



Touro University
Nevada

SCHOOL OF PHYSICAL THERAPY

HANDBOOK

ACADEMIC YEAR 2022-2023

Table of Contents

Table of Contents	2
PART 1: STUDENT HANDBOOK	4
Institutional Policies	5
Mission of Touro University	6
Mission of Touro University Nevada	7
Mission of the College of Health and Human Services.....	7
2.1 Mission Statement: School of Physical Therapy	8
2.2 Vision Statement of the School of Physical Therapy	8
P-3 Program Goals and Objectives	8
3.1 Institutional and Program SLO	8
3.2 Program Goals	8
3.3 Outcome Expectations for DPT Graduates (CAPTE Accreditation Standards)	8
Professional Ethics, Values and Responsibilities.....	9
Patient/Client Management.....	10
Prognosis and Plan of Care	11
Intervention	12
Management of Care Delivery	12
Participation in Health Care Environment	13
Practice Management.....	13
P-4 The Essential Functions of the School of Physical Therapy	13
The Essential Functions of the School of Physical Therapy	14
P-5 Academic Standards Policy (<i>CAPTE 3C</i>)	16
Any graded component receiving a grade below 75% is considered to be	18
P-6 Academic Professional Behavior Policy.....	22
P-7 Early Intervention Program	24
P-9 Attendance.....	26
P-11 Books, Supplies, Living Expenses and Travel	29
P-12 Scheduling	29
P-13 Academic Writing	31

PART 2: SCHOOL OF PHYSICAL THERAPY ORGANIZATIONAL STRUCTURE.....	31
P-15 Standing Committees.....	32
P-16 Review Processes	38
P-17 External Complaint Handling (<i>CAPTE 3F</i>)	39
Procedures	39
1. Notice of Rights to Complain	39
2. Initial response to complaint	39
3. Investigation of the complaint	39
4. Resolution of complaints	40

PART 1: STUDENT HANDBOOK

Introduction

This handbook is a reference intended to provide accurate information to faculty, staff, students, and others regarding the Touro University Nevada (TUN) School of Physical Therapy (SOPT). The SOPT Handbook is the policy manual for the SOPT. Part 1 of the SOPT Handbook is the Student Handbook which ensures that prospective and enrolled students are provided with relevant information about the institution and program that may affect them including policies and requirements which govern academic performance and essential functions for all students who are enrolled in the SOPT. These policies are designed to promote high standards for academic competency, professional discipline and personal responsibility representing parameters of achievement and behavior expected of students and professionals in Physical Therapy. Part 2 includes the organizational structure and policies that govern the operations of the School of Physical Therapy.

The **Touro University Nevada Catalog** contains institutional policies and requirements which govern overall academic performance and student conduct in all programs of study. It is the responsibility of all students to be knowledgeable about TUN policies. The **TUN Catalog** is available on the TUN website at (<https://tun.touro.edu/programs/university-catalog/>).

Students are responsible for reviewing the handbook and TUN catalog annually and understanding all provisions. At the beginning of each school year (July), students will acknowledge receipt of the current yearbook and will be instructed regarding changes to the current revision. Students are expected to exhibit behavior in congruence with the Essential Functions of the School of Physical Therapy, the Code of Ethics of the American Physical Therapy Association (APTA), and the TUN codes of Student Conduct and Academic Integrity. They are responsible for knowing the current academic regulations, general and specific requirements, student operational policies contained in this handbook, the University Catalog, SOPT policies and procedures, and other official announcements and published documents of the program and university.

The current SOPT Handbook applies to all students, faculty, and staff of the School of Physical Therapy. All areas of this handbook are subject to change. TUN and the SOPT reserve the right to make changes at any time. The university disclaims any misrepresentations that may have occurred because of an error in preparation or typing. New and revised policies and procedures will be shared with students as they are adopted and will be accessible on the official SOPT website.

A history of physical therapy at Touro College. Touro University has a strong history of the provision of physical therapy education since it created the two programs of physical therapy education in New York. Touro College's two campuses, Manhattan and Bay Shore have successfully met the standards of the Commission on Accreditation in Physical Therapy Education (CAPTE) since their inception. Touro University Nevada opened in 2005 to meet the need for health professionals in the Western United States. The SOPT was founded in 2008 as part of the College of Health and Human Services to complement the schools of Occupational Therapy, Nursing, and Education.

Degrees offered. The Doctor of Physical Therapy (DPT) is the only degree offered by the SOPT.

Institutional Policies

Program specific policies and procedures are compatible with TUN institutional policies and with applicable law (*CAPTE 3G*). In the event of a conflict, the SOPT will defer to the TUN institutional policies. Students are referred to the TUN website (<https://tun.touro.edu/>) or catalog for information on:

- Touro University Nevada is accredited through WASC Senior College and University Commission (WASCUC) (<https://tun.touro.edu/about-us/accreditation/>)
CAPTE 3A, 3B
- Office of the Bursar/ Tuition
(<https://tun.touro.edu/administration/division-of-student-affairs/bursar/of-student-affairs/bursar/>)
- Student Health Insurance: (<https://tun.touro.edu/admissions--aid/student-health-insurance/health-insurance/>)
- Financial Aid: (<https://tun.touro.edu/admissions--aid/financial-aid/>)
- Student Government Association (SGA): (<https://tun.touro.edu/life-at-touro-nevada/student-involvement/student-government/>)
- Title IX: (<https://tun.touro.edu/title-ix-policy/>)
- The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.): TUN Catalog, Appendix A
<https://tun.touro.edu/students/important-resources/addressing-concerns/resources/addressing-concerns/>

- ✦ **To protect each student's privacy, visitors and guests are not allowed to attend meetings between the student and faculty or staff of the School of Physical Therapy except by prior arrangement.**

Specific TUN policies regarding academic integrity and student conduct can be found at:

- Academic Integrity: (<https://tun.touro.edu/students/academic-integrity/>)
- Student Conduct: (<https://tun.touro.edu/students/student-conduct-code/>)

P-1 Accreditation Compliance. (CAPTE 3H)

The School of Physical Therapy always recognizes the importance of compliance with accreditation policies and procedures as outlined in the CAPTE Rules of Practice and Procedure and with all Commission on Accreditation in Physical Therapy Education (CAPTE) criteria (CAPTE 3H3). The program will maintain accurate information that is easily accessible to the public on the program website regarding accreditation status according to the procedure described in the accreditation standards (CAPTE 3H1). The Program Director of the School of Physical Therapy will ensure timely submission of all required fees and documentation and will report outcomes to accrediting agencies as required including reports of graduation rates, performance on licensure exams, and graduate employment rates (CAPTE 3H2). Additionally, the Program Director of the School of Physical Therapy will ensure that all accrediting agencies will be notified in a timely manner of any required or substantive changes within the program (CAPTE 3H4). Any facets of the program deemed to be out of compliance will have corrections made to come into compliance with all accreditation criteria within two years of being determined to be out of compliance (CAPTE 3H5).

The Entry-Level Doctor of Physical Therapy program at Touro University Nevada is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314. Telephone: (703) 7063245. Email: accreditation@apta.org. Website: <http://www.capteonline.org/home.aspx>. (CAPTE 3H1)

If you need to contact the program /institution directly, please call 702-777-3050 or email Program Director Michael Laymon at m Laymon2@touro.edu .

P-2 Program Vision and Mission Statement

The SOPT exists to support the mission and vision of Touro University Nevada:

Mission of Touro University

In the service of knowledge, compassion, and social justice.

Touro College was established in 1970 with the mission to educate, to serve, to perpetuate and to enrich the historic Jewish tradition of tolerance and dignity. Created as an independent institution that would support and strengthen the Jewish community, Touro has remained steadfast in its commitment to Jewish continuity and, more broadly, to humankind.

Since its inception, Touro has served and supported diverse communities, making world-class educational opportunities accessible to all members of society, across all races, nations, and creeds.

