of Equipment and Laboratories

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

1. No one is to use the equipment except students who have received education and have had practice on the equipment in the laboratory.
2. A faculty member must approve a student as being competent to use the equipment.
3. Students using the equipment should do so in conjunction with a class they are taking, in preparation for a clinical experience or to conduct a clinical research project.

If equipment is used for a research project, the faculty research mentor will be responsible to approve the student's competency in using the equipment.

4. Physical therapy skills labs are available Monday through Friday after regular class hours. Physical therapy skills labs are available beyond regular class and on weekends upon request of the Physical Therapy Department Manager. Use of the Anatomy Lab outside of regular class hours must be requested and scheduled with the Physical Therapy Education Coordinator or Coordinator of Academic Affairs preferably five (5) working days in advance.
5. Students may sign out specified equipment to use off campus for special events or personal practice. The Physical Therapy Education Coordinator or Coordinator of Academic Affairs will approve what equipment may be taken out of the laboratory and off campus.
6. Students will be expected to participate in lab activities that simulate clinical environments. Please inform the course instructor and Assistant Dean/Director of Student Affairs if you have any concerns about any allergies and/or other adverse reactions with the use of creams, gels, tape or other clinical supplies.

Anatomy Lab Rules

Lab safety and responsibility are of paramount importance for students in the medical anatomy lab. DPT-OR 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-OR students are entrusted with badge access to the Western University of Health Sciences (WesternU) COMP-NW 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-OR 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 Willd Body staff and Anatomy faculty.

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

Visitors in the Anatomy Lab

DPT-OR 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-OR 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-OR 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-NW Anatomy Lab Director is Dr. Edie Sperling, esperling@westernu.edu, and the Willed Body Director for COMP-NW is Mike Osborne, mosborne@westernu.edu, 541-409-2511. Dr. Mohammad Elsalanty is the WesternU faculty with oversight of both Anatomy labs.

Clinical Education Policies and Procedures

Students should refer to the current Department of Physical Therapy Education "Clinical Education Manual" for all policies and procedures governing physical therapy clinical education. If a conflict or inconsistency is found between the two documents, then the current Clinical Education Manual will take precedent to the extent of such conflict or inconsistency.

Returning from Leave of Absence

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

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 will 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.

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

When an incident arises involving a faculty member, the first step in the issue/dispute resolution process is discussion with the faculty member. If the matter is not satisfactorily resolved at that level, then the matter should be referred to the Department Chair, then Site Dean, or Site Dean's designee, in that order. The final arbiter is the Provost. Please note that grade appeals cannot be handled under this protocol.

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

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 Office of Title IX & Equal Opportunity webpage.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. 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. For more information on student injuries and illness in clinical settings, please review the DPTE-Oregon clinical education manual.

Student Disability Accommodation Process

The Harris Family Center for Disability and Health Policy (HFCDHP) values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office 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.

HFCDHP'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 HFCDHP constitute 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 HFCDHP.

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 HFCDHP 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 accommodation.

Students must be able to perform all the essential functions of the program with or without reasonable accommodations. 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 established by HFCDHP to formally request accommodation. In the event a student discloses a disability to instructional personnel or administrators outside of HFCDHP the student will be referred to HFCDHP 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 accommodations under the HFCDHP Provision of Academic Accommodation(s) Policy and Procedure, the ADA, or Section 504 and are governed by separate institutional 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 HFCDHP.

Students may file a grievance with HFCDHP 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. Students are welcome to call the Center at (909) 469-5441, or visit in person at 309 E. Second Street, Pomona CA, 91766, Building 390. Center hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For students at the Oregon campus, please call (541) 259-0421 or visit at 2665 S. Santia Highway, #1066, Lebanon, OR 97355. Hours may vary so appointments are recommended.

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 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.

Professionalism Concerns and Non-Disciplinary Interventions

The College of Health Sciences-Northwest 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. For more information, please refer to Academic Professional Behavior Assessment of this Catalog. 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.

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

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

Department faculty will discuss the academic progression of students during faculty meetings. A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course and Department Chair as soon as evidence of such substandard performance is available. Students who exhibit deficient academic performance will be informed of the department faculty recommendation which uses the probable outcomes (see below) as a framework. The student may request that the Student Performance Committee (SPC) consider a different outcome by submitting a Request for Review.

Student Performance Committee

The committee is responsible for overseeing student academic performance. The SPC communicates with the faculty and administration about concerns related to student performance and ensures adherence to proceeding guidelines as outlined in the student and university handbooks. The SPC will 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.

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

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

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.

Academic Evaluation of Students – SPC Procedures

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

such other decisions, as they deem appropriate under the circumstances. The CHS-NW Site Dean (or designee) will issue a decision, in writing, to the student.

The Site Dean (or designee) will also inform the Department Chair and the Director of Student Affairs in writing of the outcome and subsequent implications. A student may appeal the decision of the CHS-NW Site Dean (or designee) to the Provost CHS-NW Site Dean (or designee) decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Probable Outcomes for Unsatisfactory Academic Progress

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

Probable Outcomes for Course* Failures

Scenario	Action Type	Action
Student receives <77% or does not pass the safety requirements of a midterm or final practical exam.	Outcome	Practical Exam Remediation
	Status Change	NA
	Support	Success Planning Meetings
Student receives <77% or does not pass the safety requirements of a midterm or final practical exam remediation .	Outcome	Student receives a “U” or “NCR” for the course.
	Status Change	Refer to probable outcomes for receipt of “U” or “NCR” related to course grades.
	Support	Success Planning Meetings
Student has <77% in two or more courses by week 9 of Term 1	Outcome	NA
	Status Change	Academic probation for the remainder of the trimester
	Support	Success Planning Meetings
Student receives FIRST course grade of U or NCR.	Outcome	Course Remediation
	Status Change	Academic probation during course remediation
	Support	Success Planning Meetings
Student receives a SECOND course grade of U or NCR.	Outcome	Course Remediation
	Status Change	Academic probation during course remediation
	Support	Success Planning Meetings
Student receives a THIRD course grade of U or NCR and <u>has not</u> been previously suspended.	Outcome	Repeat of academic year
	Status Change	Academic suspension Academic probation during repeat year
	Support	Success Planning Meetings
Student receives a THIRD	Outcome	Dismissal