Our core values are drawn from our Jewish heritage and the Jewish intellectual tradition, focusing simultaneously on individual development and the greater good. Touro provides people an environment that nurtures personal growth and intellectual inquiry in superior academic programs. We also offer neighborhood-based programs that serve, and encourage service to, under-resourced communities.

Our students in turn become accomplished, thoughtful citizens who share and perpetuate our belief in equal access to quality education, the treatment of all human beings with integrity and respect, personal and professional ethics, and the building of a responsive and responsible society.

Vision Statement: Touro University Nevada.

Educating caring professionals to serve, to lead, to teach.

Mission of Touro University Nevada

To provide quality educational programs in the fields of healthcare and education in concert with the Judaic commitment to social justice, intellectual pursuit, and service to humanity.

Mission of the College of Health and Human Services

The mission of the College of Health and Human Services (CHHS) is to prepare outstanding graduates who demonstrate professional competence, critical thought, leadership ability, creativity, and commitment to compassionate service. Our graduates in education, nursing, occupational therapy, physical therapy, physician assistant studies, and camp administration and leadership are committed to enriching the lives of others, promoting respect for diverse populations, lifelong learning, championing innovative approaches to meeting the needs of the region and state, and becoming recognized professionals in their chosen field.

2.1 Mission Statement: School of Physical Therapy

The School of Physical Therapy at Touro University Nevada prepares graduates to become culturally sensitive, ethical, and reflective physical therapists who provide their patients, clients, and communities with evidence-based, interprofessional rehabilitative care including education, prevention, and wellness services.

2.2 Vision Statement of the School of Physical Therapy

Inspiring clinical experts passionate about lifelong learning who transform lives through movements, health, and wellness.

P-3 Program Goals and Objectives

All students who graduate from TUN must demonstrate the following Institutional- and Program Student Learning Outcomes (SLO). The faculty of the SOPT will facilitate each individual student's achievement of these general outcomes through teaching, research, and service activities.

3.1 Institutional and Program SLO

ISLO1: Use knowledge, skills, and effective communication to benefit diverse communities.

ISLO2: Collaborate across disciplines toward a common goal.

ISLO3: Think critically to make evidence-informed decisions and evaluate conclusions in a real-world context.

ISLO4: Act in a professional and ethical manner.

3.2 Program Goals

Goal 1 - Shape physical therapists who elevate the practice of physical therapy.

Goal 2 - Cultivate continuing clinical achievement of alumni.

Goal 3 - Foster recognition as expert faculty.

3.3 Outcome Expectations for DPT Graduates (CAPTE Accreditation Standards)

Outcome expectations are a description of specific behaviors, skills, or knowledge that define the expected performance of the physical therapist in practice as described by CAPTE in Standard 7 of the Accreditation Standards. When taken in aggregate, these outcomes describe the performance of the graduate upon entry into the practice of

physical therapy. Each student graduating from the program will have demonstrated competency in each of the expectations through completion of didactic or clinical courses, or participation in the extracurricular and co-curricular activities of the SOPT.

At the completion of the program, graduates of the TUN SOPT will:

7A The physical therapist professional curriculum includes content and learning experiences in the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, diagnostic imaging, histology, nutrition, and psychosocial aspects of health and disability.

7B The physical therapist professional curriculum includes content and learning experiences in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice, and applied statistics.

7C The physical therapist professional curriculum includes content and learning experiences about the cardiovascular, endocrine, and metabolic, gastrointestinal, genital, and reproductive, hematologic, hepatic, and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.

7D The physical therapist professional curriculum includes content and learning experiences designed to prepare students to achieve educational outcomes required for initial practice of physical therapy. Courses within the curriculum include content designed to prepare program students to:

Professional Ethics, Values and Responsibilities

7D1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.

7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations.

7D3 Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.

7D4 Practice in a manner consistent with the APTA Code of Ethics.

7D5 Practice in a manner consistent with the APTA Core Values.

7D6 Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.

7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.

7D8 Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.

7D9 Access and critically analyze scientific literature.

7D10 Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.

7D11 Identify, evaluate, and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.

7D12 Effectively educate others using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students.

7D13 Participate in professional and community organizations that provide opportunities for volunteerism, advocacy, and leadership.

7D14 Advocate for the profession and the healthcare needs of society through legislative and political processes.

7D15 Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students.

Patient/Client Management

Screening

7D16 Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional.

Examination, Evaluation and Diagnosis

7D17 Obtain a history and relevant information from the patient/client and from other sources as needed.

7D18 Perform systems review.

7D19 Select, and competently administer tests and measures appropriate to the patient's age, diagnosis and health status including, but not limited to, those that assess:

- a. Aerobic Capacity/Endurance
- b. Anthropometric Characteristics
- c. Assistive Technology
- d. Balance
- e. Circulation (Arterial, Venous, Lymphatic)
- f. Self-Care and Civic, Community, Domestic, Education, Social and Work Life
- g. Cranial and Peripheral Nerve Integrity
- h. Environmental Factors
- i. Gait
- j. Integumentary Integrity
- k. Joint Integrity and Mobility
- l. Mental Functions
- m. Mobility (including Locomotion)
- n. Motor Function
- o. Muscle Performance (including Strength, Power, Endurance, and Length)
- p. Neuromotor Development and Sensory Processing
- q. Pain
- r. Posture
- s. Range of Motion
- t. Reflex Integrity
- u. Sensory Integrity
- v. Skeletal Integrity
- w. Ventilation and Respiration or Gas Exchange

7D20 Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.

7D21 Use the International Classification of Function (ICF) to describe a patient's/client's impairments, activity, and participation limitations.

7D22 Determine a diagnosis that guides future patient/client management.

Prognosis and Plan of Care

7D23 Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.

7D24 Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients/clients, family members, payers, other professionals, and other appropriate individuals.

7D25 Determine those components of the plan of care that may, or may not, be directed to the physical therapist assistant (PTA) based on (a) the needs of the patient/client, (b) the role, education, and training of the PTA, (c) competence of the individual PTA, (d) jurisdictional law, (e) practice guidelines policies, and (f) facility policies.

7D26 Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care.

Intervention

7D27 Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include:

- a. Airway Clearance Techniques
- b. Assistive Technology: Prescription, Application, and, as appropriate, Fabrication or Modification
- c. Biophysical Agents
- d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life
- e. Integumentary Repair and Protection
- f. Manual Therapy Techniques (including mobilization/manipulation thrust and non-thrust techniques)
- g. Motor Function Training (balance, gait, etc.)
- h. Patient/Client education
- i. Therapeutic Exercise

Management of Care Delivery

7D28 Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment.

7D29 Delineate, communicate, and supervise those areas of the plan of care that will be directed to the PTA.

7D30 Monitor and adjust the plan of care in response to patient/client status.

7D31 Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status, and participation.

7D32 Complete accurate documentation related to 7D15 - 7D30 that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

7D33 Respond effectively to patient/client and environmental emergencies in one's practice setting.

7D34 Provide physical therapy services that address primary, secondary, and tertiary prevention, health promotion, and wellness to individuals, groups, and communities.

7D35 Provide care through direct access.

7D36 Participate in the case management process.

Participation in Health Care Environment

7D37 Assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team

7D38 Participate in activities for ongoing assessment and improvement of quality services.

7D39 Participate in patient-centered interprofessional collaborative practice.

7D40 Use health informatics in the health care environment.

7D41 Assess health care policies and their potential impact on the healthcare environment and practice.

Practice Management

7D42 Participate in the financial management of the practice setting, including accurate billing and payment for services rendered.

7D43 Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing, and continuous quality improvement.

P-4 The Essential Functions of the School of Physical Therapy

SOPT faculty have identified those intellectual, ethical, physical, and emotional capabilities required to practice physical therapy. Students are required to consistently demonstrate and achieve the levels of competence required by the faculty for each of the essential functions to be admitted, enrolled, continue through completion, and graduate from the school. Once enrolled in the program each candidate for the DPT degree must consistently demonstrate these professional behaviors while quickly and accurately learning, integrating, analyzing, and synthesizing information and data to be able to perform as a member of a healthcare team.