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

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

Request for Review

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

When a student submits a 'request for review', the student is provided an opportunity to present information before the SPC and the SPC will review their student record in its entirety. The committee reserves the right to consider any outcome it deems appropriate, which may be the same, greater, or lesser than the indicated 'probable outcome'. The Committee will make a final recommendation to the Site Dean, or Site Dean's designee, who retains ultimate authorization/approval of all outcomes. If a student fails to request review and/or fails to request review within the appropriate timeframe, the student will be notified, in writing, that the probable outcome recommended by Departmental Faculty is considered in effect, subject to any applicable University appeal rights. Please review the University catalog for further information related to the University Appeals Process.

Four years, six months to complete Curriculum

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

Adverse Actions

Success Planning Meetings

Success planning begins with an initial meeting, which may include the Department Chair, the Director of Student Affairs, and the student's academic mentor. After this meeting, the student is required to meet with their academic mentor monthly and with a representative from the Department of Learning Enhancement and Academic Development (LEAD). Additionally, the student must utilize any other resources recommended during the initial meeting to support their academic progress.

Practical Exam Remediation

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

Course Remediation

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

Clinical Experience Remediation

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

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

Academic Probation

Academic probation is defined as a period during which the student's progress will be closely monitored by CHS-Northwest SPC, faculty mentor, Assistant Dean/Director of Student Affairs, and the Department Chair. In addition to the scenarios listed in the Probable Outcomes for Unsatisfactory Academic Progress section, a student may also be placed on academic probation for a failure to meet attendance requirements and/or policies. The duration of academic probation is outlined in the Probable Outcome Table (above). The Clinical Education Team/Department reserves the right to re-assign clinical education experiences to better monitor students who are on probation.

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

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

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.

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

Academic suspension is a temporary leave from a university for students who fail to meet academic standards and maintain good academic standing. Students with academic suspension are permitted to return to the program at which time they must repeat a given academic year or portion thereof. Upon their return, they will be placed on academic probation. 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 Site Dean's designee, has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

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

Appeals Process

University Appeals Process

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).

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.

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

Promotion

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

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

1. A student will be recommended to the Site Dean of the CHS-NW, or Site Dean’s designee, for promotion by the DPT-OR faculty and CHS-NW SPC.
2. A student may not be recommended for progression from one academic year to the next with any outstanding grades of “I,” “U” or “NCR” on his/her academic record or with a cumulative grade point average of less than 2.80.
3. When considering a student for promotion, professional, ethical, and personal conduct may also be taken into consideration.
4. A student may be promoted if all legal and financial requirements of the University as stated in the Catalog have been satisfied.

Graduation

A student will be recommended for the Doctor of Physical Therapy Degree provided they:

1. Have satisfactorily completed a minimum of three years education in the DPT curriculum unless the student has been granted post-Professional standing in the program.

2. Has completed all Interprofessional Education (IPE) activities required for graduation. DPT-OR 2027 students must complete 4 credits of IPE 5000A/5000B, 5100A/5100B, 6000A/6000B, and 6100A/6100B. DPT-OR 2028 students must successfully complete 2 credits of IPE 5000A/B and 5100A/B. DPT-OR 2029 students must participate in designated IPE co-curricular activities throughout their first year to fulfill this graduation requirement.
3. Are not on probation, have completed all prescribed academic and clinical requirements with a cumulative grade point average of 2.80 or higher and have no outstanding grade of "I," "NCR" or "U."
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. Have complied with all the legal and financial requirements of the University as stated in the University Catalog.
6. Have attended in person and participated in the Commencement ceremony at which time the Doctor of Physical Therapy degree is conferred. Unless special permission has been granted by the Site Dean, or Site Dean's designee, each student must participate in their respective commencement ceremony. If the Site Dean or designee grants special permission for excusal from commencement, the graduate may be required to present themselves to the Site Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.
7. Has completed all required seminars (DPT-OR 2029 and subsequent cohorts only).
8. Has completed 30 community service hours. (DPT-OR 2029 and subsequent cohorts only).

Students may participate in commencement activities provided they will complete all requirements of the program the end of the Fall term of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Evaluation and Grading

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

Evaluation Methods

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

1. **Written examinations:** Written examinations will vary based on the content of the individual course. A combination of multiple choice, matching, true/false, short answer, essay, and patient problem-solving questions are used. Audio-visual media may also be used in examinations.
2. **Practical or Laboratory Examinations:** In selected courses, students will be observed performing components of physical therapy practice activities on lab exams. They also may be asked to "problem solve" based on a patient case, and in some cases, students will be videotaped for evaluation and/or self-evaluation. Audio-visual media may also be used in examinations.
3. **Student Presentations:** Students may be asked to orally present individual or group projects, patient cases, research papers, journal clubs etc. These oral presentations may or may not be accompanied by a written report.
4. **Written reports:** At various times, students will be evaluated on written reports of assigned or selected topics, special projects, patient care documentation, evaluations, treatment plans, and home programs.
5. **Professional Development Assessments:** Assessments of each student's academic, professional, and interpersonal growth and development are shared with them on an individual basis periodically during each phase of training.
6. **Clinical Evaluations:** Supervising Clinical Instructors (CI's) are asked to assess the student's level of attainment of competencies related to selected parameters within the domains of knowledge, skills, and attitudes; and to evaluate the student's overall performance while on clinical education experiences. The Clinical Performance Instrument (CPI), which incorporates physical therapist clinical performance criteria, is one of the clinical evaluations utilized. Students are responsible for completing the requirements for use of the PT CPI Web prior to starting a clinical experience and ensuring that the PT CPI is completed, and all supporting documents are returned to the DCE and or the ADCE after each clinical experience. CI's or Site Coordinators of Clinical Education (SCCE's) are encouraged to discuss the student's performance and progress throughout the clinical assignment and to discuss the final evaluation prior to completion of the experience. The CI will indicate whether the clinical experience was successful or unsuccessful in accordance with designated clinical objectives. While the CI may recommend success or failure of the clinical experience, the DCE and or ADCE determines and administers the actual course grade.