The Essential Functions of the School of Physical Therapy

1. Observation/Sensory. Students must be keen observers of physical movement, the environment, and the interactions of others, in proximity and from a distance, which requires the effective use of the senses (sight, hearing, touch, smell, proprioception, kinesthesia). Examples of observational skills include assessing a patient's posture for asymmetry, monitoring a patient's performance of an exercise at a distance, examining the color and texture of the skin, identifying the odor of infection in a wound, identifying movement of a specific joint, using a stethoscope or sphygmomanometer.

2. Communication. Communication includes the use of speech, writing, and reading as well as computer literacy at a level of proficiency that supports physical therapy practice. Students must be able to communicate in English in an effective and professional way using a variety of media. They must be able to observe and interpret both verbal and nonverbal communication. It is essential that students develop the skill to recognize and respond promptly and sensitively to the needs of their patients, their colleagues, and other members of the healthcare team in a timely manner. Evidence-based practice requires students to become critical consumers of the literature. Students must be able to read, analyze, and prepare concise reports. Documentation is an integral part of physical therapy practice. Students must be able to read, interpret, and communicate all aspects of patient care legibly, efficiently, and accurately in a timely manner consistent with current productivity standards and state laws.

3. Motor function and strength. Students must demonstrate sufficient mobility, coordination, and strength to perform examination and intervention techniques safely and effectively in all health care settings. Examples of interventions required are cardiopulmonary resuscitation, maximum assistance lifts and transfers of patients, provide balance stability and guard for falls during transfers, gait, exercise, and functional activities; administer manual therapy techniques, set up and move equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses.

4. Intellectual, conceptual, integrative, and quantitative abilities. Students must be able to measure, collect, analyze, integrate, and synthesize information accurately and efficiently. They must be able to comprehend three-dimensional and spatial relationships and demonstrate good judgment as they integrate the relevant aspects of their examination to evaluate and plan effective treatment for their patients or strive to integrate the results of research into their clinical practice. Students must be self-aware and be able to communicate the limitations of their own knowledge when necessary.

5. Behavioral and social abilities. Students must possess the self-awareness and emotional skills to attend to the needs of others while developing mature, sensitive, and effective professional relationships as members of the healthcare team. They must personify the highest standards of integrity, honesty, empathy, and compassion and demonstrate ethical behavior in both the classroom and clinic. Students must demonstrate the highest level of professionalism during oral, nonverbal, and written communication with their program-level and institutional peers, faculty, staff, and the public. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be resilient and flexible adapting to the needs of their institutional peers, academic and clinical faculty and staff, clients, and patients in a changing environment. Students must be able to accept constructive criticism and respond by modifying their behavior. Students must be able to provide care in all healthcare settings and be able to deliver care to all patient populations.

6. Participation in skills laboratories. Active participation in all laboratory sessions is required. Students will participate as patients, therapists, and observers with a variety of people representing different physical attributes, gender, age, disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

Accommodations. The SOPT is committed to equality of educational opportunity. The SOPT does not discriminate in offering access to its educational programs and activities on the basis of age, color, creed, disability, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status.

A student with a disability may participate in the program so long as the student satisfies program requirements, including these Essential Standards, with or without reasonable accommodation. The SOPT will make every effort to provide reasonable accommodations based on evaluation by a recognized specialist in the area of disability; however, in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge and demonstration of technical and decision-making skills required for the practice of physical therapy.

Students entering the program with, or acquiring deficits of these Essential Functions while enrolled, should discuss them first with faculty. Students requesting accommodations for a documented disability must first apply for accommodations with the Office of Academic and Institutional Support (OASIS). For more information see the University Catalog, appendix B. OASIS will notify the program director in writing of the request and of the suggested accommodations.

Students requiring an exemption from any of the activities included in these Essential Functions for a period of disability exceeding 90 days may be requested to take medical leave or resign from the program. Any period of disability during which the student is unable to fully participate in program activities may result in the delay of their progression and eventual completion of the program.

Accommodations to meet the Essential Functions may be at the student's expense.

Code of Ethics for the Physical Therapist. Students will consistently demonstrate compliance with the APTA's Code of Ethics for the Physical Therapist (http://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf), which includes the following principles:

Physical Therapists shall respect the inherent dignity and rights of all individuals.

Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients.

Physical therapists shall be accountable for making sound professional judgments.

Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.

Physical therapists shall fulfill their legal and professional obligations.

Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society.

Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.

P-5 Academic Standards Policy (CAPTE 3C)

Students who do not meet the academic standards of the program may be required to meet with the Student Promotion Committee (SPC). The SPC will meet to review the overall performance of each student who has not met satisfactory academic progress which may include, but is not limited to, the below items:

- Promotion
- Remediation of a course, term, or year
- Preparatory course(s)

- Transcript notation
- Failure of a course
- Failure of a course assignment and/or exam
- Infraction or failure of academic standards
- Failure to meet the Essential Functions
- Lack of attendance and/or unapproved absence
- Failure to meet G.P.A. requirements
- Failure to meet graduation requirements
- Clinical performance concerns
- Dismissal
- Suspension

The program director has the authority to accept or modify the Committee's recommendation and shall notify the student of a decision no more than five business days following the committee's recommendation. If warranted, the program director may request the approval of additional days from the college dean. The decision of the program director is final unless otherwise stated in the *Academic Appeal Process* described in the TUN Catalog (<https://tun.touro.edu/students/important-resources/addressing-concerns/>).

Professional behavior, as defined by the Essential Functions of the SOPT, is a component of academic grading in all courses and is subject to SOPT academic policies affecting progression in the program. Faculty may set classroom behavior rules to include assessing behavior point deductions, removing the student from class, or initiating a formal warning and/or reprimand. The instructor in each course reserves the right to deduct a maximum of 9% from the course grade for unprofessional behavior. No warnings are required prior to assessing penalties for unprofessional behaviors or violations of academic integrity. Faculty observing unprofessional behavior in their course(s) will notify the student by email of the unacceptable behavior and the point deduction to be assessed. Students persistently demonstrating unprofessional behavior may be requested to resign or dismissed from the program.

Maximum timeframe for program completion. The Doctor of Physical Therapy program is a three-year program consisting of 9 trimesters. The maximum timeframe for program completion is 1.5 times the program length. If at the end of any term it is determined that a student cannot possibly complete the program's graduation requirements within that time, dismissal for "unsatisfactory academic progress" will be recommended and conducted according to procedures published in the TUN catalog.

Academic grading policies. Student grades reflect the quality and content of work the student has produced as part of course assignments within the curriculum, and the student's clinical performance in clinical assignments. Course grades are the

primary factor in determining academic status in the program. Syllabi will state the specific requirements and graded components of individual courses.

Minimum passing numerical grade:

Didactic courses: 75%

Clinical courses: 80%

Any graded component receiving a grade below 75% is considered to be Academic Counseling to a student without further action by the course instructor.

Rounding. Rounding will be done at the end of the course. Grades will be rounded to the nearest whole number for the final course grade. Grades for individual assignments and examinations will be rounded at the instructor's discretion in keeping with the policies set for the course-level syllabus.

Turnaround time for grades. Grading of assignments will be done by the instructor or their designee and returned to the student within a reasonable time. Turnaround time on assignments or exams may vary considerably. Students should be patient and direct any concerns regarding grades to the instructor.

Posting of rubrics. Instructors reserve the right to determine when or if the rubric to be used to grade an assignment will be made available prior to the due date. Whenever a rubric has been used to assign grades to an assessment, students will be given an opportunity to review the completed rubric.

Posting of grades. All graded assignments will be posted to the Grades section of Canvas. Comments on assignments will be returned by course email or through Canvas unless otherwise specified by the course instructor. Final grades will be available within one week following the completion date of the course.