Academic Professional Behaviors Assessment (APBA)

The faculty utilizes the Academic Professional Behaviors Assessment (APBA) to assess, support, and guide student growth and development in the College of Health Sciences–Northwest Doctor of Physical Therapy program. The process of becoming an effective physical therapist requires attainment of competency in professional knowledge, skills, and behaviors. The APBA framework identifies and evaluates behaviors that are essential for academic success, effective collaboration, and readiness for clinical education. The APBA is considered a non-disciplinary measure tailored to serve as an educational intervention and/or advisement to a student and would not be considered or construed as a formal sanction as defined under the Standards of Student Conduct in the University Catalog.

The professional behavior domains assessed through the APBA include:

1. Professionalism, including adherence to applicable policies and procedures, ethical behavior, punctuality, dependability, responsibility, and respect;
2. Problem-solving, including the ability to receive and provide feedback effectively, engage in self-reflection, and demonstrate a solution-oriented mindset;
3. Effective use of time and resources, including appropriate management of schedules and available resources;
4. Interpersonal skills, including appropriate verbal and non-verbal communication and demonstration of a positive attitude;
5. Working relationships, including collaboration, teamwork, and adaptability.

Assessment Process

Professional behaviors are evaluated using a structured, multi-step process designed to promote reflection, feedback, and professional development:

- Students are required to complete a self-evaluation of professional behaviors using the APBA assessment form.
- Faculty complete an evaluation of each student using the same APBA assessment form.
- Faculty mentors receive both the student self-evaluation and faculty evaluation and meet with their assigned mentees to review and discuss professional behavior performance.
- Students who receive a score of 2 or less in two or more APBA categories are required to develop a professional behavior improvement plan in collaboration with their faculty mentor.
- The professional behavior improvement plan is shared with all program faculty to support consistent expectations and guidance.
- Faculty mentors meet with any student who has an active professional behavior improvement plan several weeks prior to the start of Clinical Education to review progress and readiness.

Progression and Review

Students' progression through the program is based on successful completion of required academic competencies and demonstration of expected professional behaviors and attitudes as outlined in the APBA. At designated points in the program, including prior to advancement to clinical education experiences, students' academic and professional performance is reviewed by the faculty. The faculty determine whether a student has demonstrated the knowledge, skills, and professional behaviors necessary for progression in the program. In special circumstances, the faculty may convene outside of regularly scheduled review periods to consider matters related to professional behavior concerns. Non-compliance with this process, including but not limited to, any failure to adhere to a Professional Behavior Improvement Plan, may result in a referral to the Office of Student Conduct and Professionalism.

Community Service

Community service is an experiential learning activity that supports community needs while aligning with university standards. All students are required to complete a minimum of thirty hours of community service during their enrollment in the program. Completion of this requirement is a condition of graduation. Students may opt to participate in University hosted or sponsored community service events or participate in community service activities that are not hosted, sponsored, or directly supervised by the University. Community service activities may take place at off-campus locations within the surrounding community. Students participating in such activities are expected to conduct themselves in accordance with all applicable University policies and professional standards. Because some of these activities occur outside of University-controlled environments and without University supervision, students should be aware that participation may involve inherent risks, including those associated with travel, physical activity, and conditions at the service site and that the University assumes no responsibility or liability for any loss, injury, damage, or harm arising from or related to a student's participation in such Students are encouraged to review any site-specific requirements or safety guidance provided by their program and to notify DPT-OR Community Engagement Committee of any concerns prior to participation. Questions regarding community service requirements should be directed to DPT-OR Community Engagement Committee. The activity must comply with all university policies related to safety, accessibility, and student conduct.

Grading Scale

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

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

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

ADMINISTRATIVE GRADES

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

Grade Reports

Final course grades are issued at the completion of each term and will be available on the Student Portal.

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

Grade Appeals Process

Review of Examinations

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

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

Appealing a Course Grade

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

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

Audit

An "AU" (Audit) is assigned to a student who attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College

Site Dean, or Site Dean's designee, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

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

Incomplete

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

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

Credit Hour Calculation

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

Curriculum Organization

DPT-OR 2029 and Later

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
PT 5310	Human Anatomy I	5.00
PT 5320	Clinical Biomechanics and Kinesiology I	5.00
PT 5330	Patient Care and Clinical Skills	3.00
PT 5340	Human Physiology and Pathophysiology	4.00
PT 5345	Healthcare Considerations for Rural and Medically Underserved Populations	1.00
PT 5355	Cultural, Psychosocial, and Ethical Aspects of Healthcare	2.00
PT 5420	Musculoskeletal Imaging	1.00
PT 5610	Professional Aspects in Physical Therapy Foundational Knowledge	1.00
Semester Total:		22.00

Year 1, Spring Semester		
Course	Title	Credit Hours
PT 5315	Human Anatomy II	2.50
PT 5325	Clinical Biomechanics and Kinesiology II	3.00
PT 5335	Research Methodology and Critical Appraisal	3.00
PT 5360	Physiologic Basis of Exercise, Wellness, and Nutrition	2.00
PT 5370	Introduction to Pharmacology in Physical Therapy	1.00
PT 5415	Neuroscience and Neuroimaging	4.00
PT 5425	Clinical Application of Therapeutic Exercise	2.00
PT 5510	Musculoskeletal System I: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 8710	Practical Applications Lab – Foundational Skills	1.00
Semester Total:		21.50

Year 1, Summer Semester		
Course	Title	Credit Hours
PT 5356	Evidence Based Practice in Physical Therapy	2.00
PT 5514	Musculoskeletal System II: Examination, Evaluation, and Management in Physical Therapy	2.00
PT 7110	Concepts of Motor Control and Motor Learning	2.00
PT 7115	Human Development Across the Lifespan	2.00
PT 8721	Practical Applications Lab – Clinical Skills I	1.00
Semester Total:		9.00
Year 1 Total:		54.50

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
PT 5410	Medical Screening in Physical Therapy	2.00
PT 5430	Cardiovascular and Pulmonary System: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 5520	Musculoskeletal System III: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7521	Neurological System I: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 7535	Biophysical Agents	2.00
PT 8722	Practical Applications Lab – Clinical Skills II	2.00
PT 8845	Research Project I	2.00
Semester Total:		18.00

Year 2, Spring Semester		
Course	Title	Credit Hours
PT 7522	Neurological System II: Examination, Evaluation, and Management in Physical Therapy	2.00
PT 7525	Professional Development, Clinical Education, and Communication	1.00
PT 7550	Pediatric Populations: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7560	Aging Adults: Examination, Evaluation, and Management in Physical Therapy	2.00
PT 8723	Practical Applications Lab – Clinically Oriented Readiness I	2.00
PT 8770	Principles of Administration, Business Management, and Leadership I	1.00
PT 8846	Research Project II	2.00
PT 8891	Clinical Education Experience I	3.00
Semester Total:		16.00

Year 2, Summer Semester		
Course	Title	Credit Hours
PT 8724	Practical Applications Lab – Practice Management	1.00
PT 8745	Differential Diagnosis and Management of Complex Conditions in Outpatient Settings	3.00
PT 8755	Integumentary System and Wound Care: Examination, Evaluation, and Management in Physical Therapy	2.00
PT 8847	Research Project III	1.00
PT 8951	Professional Development and Reflective Practice I	1.00
Semester Total:		8.00
Year 2 Total:		44.00

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
PT 7545	Prosthetic and Orthotic Applications in Physical Therapy	2.00
PT 7565	Management of Complex Conditions in Inpatient Settings	2.00
PT 8731	Practical Applications Lab – Clinically Oriented Readiness II	1.00
PT 8848	Research Project IV	1.00
PT 8892	Clinical Education Experience II	6.00
Semester Total:		12.00

Year 3, Spring Semester		
Course	Title	Credit Hours
PT 5615	Professional Aspects in Physical Therapy: Advocacy and Lifelong Learning	1.50
PT 8775	Principles of Administration, Business Management, and Leadership II	2.00
PT 8893	Clinical Education Experience III	7.00
PT 8953	Professional Development and Reflective Practice II	1.00
Semester Total:		11.00
Year 3 Total:		23.50

DPT-OR 2027 and DPT-OR 2028

Year 1

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

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

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

Year 2

Year 2, Fall Trimester		
Course	Title	Credit Hours
PT 5410	Medical Screening in Physical Therapy	3.00
PT 5515	Musculoskeletal System II: Examination, Evaluation, and Management in Physical Therapy	4.00
PT 7115	Human Development Across the Lifespan	2.00
PT 7521	Neurological System I: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7525	Professional Development, Clinical Education, and Communication	1.00
PT 7535	Biophysical Agents	3.00
PT 8722	Practical Applications Lab – Clinical Skills II	2.00
PT 8810	Clinically Oriented Readiness I	1.00
Trimester Total:		19.00

Year 2, Spring Trimester		
Course	Title	Credit Hours
PT 7530	Health Care Considerations for Rural and Medically Underserved Populations	2.00
PT 7540	Evidence Based Practice in Physical Therapy	3.00
PT 8841	Research Project I	1.00
PT 8891	Clinical Education Experience I	5.00
Trimester Total:		11.00

Year 2, Summer Trimester		
Course	Title	Credit Hours
PT 7522	Neurological System II: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7545	Prosthetic and Orthotic Applications in Physical Therapy	2.00
PT 7550	Pediatric Populations: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7560	Aging Adults: Examination, Evaluation, and Management in Physical Therapy	3.00
PT 7565	Management of Complex Conditions in Inpatient Settings	2.00
PT 8723	Practical Applications Lab – Clinical Skills III	2.00
PT 8815	Clinically Oriented Readiness II	1.00
PT 8842	Research Project II	1.00
PT 8951	Professional Development and Reflective Practice I	1.00
Trimester Total:		18.00
Year 2 Total:		48.00

Year 3

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

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

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

DPT-OR 2026 and earlier

Year 1

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

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

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

Year 2

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

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

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

Year 3

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

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

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

Additional Course(s)

Students who have not met a minimal level of proficiency in the clinical education experience may be required to enroll in PT 8699, an independent study course, 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). In circumstances where a student is actively remediating a prerequisite course, the student may enroll in the subsequent course concurrently. If remediation is not successfully completed, the student may be subject to course withdrawal or other academic action as determined by the SPC.

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

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

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

Continuation of IPE 5000A.

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

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

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

Continuation of IPE 5100A.

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

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

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

Continuation of IPE 6000A.

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

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

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

Continuation of IPE 6100A.