The SOPT adheres to the Grading System published in the current TUN Catalog (<https://tun.touro.edu/media/schools-and-colleges/tun/documents/GradingSystem09052017.pdf>).

Academic remediation. Accreditation criteria for Physical Therapy programs require the faculty to assure each student has demonstrated competency in each area of the program. Remediation following a failed attempt allows the student to demonstrate competency in a component of a course with the help of additional time and study and is offered at the discretion of faculty. Remediation is a privilege that must be earned by a student through active participation in the educational program as demonstrated by regular attendance, individual initiative, and utilization of available resources. Decisions regarding remediation will be made on an individual basis after considering all pertinent circumstances in each case.

Students wishing to remediate a failed assignment or exam must appeal in writing by submitting an essay that includes:

- A description of how they prepared for the current assignment or exam.
- Reflection on the reasons they believe they failed.
- A learning plan that ensures the student has an optimal chance to pass if the remediation is approved.

Coursework Grade Appeal. Faculty have the academic freedom to accept or reject challenges to any grade including test items, assignments, projects, or other assessments. A grade appeal on individual tests or assignments must be discussed with the course instructor within one week of posted grades. If resolution is not achieved between the student and instructor and after the student has given clear verbal or written notice of their intent, the student may submit a formal written appeal of grading decisions to the program director. The decision of the program director will be based on information in the syllabus, instructions for the graded component, grading rubric, and academic policies set forth in this handbook. The decision of the program director is final. In cases where the program director is the instructor of the course, the written appeal should be forwarded to the student's Academic Advisor. Appeals on the program director's grading will be heard by the SPC.

Course Grade Appeal. An appeal of final course grades must follow the procedure described in the TUN Catalog (<https://tun.touro.edu/students/important-resources/addressing-concerns/>).

Satisfactory academic progress. The Student Promotion Committee (SPC) is charged with evaluating, recommending, and enforcing academic standards, and assessing the progress of each student from enrollment to graduation. The SPC will meet to review each student who has not met satisfactory academic progress including, but not limited to, the following:

- Failure of a course assignment and/or exam
- Failure of a course
- Failure to maintain academic standards
- Maintain a cumulative Numerical Grade Average $\geq 80\%$ (GPA 3.0)
- Maintain a term Numerical Grade Average $\geq 80\%$ (GPA 3.0)
- Failure to consistently demonstrate the essential functions of the School of Physical Therapy
- Lack of attendance and/or unapproved absence
- Failure to meet graduation requirements

After a thorough review of student performance, the SPC may recommend an action to the program director (who is a non-voting member of the SPC) within five business days following the SPC decision. If warranted, the SPC may request the approval of additional days from the program director. The SPC may recommend actions including, but not limited to, the below items as applicable.

- Academic probation
- Remediation of a course(s)
- Repetition of a course(s)
- Remediation of a term(s)
- Repetition of a term(s)
- Repetition of a year(s)
- Preparatory course(s)
- Transcript notation
- Suspension
- Dismissal
- Academic Disciplinary Actions

The program director has the authority to accept or modify the Committee's recommendation and shall notify the student of a decision no more than five business days following the committee's recommendation. If warranted, the program director may request approval of additional days from the dean. The decision of the program director is final unless otherwise stated in the Academic Appeal Process.

Academic warning. Poor academic performance may result in a verbal or written Academic Warning and may be conducted by a course instructor, academic advisor, or by the program director at the request of the faculty as part of the Early Intervention Program. Compliance with Early Intervention actions by the student is voluntary. An Academic Warning should be taken as notice of impending formal action if the area of concern is not improved. The warning will state the concern of the faculty, the specific instances of concern and suggested activities for improving performance. The warning will become a part of the student's SOPT file. Academic and Behavioral Warnings may be considered in deliberations of the School of Physical Therapy Student Promotions Committee.

Academic probation. Students must meet the minimum standards and requirements set by the institution to remain in good academic standing. The following conditions may result in the recommendation of academic probation by the SPC:

- Failure to maintain a cumulative Numerical Grade Average \geq 80% (GPA 3.0)
- Failure to maintain a term Numerical Grade Average \geq 80% (GPA 3.0) for each individual term.
- Failure to consistently demonstrate the essential functions of the School of Physical Therapy

When a student is placed on academic probation, the program director will notify the student in writing, including the reasons for probation. A student will be removed from academic probation only after successfully meeting the minimum academic standards while enrolled in a full course load for an entire term. When the term(s) of academic

probation have been satisfied, the program director will provide a letter to the student indicating that probation has been rescinded.

When a student is placed on academic probation, it may be noted in the student's academic file and official transcript. Subsequently, when a student has successfully satisfied the requirements of probation, the transcript notation may be removed.

A student on academic probation may not campaign, be appointed to, or serve as an officer of any official University club or organization. A student on academic probation may not serve as a representative of the College in the operations of the Admissions Office or on university committees. A student on academic probation may not serve as a representative of the College at off-campus conferences or sponsored events.

Recommendation for suspension or dismissal. Conditions that may result in a recommendation for suspension or dismissal by the SPC include each of the following:

- Failure of any course not remediated successfully or for which remediation was not offered.
- Two failing grades in any single course or combination of courses.
- Failure to consistently demonstrate the Essential Functions of the School of Physical Therapy.
- Failure to meet the specified terms to have academic probation rescinded.

After a thorough review of student performance, the SPC may recommend dismissal to the program director who has the authority to accept or modify the Committee's recommendation. The program director shall notify the student of a decision no more than five business days following the Committee's recommendation. If warranted, the program director may request approval of additional days from the dean. The decision of the program director regarding the dismissal is final.

Academic Appeal Process. Academic appeals are conducted according to the procedures set forth in the TUN Catalog (<https://tun.touro.edu/students/important-resources/addressing-concerns/>).

Academic Standing. Academic standing is a general descriptive term of a student's academic progress in the curriculum. The following descriptive terms will be used in any correspondence, reference, honors, or scholarship application that a student request.

Satisfactory standing. Students are considered in Good Standing and making acceptable progress towards graduation when the following items are present in their record:

1. Cumulative Numerical Grade Average of $\geq 80.0\%$ (GPA ≥ 3.0)

2. Consistently demonstrates the essential functions of the School of Physical Therapy.
3. Current record of up-to-date immunizations
4. Current record of CPR certification
5. Completion of annual training for
 - a. Drug and Alcohol Use
 - b. Sexual Harassment
 - c. Confidentiality of Records and Information (HIPAA)
 - d. Blood borne pathogens
 - e. Biohazards

Unsatisfactory standing. Students are considered in Satisfactory Standing and making uncertain progress towards graduation when the following items are present in their record:

1. Cumulative Numerical Grade Average between 75.0% to 79.9% (GPA 2.0-2.9)
2. Meets essential functions of the School of Physical Therapy
3. Incomplete record or out-of-date immunizations.
4. Outdated CPR certification.
5. Incomplete participation in annual training for
 - a. Drug and Alcohol Use
 - b. Sexual Harassment
 - c. Confidentiality of Records and Information (HIPAA)
 - d. Blood borne pathogens
 - e. Biohazards

P-6 Academic Professional Behavior Policy

Unprofessional behavior. Students who do not consistently demonstrate the Essential Functions, demonstrate disregard for the rules of the institution or program, or who demonstrate selfishness, rudeness, or inappropriate language or actions will be subject to discipline. Examples of unprofessional behavior include, but are not limited to the following:

- Walking in and out of classroom during a class
- Cell phones ringing during class
- Talking to others during lectures or student presentations
- Hostility or an adversarial attitude towards faculty or students
- Inattentiveness during lectures or student presentations
- Sleeping or assuming inappropriate postures during class
- Leaving class early without permission