PT 5310 Human Anatomy I (5.0 credit hours)

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

PT 5315 Human Anatomy II (2.5 credit hours)

The course is the second of a two-course series covering normal human anatomy with clinical integration. The course includes surface palpation and cadaver dissection of the head, neck, and lower extremities below the knee, with emphasis on neurological, musculoskeletal, and visceral systems. Didactic and Laboratory. Prerequisite: PT 5310 Human Anatomy I.

PT 5320 Clinical Biomechanics and Kinesiology I (5.0 credit hours)

The course is the first of two courses focused on clinical biomechanics and kinesiology. It introduces foundational principles and clinical applications related to posture, movement analysis, muscle testing, and joint motion. Emphasis is placed on understanding normal movement patterns, tissue properties, and biomechanical concepts as they apply to physical therapy clinical practice. Students develop skills in assessment techniques including palpation, range of motion, manual muscle testing, and goniometry. Abnormal movement is introduced in the context of clinical relevance. Didactic and Laboratory. Prerequisites: Acceptance into the program.

PT 5325 Clinical Biomechanics and Kinesiology II (3.0 credit hours)

The course is a continuation of Clinical Biomechanics and Kinesiology I. It further develops theoretical principles and clinical applications related to posture, movement analysis, muscle testing, and joint motion. Students deepen their understanding of tissue mechanics and biomechanical functions in clinical practice. Assessment techniques such as palpation, range of motion, manual muscle testing, and goniometry are reinforced and expanded. Gait mechanics and movement analysis are introduced. Didactic and laboratory. Prerequisites: PT 5320 *Clinical Biomechanics and Kinesiology I*.

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

The course introduces foundational clinical skills, including but not limited to mobility, common mobility equipment, subjective interviewing, clinical documentation, and basic screening techniques. Students are challenged to apply appropriate clinical behaviors and ensure patient and personal safety during simulated clinical encounters. Didactic and Laboratory. Prerequisite: Acceptance to program.

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

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

PT 5340 Human Physiology and Pathophysiology (4.0 credit hours)

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

PT 5345 Healthcare Considerations for Rural and Medically Underserved Populations (1.0)

The course explores considerations specific to rural communities and medically underserved populations. Students will be introduced to health informatics and will explore healthcare considerations specific to rural geographic areas and medically underserved populations. Students will be challenged to consider the ways that they, as students and future healthcare providers, can support healthcare in diverse geographic regions and with diverse populations. Didactic. Prerequisite: Acceptance to the program.

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

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

PT 5355 Cultural, Psychosocial, and Ethical Aspects of Health Care (2.0 credit hours)

The course introduces the impact of psychological, social, and cultural factors and ethical issues on interactions between physical therapists and patients/clients. An emphasis is placed on recognition of psychiatric disorders in physical therapy examination and intervention, social determinants of health, cultural humility in professional behavior and patient care, effective communication strategies, patient/client emotional reactions to illness/trauma, and self-awareness as well as awareness of others with respect to cultural differences. Didactic. Prerequisite: PT 5345 Healthcare Considerations for Rural and Medically Underserved Populations.

PT 5356 Evidence Based Practice in Physical Therapy (2.0 credit hours)

The course provides students with an opportunity to apply principles and concepts from research methodology in the critical analysis of clinical literature. Emphasis is placed on the practical application of research principles and the scientific process as utilized by an evidence-based practitioner. Didactic.

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

The course emphasizes the physiological basis of therapeutic exercise. Students will apply exercise science principles to develop safe, effective, evidence-based multimodal programs to optimize health performance outcomes. Students will also be introduced to lifestyle medicine and consider how lifestyle change can be supported using health behavior change theories and motivational interviewing. Didactic and laboratory. Didactic and Laboratory. Prerequisite: PT 5340 Human Physiology and Pathophysiology.

PT 5365 Teaching and Learning Principles (2.0 credit hours)

Communication and teaching-learning theory applied to clinical practice. This course is an introduction to the seven principles of the effective teaching that involves the alignment of three major components of instruction

including learning objectives, assessments, and instructional activities. The learning process includes teaching techniques for being a Clinical Instructor and a member of an interdisciplinary team. Students deliver clinical and professional presentations, complete rubrics and an educational brochure that supports age-appropriate methodologies. Students complete individual assessments that supports teaching roles that supports learning goals. Didactic. Prerequisite: Successful completion of *Professional Aspects in Physical Therapy*.

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

The course introduces the basic principles of pharmacodynamics and the clinical implications of drug use. Students learn how to screen for drug toxicity, recognize adverse responses to new or long-term intake of medications, and identify the indications, precautions, and contraindications of common drugs used for different conditions and pain states. Learners study how to modify a patient/client's plan of care based on current medications, identify signs and symptoms indicating an adverse response to mono- and polypharmacy, and determine the appropriate intervention if an adverse response is observed. Didactic. Prerequisite: PT 5340 *Human Physiology and Pathophysiology*

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

The course explores common medical conditions, along with their epidemiology, etiology, clinical manifestations, and medical management. Issues related to physical therapy screening, examination, and interventions, as well as indications for further diagnostic testing and referral to other medical providers are discussed. Topics covered include hematology and lab values, skin conditions, multi-system involvement, and key pulmonary and cardiovascular disorders. Differential diagnosis is discussed in the context of medical screening to determine a need for a referral to another provider. Didactic and Laboratory. Prerequisite: PT 5310/5315 *Human Anatomy I/II*; PT 5340 *Human Physiology and Pathophysiology*

PT 5415 Neuroscience and Neuroimaging (4.0 credit hours)

The course explores the anatomical and physiological structure and function of the normal and injured central, peripheral, and autonomic nervous systems. Students develop sufficient knowledge of neurophysiological principles to comprehend nervous system function and alterations resulting from damage. Three-dimensional relationships and functional connectivity are examined in detail with the goal of developing the ability to diagnose lesions of the central nervous system based on presenting deficits and neuroimaging. Didactic and Laboratory. Prerequisite: PT 5310/5315 *Human Anatomy I/II*.

PT 5420 Musculoskeletal Imaging (1.0 credit hours)

The course discusses the principles of diagnostic imaging, including indications and limitations of each imaging technique. Students recognize indications for different diagnostic imaging methods and interpret images to enhance clinical reasoning for differential diagnosis, development of treatment plans, and referral to other health care providers. Didactic. Prerequisite: Acceptance to the program.

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

The course emphasizes the clinically reasoned, evidence-based application of therapeutic exercise in physical therapy practice. Students will integrate principles of anatomy, physiology, kinesiology, and exercise science to design and implement exercise programs that optimize tissue loading adaptation, and recovery. Didactic and Laboratory. Prerequisite: PT 5360 Successful completion of *Physiological Basis of Exercise, Wellness, and Nutrition* and PT 5340 *Human Physiology and Pathophysiology*.

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

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

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

PT 5510 Musculoskeletal System I: Evaluation, Evaluation, and Management in Physical Therapy (3.0 credit hours)

The course is the first in a three-course series that prepares students to examine, evaluate, and provide interventions for conditions of the musculoskeletal system, with an emphasis on the lumbopelvic region and lower extremity. Introduction of applicable pharmacologic principles appropriate for this population is included. Didactic and Laboratory. Didactic and Laboratory. Prerequisites: PT 5310/5315 Human Anatomy I/II; PT 5320/5325 Clinical Biomechanics and Kinesiology, PT 5370 Introduction to Pharmacology.

PT 5514 Musculoskeletal System II: Examination, Evaluation, and Management in Physical Therapy (2.0 credit hours)

The course is the second in a three-course series that prepares students to examine, evaluate, and provide interventions for conditions of the musculoskeletal system, with an emphasis on the cervicothoracic region and upper extremity. Introduction of applicable pharmacologic principles appropriate for this population is included. Didactic and Laboratory.

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

The course is the second in a two-course series that prepares students to examine, evaluate, and provide interventions for conditions of the musculoskeletal system, with an emphasis on the cervicothoracic region and upper extremity. Introduction of applicable pharmacologic principles appropriate for this population is included. Didactic and Laboratory. Prerequisites: PT 5310/5315 Human Anatomy I/II; PT 5320/5325 Clinical Biomechanics and Kinesiology, PT 5370 Introduction to Pharmacology

PT 5610 Professional Aspects in Physical Therapy: Foundational Knowledge (1.0 credit hour)

The course introduces foundational information related to the Doctor of Physical Therapy profession. Students explore the history, current practices, and future of the profession. Students are challenged to apply the Professional Code of Ethics, Core Values, the Guide to Professional Conduct, and state Practice Acts to clinical scenarios. Students practice identifying sources of regulatory information related to physical therapy and physical therapy assistant clinical practice. Didactic. Prerequisite: Acceptance to the program.

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

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

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

The course explores principles and theories of motor control and learning as they relate to movement, rehabilitation, and practice. Students examine clinical applications of neuroscience from neurophysiological, biomechanical, and behavioral perspective that includes neuroplasticity, motor learning, coordination, and postural control. A movement assessment framework for diverse populations is presented. Didactic and Laboratory. Prerequisites: PT 5310/5315 Human Anatomy I/II.

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

The course describes the typical developmental process across the lifespan with an emphasis on human motor performance. Topics include changes across body systems. Didactic and Laboratory. Prerequisites: PT 5340 Human Physiology and Pathophysiology, PT 5415 Neuroscience and Neuroimaging

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

The course is the first in a two-course series that prepares students to examine, evaluate, and provide interventions for individuals with neurological disorders. There is an emphasis on common neurological disorders in the adult population including cerebrovascular accident, cerebellar dysfunction, Parkinson's Disease, traumatic brain injury, concussion, and vestibular disorders. Introduction of applicable pharmacologic principles appropriate for these populations is included. Didactic and Laboratory. Prerequisite: PT 5310/5315 Human Anatomy I/II, PT 5415 Neuroscience and Neuroimaging.

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

The course is the second in a two-course series that prepares students to examine, evaluate, and provide interventions for individuals with neurological disorders. The course builds on PT 7521 with an emphasis on spinal cord injury, Amyotrophic Lateral Sclerosis, Huntington's Disease, Myasthenia Gravis, Post-polio syndrome, Guillain-Barre syndrome, Bell's Palsy, CNS tumors, and functional neurological disorder. Introduction of applicable pharmacologic principles appropriate for these populations is included. Didactic and Laboratory. Prerequisite: PT 5415 Neuroscience and Neuroimaging, PT 5310/5315 Human Anatomy I/II.

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

The course will prepare students for their first clinical education experience, including preparing them for self-evaluation in clinical settings. Students will be challenged to integrate feedback, communicate in clinical settings, and balance personal and professional growth in a clinical-academic setting. Didactic. Prerequisites: PT 5610 Professional Aspects in Physical Therapy I

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

The course expands on the foundational concepts introduced in previous courses on healthcare barriers and special considerations for a physical therapist treating vulnerable populations and/or patients/clients who live in rural or medically underserved communities. Topics include access to medical care, medical screening, and intervention concerns in vulnerable and medically underserved populations, such as migrant workers, LGBTQ+ individuals and minority populations. Learners implement strategies in their clinical practice to successfully treat patients/clients of a rural or medically underserved community or within a vulnerable population. Didactic. Prerequisites: Successful completion of PT 5355 Cultural, Psychosocial, and Ethical Aspects of Healthcare.