- Tardiness
- Smoking, use of tobacco products, or use of illegal drugs on campus or at clinical sites
- Intolerance of diversity of values, ethnicity, or personality of others
- Excessive use of alcohol and/or any use of illegal drugs before or during any academic, clinical, or professional activities
- Impaired behavior due to drug or alcohol use

Use of electronic technology. Electronic technology is pervasive in our society and a valuable adjunct to teaching and learning. Use of this technology in the educational and healthcare arenas requires responsible behavior. Inappropriate use of technology may be included in the professional behavior grading deduction. Some unacceptable examples of electronic technology use include:

- Failure to silence cellular telephones or other electronic devices during class or laboratory sessions
- Use of personal electronic devices (I-Pods, MP3 players, and cellular devices) during class or laboratory sessions
- Sending/reading email during lectures or presentations
- Surfing the web during lectures or presentations
- Instant messaging, text messaging, or emailing during class
- Using sexually suggestive or otherwise distasteful language or pictures as screen savers
- Sending emails to all members of groups for personal causes
- Using portable electronic devices to take pictures during class or lab sessions without permission of the instructor and the student being photographed
- Unauthorized use of any technology device in the classroom during testing or attempts to communicate with another individual to convey testing information or access information

Social media postings. Student communications posted on internet sites, including social networks and social media sites, must adhere to the standards of professionalism including behavioral and ethical guidelines. Appropriate communication between peers and superiors requires an attitude of respect for other persons and the institution, and results in an atmosphere of constructive and free interpersonal communications. Although freedom of speech is maintained, the manner and direction of that speech must be appropriate. All postings must demonstrate professional language without abuse or intentionally inflammatory purpose. Posted and distributed communications at TUN are to inform, query for information, or provide constructive criticism. Any abuse of these guidelines will be dealt with as a professional behavior violation.

Use of intellectual property. TUN electronic and digital materials, including class-related materials, are the sole property of TUN and/or its faculty. Students should not share, duplicate, or distribute these materials to non-TUN students, staff, faculty, and outside individuals. Students should not use any TUN electronic materials for presentation, or otherwise, outside of TUN without the written permission of the material's author (i.e., PowerPoint presentations, written notes, laboratory handouts, both whole and in part, cannot be reproduced and used at conferences or other meetings without the express permission of the material's author).

Behavior discipline. A course instructor may discipline a student with a behavior warning or deductions of grade points as indicated in this handbook or a course syllabus under Professional Behavior Grading. At the recommendation of the SPC and with agreement from the program director, the SOPT may discipline a student who is not consistently demonstrating the essential functions. In addition to or independent of the SOPT actions, the institution may discipline a student for behavior issues. Behavior issues and penalties assessed will be documented and referred to the program director and to the Dean of Students for adjudication as described in the TUN Catalog, appendix C (<https://tun.touro.edu/students/student-conduct-code/>).

Behavioral warning. A written behavioral warning may be issued by a faculty member, an Academic Advisor, or the program director. A Behavioral Warning should be taken as notice of impending formal action in the absence of improvement. Warnings will identify specific instances, state the concern of the faculty, and suggest activities for improving performance. The warning will become a part of the student's SOPT record. Behavioral warnings may be considered in deliberations of the SPC when determining the student's fitness for progression.

Behavior dismissal. At the recommendation of the SPC and with agreement from the program director and dean, a student may be dismissed from the SOPT for failure to consistently demonstrate the essential functions.

Students may also be dismissed by the institution for violations of the TUN Student Code of Conduct (refer to the TUN Catalog, appendix C; <https://tun.touro.edu/students/student-conduct-code/>).

Appeal. Students are referred to the TUN Catalog for Addressing Concerns (<https://tun.touro.edu/students/important-resources/addressing-concerns/>)

P-7 Early Intervention Program

The SOPT has developed an Early Intervention program to facilitate each student's success. Academic Advisors monitor students who are struggling to meet performance standards to help them avoid formal disciplinary action if possible. Course instructors of an advisee's unsatisfactory performance advise Academic Advisors. Advisors will

recommend available resources for the student to use to correct or improve performance. Participation in suggested activities is voluntary for the student. Examples of suggested activities may include, but are not limited to, the following:

- Referral OASIS for support services
- Peer/ faculty tutoring
- Additional or alternative information sources
- Special testing by outside consultants
- Extension of deadlines or testing dates
- Remediation of work

Academic advisors. During orientation students will be introduced to their Academic Advisor, a member of the faculty who will remain their advisor for the length of the program. Academic advising is viewed as a shared responsibility and students are encouraged to consult with their advisors whenever they have questions or need assistance. In addition to acting as a resource for students to facilitate their learning success, advisors monitor and advise students on their academic progress. Advisors will meet with their student advisees a minimum of once per term, but a more frequent schedule may be agreed upon to facilitate the student's success.

P-8 Completion Requirements for the Doctor of Physical Therapy Degree.

Successful completion of the Doctor of Physical Therapy degree requires the following:

- Cumulative Numerical Grade Average of 80% (GPA \geq 3.0)
 - Completion of didactic courses with a minimum grade of 75%
 - Completion of all clinical education courses (DPTV874, 875, 877) with a minimum passing numerical grade of 80%
- Consistently demonstrate the Essential Functions of the School of Physical Therapy
- Completion of 50 hours of service to the community (DPTV724)
- Completion of 20 hours of Integrated Clinical Experience
- Completion of IPEV 701 and 702
- Submission of all forms required for graduation
- Payment of all tuition and fees to Touro University Nevada
 - Complete an exit survey

In the event of administrative protocols that restrict access to the campus or campus technology, equipment, or supplies, any provisions in this catalog may be subject to change. Students will be advised of these changes as they occur.

P-9 Attendance

Attendance is mandatory for all SOPT courses, curricular and co-curricular events, and Clinical Experiences.

Excused absences. Each request for excused absence will be considered separately on its own merit. Whenever possible, absences, whether excused or not, should be approved in advance. Examples of excused absences may include:

- Attendance at professional, community, or institutional events considered beneficial to the student's education. Examples of events which may be considered excused absences are attendance at professional conventions, service on TUN or SOPT committees, or participation in community service events.
- Illnesses. An illness lasting more than three days will be excused with a physician's written and dated excuse
- Extenuating circumstances that may include jury duty, birth of a child, or funeral leave.

In the event of an absence:

- Students should notify faculty the week before scheduled absences or, with unexpected absences, notify the instructor prior to class.
- Make-up time for extended excused absences (>3 days) will be allowed at 3 times the days missed. (Example: for an excused absence of 4 days, the student would have 12 days to make-up the missed work)
- Students should contact faculty as soon as possible upon return to campus.
- An appropriate deadline will be agreed upon at the time of the assignment. Faculty may request completion of equivalent assignments rather than the actual missed work.
- No punitive grading is allowed if work is submitted by the agreed deadline. Punitive grading will apply to work turned in after the agreed deadline.

Students are referred to the SOPT Clinical Education Handbook for information regarding attendance during clinical internships.

P-10 Dress code.

Students must maintain a neat and clean appearance befitting students attending a socially conservative professional school; therefore, attire should convey a professional

appearance whenever the student is on university grounds or off campus for cocurricular activities or clinical rotations.

Hygiene. Students are always expected to maintain the highest standards of personal hygiene and professional appearance during class and clinical activities. Hair must be neat, clean, and of such length as not to interfere with laboratory or clinical duties. Facial hair must be neatly trimmed. Hands and nails should be clean and smooth. Fingernails should be cut short so that the nail is not visible from the palm side. During clinical experiences, only clear or muted beige colored polish may be worn.

On campus the mode of dress is determined by each student's professional judgment. Clothing should cover the individual, at a minimum, from mid-thigh to the shoulder area. Exposure of cleavage on women should be minimal. Clothing having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar, offensive, or contribute to creating a hostile learning environment is unacceptable and demonstrates inappropriate professional judgment that is subject to review and action by the course instructor, program director, SPC, and/or the Dean of Students of TUN.

Lab attire. During laboratory sessions, all students are required to comply with SOPT or course dress code. To ensure modesty and adequate access to the body for lab activities, all students are expected to comply with this policy unless exempted by the instructor.

Male and female students should wear shorts and T-Shirt for labs. Shorts should allow exposure of the knee from mid-thigh. T-shirts should allow exposure of the shoulder, elbow, and hand during lab activities. Sweaters, sweatshirts, or lightweight jackets may be worn over the T-shirt for warmth. Sweatpants may be worn over the shorts for warmth. To assure modesty, brief-style underwear should be worn under shorts for both men and women. Female students should wear racer-back sports bras. Students assuming the role of 'patient' may be required to remove their T-Shirt. When not assuming the patient role, students must wear an upper-body cover (shirt).

The course instructor may indicate that lab clothing is not required; otherwise, the student should be properly dressed at the start of lab. Failure to dress in lab clothing may result in the student receiving a professional behavior point deduction of 2% for each occurrence. If the student is non-compliant after one warning, the instructor reserves the right to award a zero on lab assignments and, if appropriate, refer the student for disciplinary action.

“Clinical” vs “Professional” Dress. All clothing must be sufficient to conceal all undergarments. No skin will show between the mid-thigh and shoulder at any time. Clinical or Professional dress is suggested several times during the program for such events as ceremonies and presentations, acceptance of awards, or attendance at

professional conferences/meetings. “Clinical dress” implies wearing TUN logo polo shirts. “Professional dress” implies wearing formal business attire.

Attempts by students to interpret these guidelines in a humorous or mocking manner will result in professional behavior penalties or discipline. Students failing to be dressed appropriately for any ‘professional or clinical dress’ activity may be requested to leave and return in appropriate dress, receive a grade deduction or a zero for the event. Faculty will post their specific penalty in the syllabus.

All students are expected to appear in professional dress for all ceremonies including, but not limited to, White Coat and Commencement.

Guidelines:

Shirts, Tops, Blouses, Dresses, and Jackets. Students must have TUN logo polo or dress shirts to wear on field trips, clinical observations, and other identified activities. This polo shirt is to be worn with solid dark or khaki-colored slacks. When professional dress is specified, men should wear a dress shirt and tie. Women may wear appropriately conservative shirts, sweaters, tops, or turtlenecks. Inappropriate attire includes tank tops, midriff tops, tops with bare shoulders or plunging necklines or backs, golf-type shirts, sweatshirts, and screen-printed t-shirts and tops. Conservative hemlines on dresses will ensure modesty is preserved when walking across an elevated stage.

Slacks, Pants, and Skirts. Slacks must be of a uniform color (no print), made of a woven material such as cotton or cotton blends, wool, and flannel. Inappropriate slacks include jeans, or any pant made of denim regardless of color, trim, or cost, exercise pants, leggings, and any spandex or other form-fitting pants such as people wear for exercise or biking. Tights, leggings, or other types of hosiery must be accompanied by a fingertip length or longer dress or skirt. Skirts must not be form hugging, ride halfway up the thigh, or be split above the knee. All pants and skirts must be secured at waist level. Sagging is strictly prohibited.

Shoes and Footwear. Conservative walking shoes, dress shoes, oxfords, loafers, flats, or a low dress heel (less than 2”) are acceptable. Athletic shoes, tennis shoes, thongs, flip-flops, slippers, and any casual shoe with an open toe are not acceptable. Shoes must cover the toe and heel, preferably lace, and have a street appropriate sole. Shoes should be of a single, neutral color and should not include sports or brand insignias. **Not wearing stockings or socks is inappropriate.**

Accessories and Jewelry. Piercings, other than one in each ear, and tattoos should not be visible when in clinical settings. Jewelry, hair color, and choice of accessories should reflect a moderate to conservative style. Hats or head coverings

other than that representative of religious beliefs may not be worn in the classroom or clinic.

Makeup, Perfume, and Cologne. Excessive makeup is unprofessional and impractical for the clinic. Remember that some colleagues, patients, and clients are allergic to the chemicals in perfumes and makeup, so wear these substances with restraint.

All clothing should be clean and pressed for clinic or professional dress situations.

For dress codes during clinical rotations, students are referred to the SOPT Clinical Education Handbook.

P-11 Books, Supplies, Living Expenses and Travel

Students are responsible for securing all books and supplies required for courses and clinical practice experiences. Lists of required books and supplies will be posted on the website with notification sent to the students prior to the start of each term. The SOPT will make every attempt to provide students with accurate information, but in cases of publisher updates, students should always purchase the most recent edition of the text. The SOPT is unable to duplicate or otherwise post sections of required textbooks for students due to copyright laws.

All students must have daily access to a computer and the internet. Students are responsible for the timely maintenance and upgrade of their laptops. At times, technology fails; however, if the technology failure is found to be the result of inadequate maintenance and upgrade by the student, they may be subject to academic or professional penalties.

Many assignments are submitted electronically through Canvas, Exemplify, or e-mail. It is the student's responsibility to upload files in an appropriate format for viewing by the instructor.

Transportation, room, board, and incidentals. Completion of Clinical Experiences may require the student to relocate out of town. Each student will assume responsibility for the costs for transportation, room, board, and incidentals occurred in the completion of course requirements.

P-12 Scheduling

Academic year. Academic scheduling is at the discretion of Touro University, TUN, and SOPT administration. The Academic Year begins in July of each year and includes three terms. Term 1 (Summer) occurs July to October, Term 2 (Winter) occurs November to February, and Term 3 (Spring) occurs March to June. Each term includes the equivalent of 17 weeks of academic time.

Holidays and vacation days are not included when determining course contact hours. Actual calendar time of each term is determined based on scheduled holidays and may occur differently year to year.

Course schedules are set to assure students are provided the appropriate number of contact hours for the academic credit assigned. Contact hours are calculated according to the following guidelines:

- Lecture-based courses – 15 hours per unit (example: a 3-unit lecture-only course would be scheduled for 45 in-class hours)
- Labs – each unit of lab is given 45 hours (example: a 4-unit lecture/lab with one unit allotted to lab would receive 45 hours lecture and 45 hours of lab for a total of 90 hours in-class)
- To ensure adequate time to prepare and study for a course, students should allow a minimum of 2-3 hours outside of class for each hour spent in class. Each course syllabus includes a description of the instructor's coursework expectations.

School schedule. Generally, courses taught on campus are held from 8:00 AM to 5:00 PM Monday thru Thursday and from 8:00 AM to 3:00 PM on Fridays. On-line courses are offered both synchronously (all students must be on-line at the same time) and asynchronously (students access course materials at their own schedule to meet posted deadlines). Students are referred to the course syllabus and schedule for more specific information.

Students are encouraged to wait until the finalized schedule for each term is released to make travel arrangements.

Faculty availability. SOPT faculty are committed to an open-door policy giving students generous access to their instructors. Availability of faculty to meet with students may be limited due to faculty commitments to teaching, research, clinical obligations, or institutional service responsibilities. Students wishing to speak with faculty about specific issues are encouraged to make appointments. Faculty may use on-campus and virtual office hours or will arrange appointments directly with students for advisement or other student needs.

Clinical Faculty. Clinical faculty are those professionals who have been assigned to supervise a TUN SOPT student in a clinical or community setting. When students are assigned to a clinical placement, their schedule will be determined by the normal operating hours of the clinical site and the individual assigned as the Clinical Instructor. Clinical faculty are supervised by the Director of Clinical Education for their SOPT activities.