PT 7535 Biophysical Agents (3.0 credit hours)

The course prepares students on safety principles and application of physical agents, electrotherapeutic modalities, and mechanical modalities. Learners develop clinical reasoning to appropriately incorporate these modalities into the patient/client's plan of care. Using a pain science approach, the skills acquired enable the learner to evaluate, select, and safely perform evidence-based therapeutic and mechanical modalities on patients/clients across pain states. Didactic and Laboratory. Prerequisite: PT 5340 Human Physiology and Pathophysiology.

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

The course provides students with an opportunity to apply principles and concepts from research methodology in the critical analysis of clinical literature. Emphasis is placed on the practical application of research principles and the scientific process as utilized by an evidence-based practitioner. Didactic. Prerequisite: PT 5335 Research Methodology and Critical Appraisal.

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

The course explores prosthetic and orthotic rehabilitation emphasizing patient/client assessment, appropriate selection of device, and application via prosthesis training and exercise programming. A variety of shoe modifications, upper and lower extremity prostheses and orthoses, and spinal orthoses are described. An overview of interprofessional collaboration with prosthetic and orthotic specialists is also presented with an introduction to newly developing technology in the field. Didactic and Laboratory. Prerequisites: PT 5330 Patient Care and Clinical Skills, PT 5510/5514/5520 Musculoskeletal System I/II/III: Evaluation, Evaluation, and Management in Physical Therapy I.

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

The course prepares students to examine, evaluate, and provide interventions for pediatric patients/clients throughout the lifespan. Topics include common etiology and pathology related to this population and clinical manifestations of disease. This course discusses polypharmacy, including drug interactions, screening for signs of toxicity, and adverse effects. Didactic and Laboratory. Prerequisites: PT 5370 Introduction to Pharmacology in Physical Therapy; PT 7115 Human Development Across the Lifespan; PT 7110 Motor Control and Motor Learning.

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

The course prepares students to examine, evaluate, and provide interventions for older adults. Topics include normal aging and clinical manifestations of disease while emphasizing prevention through available resources. This course discusses polypharmacy, including drug interactions, screening signs of toxicity, and adverse effects. Didactic. Didactic and Laboratory. Prerequisite: PT 5370 Introduction to Pharmacology in Physical Therapy; PT 7115 Human Development Across the Lifespan.

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

The course prepares students to examine, evaluate, and intervene with patients/clients in the acute care, intensive care units, and skilled nursing facilities who have complex medical conditions and multi-system dysfunction. Didactic and Laboratory. Prerequisite: PT 5330 Patient Care and Clinical Skills; PT 5430 Cardiovascular and Pulmonary Systems: Examination, Evaluation, and Management in Physical Therapy; PT 5430 Cardiovascular and Pulmonary System; PT 5370 Introduction to Pharmacology in Physical Therapy; PT 5410 Medical Screening in Physical Therapy.

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

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

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

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

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

The course is the first in a six-course series of experiential learning labs that occur on a continuum and take place in on-campus, community-based, or simulated environments. Students begin applying communication and hands-on skills with community volunteers under faculty supervision and guidance. Application of knowledge, skills, and abilities from all prior courses is expected. Laboratory. Prerequisites: PT 5330 Patient Care and Clinical Skills and PT 5610 Professional Aspects in Physical Therapy Foundational Knowledge.

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

The course is the second in a six-course series of experiential learning labs that occur on a continuum and take place in on-campus, community-based, or simulated environments. Students develop clinical skills learned during prior and concurrent courses through facilitation of assessment of community volunteers by board certified clinical specialist faculty and experienced, licensed, physical therapists. Application of knowledge, skills, and abilities from all prior courses is expected. Laboratory. Prerequisites: PT 5330 Patient Care and Clinical Skills; PT 5610 Professional Aspects in Physical Therapy – Foundational Knowledge

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

The course is the third in five-course series of experiential learning labs that occur on a continuum and take place in on-campus, community-based, or simulated environments. Students are expected to demonstrate further developed examination and treatment techniques with supervision of faculty and/or qualified community physical therapists. Application of knowledge, skills, and abilities from all prior courses is expected. Laboratory.

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

The course is the fourth in a five-course series of experiential learning labs that occur on a continuum and take place in on-campus, community-based, or simulated environments. Students are expected to demonstrate further developed examination and treatment techniques with supervision of faculty and/or qualified community physical therapists. Application of knowledge, skills, and abilities from all prior courses is expected. Laboratory.

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

The course is the final of five courses in a series of experiential learning labs that occur on a continuum and take place in on-campus, community-based, or simulated environments. Students are expected to demonstrate further developed examination and treatment techniques with supervision of faculty and/or qualified community physical therapists. Application of knowledge, skills, and abilities from all prior courses is expected. Laboratory.

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

The course provides comprehensive education on public and private healthcare systems within a physical therapy department. Topics include budget considerations, hiring-interviewing techniques, marketing, and medical-legal issues. The student receives tools to prepare for roles as clinical and administrative leaders in multiple practice settings. Didactic. Prerequisite: Successful completion of PT 5610 Professional Aspects in Physical Therapy I.

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

The course explores topics related to the management of complex clinical presentations outside of inpatient health care facilities. Students will be challenged to move beyond existing knowledge and decision-making processes to explore clinical decision making and application of skills in complex situations, including situations

requiring decision making where ambiguity is present. Didactic and Laboratory. Prerequisites: PT 5510/5515 Musculoskeletal System I/II; PT 7521/22 Neurologic System I/II; PT 5430 Cardiovascular and Pulmonary System; PT 5370 Introduction to Pharmacology in Physical Therapy; PT 5410 Medical Screening in Physical Therapy.

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

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

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

The course prepares students to examine, evaluate and provide interventions for pathological conditions of the integumentary system, including interprofessional management and pharmacologic interventions for this patient/client population, with an emphasis on injury prevention, wound healing, and treatment techniques. Didactic and Laboratory. Prerequisites: PT 5340 Human Physiology and Pathophysiology; PT 5430 Cardiovascular and Pulmonary System; PT 5370 Introduction to Pharmacology in Physical Therapy.