P-13 Academic Writing

The accepted writing style for the SOPT is APA, Seventh Edition. Students are encouraged to obtain a copy of the American Psychological Association's Publication Manual:

APA Manual (Publication manual of the American Psychological Association) (6th ed.). (2010). Washington, DC: American Psychological Association. ISBN: 978-1-43380561-5

PART 2: SCHOOL OF PHYSICAL THERAPY ORGANIZATIONAL STRUCTURE

The SOPT is administratively located in the College of Health and Human Services (CHHS) of TUN. The school is led by the program director who supervises the faculty and staff. Faculty may include individuals with full or part-time appointments as Core Faculty, or Adjunct Faculty. The Clinical Faculty consists of those members of the professional community who serve as supervisors for students in the clinical courses. Hiring, promotion and evaluation of the faculty is performed in accordance with TUN policies and procedures. The purpose of this organizational structure is to provide an efficient, yet comprehensive plan to supervise and assess the business of the SOPT in an on-going fashion.

Communication is essential in all organizations. The SOPT will use frequent communication in many forms to remain current with administration, faculty, staff, students, and external stakeholder groups. Email, webpages, print materials, and face-to-face meetings will be used as the primary modes of communication. It is the responsibility of all members of the administration, faculty, staff, students, and external stakeholder groups to read circulated or posted materials and to attend scheduled functions to keep themselves apprised of information or events.

The core faculty have primary responsibility for the development, review, and revision of the curriculum with input from other appropriate communities of interest (*CAPTE 4M*). The program director provides effective leadership for the program including, but not limited to, responsibility for communication, program assessment and planning, fiscal management, and faculty evaluation. The program director has responsibility for overall administration and management of the SOPT and represents the school to internal and external organizations and the community at private and public functions (*CAPTE 4H*).

Normally, the faculty holds bi-weekly meetings. Twice each year, the faculty will seclude themselves in a full-day retreat to allow time to analyze and reflect on the operations of the school and consider future planning. In addition to regular faculty meetings, the business of the faculty will be conducted by committees or work groups. The program director is responsible for assigning individuals to committees and work groups. Standing committees are described below.

P-14 Chain of command.

Chain of command is the line of authority and responsibility along which communication and decisions are made within and between different units. Communication should flow both up and down the chain of command from administration to faculty, staff, and students. Decisions and requests for action are transmitted down the chain of command, from a higher-level to the lower-level individuals. In general, requests for action or disciplinary actions are transmitted only to those directly below the individual in the chain of command. Requests for reconsideration of actions should be made up the chain of command to the level immediately above the individual with a grievance or request. Individuals who appeal for action to levels above his/her immediate supervisor or submit grievances about his/her immediate supervisor to a level above in the chain of command are likely to be reprimanded or disciplined for not observing the chain of command.

P-15 Standing Committees

The program is committed to on-going, formal, and comprehensive assessment to ensure program effectiveness and foster program improvement (*CAPTE 2A*). The standing committees are responsible for conducting assessment in their given areas according to the objectives identified in the Assessment Matrix that is reviewed annually at the Summative Retreat. The standing committees are also charged with ensuring that the program initiates, adopts, evaluates, and upholds academic regulations specific to the program and compatible with institutional policies, procedures and practices that address, but are not limited to, admission requirements, grading policies, minimum performance levels, professional and ethical behaviors of faculty, staff and students, and student progression through the program (*CAPTE 4L*).

Except where specifically excluded, the program director is a presumptive member of all standing committees. All core faculty are expected to serve on at least one departmental and one institutional committee except new faculty members (≤ 1 year) who are not required to serve on committees (*CAPTE 4C*). Service as a committee chair will be incorporated into the faculty member's workload (*CAPTE 3C*).

Admissions Committee (AdC). The AdC is made up of a minimum of three fulltime faculty members. The Chair will be appointed by the program director who is responsible for conducting an annual review of the activities and effectiveness of the committee.

The AdC is charged with ensuring the program policies, procedures, and practices related to student recruitment and admission are based on appropriate and equitable criteria and applicable law, are written, and made available to prospective students, and are applied consistently and equitably. Specifically, the AdC will ensure that the recruitment practices of the SOPT are designed to enhance diversity of the student

body (*CAPTE 2B1, 5A*). The AdC is responsible for evaluating and recommending candidates for admission to the SOPT and based on their assessment and other evidence, recommending changes to admission requirements. The AdC hosts the first week Orientation activities and ensures that prospective and enrolled students are provided with relevant information about the institution and program that may affect them including, but not limited to, catalogs, handbooks, academic calendars (*CAPTE 5B*).

Each year the AdC will review recruitment activity with the Department of Student Affairs (DOSA) to identify successful strategies and trends. Information tracked by the AdC may include the number of applications received, demographics of applicants and of those recommended for and accepting admission.

The AdC coordinates with DOSA to ensure that all prospective and current students receive timely access to information regarding total cost to student, financial aid, and other pertinent print and/or electronic information (*CAPTE 5B*). The AdC will ensure that enrollment agreements comply with institutional accrediting agency and state requirements are only executed with prospective students after full disclosure of the information described herein (*CAPTE 5C*).

Student Promotion Committee (SPC). The SPC is made up of the full-time core faculty of the School of Physical Therapy, excluding the program director. The Chair of the Committee is selected by the members of the committee and remains in that position until either the Chair wishes to step down, or another faculty member wishes to assume the position. At that time, if the sitting chair does not wish to surrender the seat, an election is held with majority rule. In the event of a tie, the program director will cast the deciding vote.

The SPC is charged with evaluating the academic progress of each student and ensuring that they are ready for promotion and, at the end of the professional curriculum, that they are safe and ready for progression to the Clinical Education component of the program (*CAPTE 4N*). The SPC will meet periodically throughout each term to review concerns that may be raised by individual instructors or Student Advisors about academic performance or professional behavior. The SPC will meet within 14 days of the end of each semester to consider student promotions to the next term. The SPC makes recommendations to the program director that may include but are not limited to commendation, Academic or Behavior counsel or discipline, probation, suspension, or dismissal. The program director has the authority to accept or modify the committee's recommendations. An appeals process is described in the TUN Catalog.

The SPC is responsible for ensuring that the policies, procedures, and practices of the program related to student retention and student progression through the program are based on appropriate and equitable criteria and applicable law and are

applied consistently and equitably. The retention practices of the program are designed to support a diverse student body (*CAPTE 5D*).

Curriculum Review Committee (CRC). The CRC is made up of a minimum of three full-time faculty members. The Chair will be appointed by the program director who is responsible for conducting an annual review of the activities and effectiveness of the committee.

The CRC ensures program compliance with the SOPT Curriculum Plan and makes recommendations for modification based on their assessment and other evidence (*CAPE 6A*). The CRC is responsible for ongoing review of the curriculum relying on course evaluations, and input from students, clinical faculty, lab assistants, and faculty. An annual cumulative review will be performed and, when appropriate, recommendations for curricular or course changes will be presented to the faculty. The faculty is responsible for reviewing recommended changes and taking appropriate action if necessary.

The CRC assesses the extent to which the collective core and associated faculty meet program and curricular needs (*CAPTE 2B3*). The CRC analyzes the extent to which the core and associated faculty are appropriately licensed as physical therapists and have doctor preparation, contemporary expertise in assigned teaching areas, and demonstrate effectiveness in teaching and student evaluation (*CAPTE 4A, 4D*). The CRC ensures that the collective core and associated faculty include an effective blend of individuals with doctoral preparation (including at least 50% of core faculty with academic doctoral degrees) and individuals with clinical specialization sufficient to meet program goals and expected program outcomes as related to assigned program responsibilities (*CAPTE 4K*).

The CRC analyzes the extent to which students are achieving accreditation (Standard 7), institutional (ISLO), program- and course-level learning objectives by conducting regular and systematic course reviews.

The CRC analyzes the extent to which the resources of the institutional library system and related learning resource centers are adequate to support the needs and meet the learning and teaching goals of the program faculty and students for the professional component of the program (*CAPTE 8E*).

The CRC is charged with coordinating the activities of the Advisory Board and other communities of interest to ensure that the collective core faculty have input that can be used for the development, review, and revision of the curriculum (*CAPTE 4M*).