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

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

PT 8810 Clinically Oriented Readiness I (1.0 credit hour)

The course outcome measure assesses student readiness to enter the first clinical education experience. Students work on case-based scenarios culminating in an extensive clinical practical examination where students are evaluated through an integrated clinical practical examination that covers content from Trimesters I-IV. Students must pass the Clinically Oriented Readiness Exam (CORE) in order to progress into the first clinical education experience. Didactic and Laboratory. Prerequisites: PT 5330 Patient Care and Clinical Skills.

PT 8815 Clinically Oriented Readiness II (1.0 credit hour)

The course outcome measure assesses student readiness to enter the second clinical education experience. Students work on case-based scenarios culminating in an extensive clinical practical examination where students are evaluated through an integrated clinical practical examination that covers content from Trimesters I-VI. Didactic and Laboratory. Prerequisites: PT 8810 Clinically Oriented Readiness I.

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

The course provides the opportunity to select a capstone project in one of three areas: a community service partnership project; a comprehensive case study from a clinical education experience; or an empirical research project. Students are trained and certified on protection and rights for human subject research. The course sets expectations for the final product to contribute to the community, clinical practice, or professional literature at a level consistent with presentation to a professional audience. Didactic. Prerequisite: PT 5335 Research Methodology and Critical Appraisal, PT 7540 Evidence-based Practice in Physical Therapy.

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

The course provides the continued development of the capstone project with creation of an IRB submission and initiation of data collection when the project is approved by the IRB. Didactic and Laboratory. Prerequisite: PT 8841 Research Project I.

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

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

PT 8844 Research Project IV (1.0 credit hour)

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

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

The course is the first of three full-time clinical education experiences. Students participate in supervised clinical practice. Emphasis is placed on applying foundational knowledge and skills from the first four semesters of the curriculum across diverse patient populations and settings. Prerequisite: PT 8810 Clinically Oriented Readiness I.

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

The course is the second of three full-time clinical experiences and builds on prior clinical exposure and course work. Students participate in supervised clinical practice. Professional behaviors, clinical reasoning, and patient care skills continue to develop under the supervision of a clinical instructor, with ongoing support from faculty. Full Time Clinical Education Experience. Prerequisite: PT 8815 Clinically Oriented Readiness II.

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

The course is the third of three full-time clinical experiences and serves as a terminal clinical education rotation. and builds on prior clinical exposure and course work. Students participate in supervised clinical practice. Professional behaviors, clinical reasoning, and patient care skills continue to develop under the supervision of a clinical instructor, with ongoing support from faculty. Students are challenged to achieve entry level clinical competency by the end of the clinical education curriculum. Full Time Clinical Education Experience. Prerequisite: PT 8815 Clinically Oriented Readiness IIS.

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

The course is the first of three courses that create space for students to continue professional development through the application of reflective practice following full-time clinical education experiences. Students will be challenged to apply reflective practice to their DPT clinical experiences during PT 8891 Clinical Education Experience I, explore intrinsic motivation, demonstrate curiosity, apply a growth mindset, and practice resilience. Didactic. Prerequisite: PT 7525 Professional Development, Clinical Education, Communication.

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

The course is the second of three courses that create space for students to continue professional development through the application of reflective practice following full-time clinical education experiences. Students will be challenged to apply reflective practice to their DPT clinical experiences during PT 8892 Clinical Education Experience II, explore intrinsic motivation, demonstrate curiosity, apply a growth mindset, and practice resilience. Didactic. Prerequisite: PT 8951 Professional Development and Reflective Practice I.

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

The course is the final of three courses that create space for students to continue professional development through the application of reflective practice following full-time clinical education experiences. Students will be challenged to apply reflective practice to their DPT clinical experiences during PT 8893 Clinical Education Experience III, explore intrinsic motivation, demonstrate curiosity, apply a growth mindset, and practice resilience. Didactic. Prerequisite: PT 8952 Professional Development and Reflective Practice II.

Honors and Awards

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

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

Academic Calendar

Fall 2026	
July 6, 2026	Fall Classes Begin (Year 2 and 3)
August 3-6, 2026	New Student Orientation (Year 1)
August 10, 2026	Fall Classes Begin (Year 1)
September 7, 2026	Labor Day – No Classes*
October 12, 2026	Indigenous People’s Day – No Classes
October 9, 2026	Fall Classes End (Year 3)
October 16, 2026	Fall Classes End (Year 2)
November 23-27, 2026	Fall Break (Year 1)
December 18, 2026	Fall Classes End (Year 1)
Spring 2027	
October 26, 2026	Spring Classes Begin (Year 2 and 3)
November 11, 2026	Veterans Day Observed – No Classes
November 25, 2026	Thanksgiving Recess (Year 2 and 3)
December 18, 2026	Winter Break Begins
January 4, 2027	Spring Classes Resume (Year 2 and 3)
January 4, 2027	Spring Classes Begin (Year 1)
January 18, 2027	Martin Luther King Day – No Classes*
February 12, 2027	Spring Classes End (Year 3)
February 15, 2027	President’s Day-No Classes*
March 8-12, 2027	Spring Break (Year 1)
March 12, 2027	Spring Classes End (Year 2)
May 14, 2027	Spring Classes End (Year 1)
Summer 2027	
February 22, 2027	Summer Classes Begin (Year 3)
March 22, 2027	Summer Classes Begin (Year 2)
May 17, 2027	Summer Classes Begin (Year 1)
May 21, 2027	Summer Classes End (Year 3) and Commencement
May 31, 2027	Memorial Day – No Classes*
June 25, 2027	Summer Classes End (Year 2)
June 18, 2027	Juneteenth – No Classes*
July 9, 2027	Summer Classes End (Year 1)

**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.