Policy Review Committee (PRC). The purpose of the PRC is to review SOPT policies and procedures to determine how well they meet the needs of the program and the extent to which they are fairly and equitably adhered. The PRC is made up of a

minimum of three full-time faculty members. The Chair will be appointed by the program director who is responsible for conducting an annual review of the activities and effectiveness of the committee.

It is the responsibility of the PRC to ensure that program policies and procedures are compatible with institutional policies and with applicable law (*CAPTE 3G*) and that relevant institutional policies and procedures meet program needs. The PRC analyzes the extent to which program practices adhere to applicable policies and procedures (*CAPTE 2B5*) The PRC analyzes the extent to which institutional policies related to academic standards and to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and professional aspects of the physical therapy program, including providing for education in teaching load for administrative functions (*CAPTE 3C*). For example, serving as a committee chair will be incorporated into the faculty member's workload. The PRC ensures that policies and procedures exist to facilitate equal opportunity and nondiscrimination for faculty, staff, and prospective and enrolled students (*CAPTE 3C*). The PRC ensures that policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of program faculty and staff are written, disseminated, and applied consistently and equitably (*CAPTE 3E*). The PRC ensures that program policies, procedures, and practices (P-1) provide for compliance with accreditation policies and procedures (*CAPTE 3H*).

The PRC ensures that policies, procedures, and practices exist for handling complaints and with handling complaints that fall outside the realm of due process, including a prohibition of retaliation following complaint submission. The PRC ensures that the policies are written, disseminated, and applied consistently and equitably. The PRC maintains records of complaints about the program, including the nature of the complaint and the disposition of the complaint (*CAPTE 3F*). The PRC ensures that course syllabi are comprehensive and include all CAPTE expectations and are compliant with institutional guidelines for standardized syllabi (*CAPTE 6G*).

The PRC ensures that a formal evaluation of each core and associated faculty member occurs in a manner and timeline consistent with applicable institutional policy and that the evaluation includes assessments of teaching, scholarly activity, and service, and any additional responsibilities (*CAPTE 4E, 4F*).

The PRC analyzes the extent to which the collective core faculty initiate, adopt, evaluate, and uphold academic regulations specific to the program and compatible with institutional policies, procedures and practices that address, but are not limited to, admission requirements, the clinical education program, grading policy, minimum, performance levels, including those relating to professional and ethical behaviors, and student progression through the program (*CAPTE 4L*).

Research Committee (RC). The purpose of the RC is to facilitate the scholarly achievement of the faculty, students, and program. The RC is made up of a minimum of three full-time faculty members. The Chair will be appointed by the program director who is responsible for conducting an annual review of the activities and effectiveness of the committee.

The RC analyzes the extent to which the core faculty have access to sufficient space and equipment to fulfill their scholarly agendas (*CAPTE 8D6*) and makes recommendations for expansion of available space, equipment, and resources to the faculty and program director.

The RC analyzes the extent to which the resources of the institutional library system and related learning resource centers are adequate to support the scholarship needs and goals of the program faculty and students (*CAPTE 8E*).

The RC analyzes the extent to which each core faculty member has a well-defined, ongoing scholarly agenda that reflects contributions that meet the requirements of accreditation (*CAPTE 4B*), the program and individual faculty goals. The RC is charged with ensuring that each faculty member has sufficient mentorship to achieve their research goals. The RC is charged with facilitating the scholarly achievement of the faculty by ensuring adequate mentorship, facilitating the identification of funding sources, and by providing other support as needed to each member of the faculty.

Program Review and Assessment Committee (PRAC). The PRAC is made up of a minimum of three full-time faculty members. The Chair will be appointed by the program director who is responsible for conducting an annual review of the activities and effectiveness of the committee.

The purpose of the PRAC is to promote and support a continuous self-evaluation process by which the success of the program can be measured (*CAPTE 1C, 2A*). 1) The PRAC assesses program progress toward achieving the goals and objectives set forth by TUN, CAPTE, and the SOPT. , 2) The PRAC curates program documents including, but not limited to the program Mission, Vision, and Goals (*CAPTE 1A, 1B*), the SOPT Handbook, the Curriculum Plan, the Assessment Matrix and coordinates the actions of the faculty, who are responsible as a whole, for the achievement of the goals set forth, assessment, routine review and modification of these documents. The PRAC curates the SOPT Strategic Plan and ensures that the strategic plan considers program assessment results, changes in higher education, the health care environment, and the nature of contemporary physical therapy practice (*CAPTE 2D*). The PRAC aggregates program-wide assessment conducted by the faculty and the standing committees to prepare program reports to accrediting boards, institutional departments and the program director and faculty.

The PRAC will ensure that materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner. The PRAC ensures that the SOPT Handbook and annual revisions to the TUN Catalog are submitted to the TUN Registrar in a timely manner and provided to all faculty, staff, current and prospective students (*CAPTE 5D*). The PRAC ensures that the SOPT website contains accurate and current information regarding the program's accreditation status, the process to register a complaint with CAPTE, and other print and electronic information (*CAPTE 5B*).

The PRAC analyzes the extent to which the program meets expected outcomes related to its mission and goals (*CAPTE 1C6*).

The PRAC regularly assesses and reports to the faculty whether program resources are meeting, and will continue to meet, current and projected program needs including, but not limited to, financial resources, staff, space, equipment, technology, materials, library and learning resources, and student services (*CAPTE 2B4*). The PRAC assesses the extent to which program enrollment appropriately reflects available resources, program outcomes and workforce needs (*CAPTE 2B2*) and the extent to which academic services, counseling services, health services, disability services and financial aid services are available to program students (*CAPTE 8H*).

The PRAC will analyze the extent to which each core faculty member has a record of institutional and professional service (*CAPTE 4C*). The PRAC ensures that an organized plan for development of the faculty is implemented based on the formal evaluation of the core and associated faculty (*CAPTE 4E*). The PRAC ensures that the collective core and associated faculty include an effective blend of individuals sufficient to meet program goals and expected program outcomes (*CAPTE 4K*).

The PRAC analyzes the extent to the program is achieving accreditation (Standard 7), institutional (ISLO), program- level learning objectives across the curriculum by conducting regular and systematic program-wide assessment.

The PRAC analyzes the extent to which the collective core faculty is sufficient in number to allow each individual core faculty member to meet teaching, scholarship and service expectations and to achieve the expected program outcomes through student advising and mentorship, admissions activities, educational administration, curriculum development, instructional design, coordination of the activities of the associated faculty, coordination of the clinical education program, governance, clinical practice, and evaluation of expected student outcomes and other program outcomes (*CAPTE 8A*).

The PRAC analyzes the extent to which the program has, or has ensured access to, space, equipment, technology and materials of sufficient quality and quantity to meet program goals related to teaching, scholarship, and service (*CAPTE 8D*) including:

- Classroom and laboratory environments supportive of effective teaching and learning (*CAPTE 8D1*)
- Space sufficient for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials (*CAPTE 8D2*)
- Ensured student access to laboratory space outside of scheduled class time for practice of clinical skills (*CAPTE 8D3*)
- Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number, are in safe working order, and are available when needed (*CAPTE 8D4*)
- Technology resources meet the needs of the program (*CAPTE 8D5*)

The PRAC will analyze the extent to which program graduates meet the expected outcomes as defined by the program (*CAPTE 1C5*).

P-16 Review Processes

On-going program-wide assessment is conducted by the standing committees as described in Policy 15 (P-15). The process of student recruitment is the work of the Admissions Committee. Ensuring students are appropriate for promotion from term-to-term, from the professional component to the clinical education components and, finally, to graduation is the work of the Student Promotion Committee. The Curriculum Review Committee ensures that the faculty and curriculum are meeting the needs of the program and facilitating student achievement of the accreditation-, institution-, and program-level learning objectives. The Policy Review Committee is charged with ensuring that program policies are compatible with legal, institutional, and accreditation requirements and that they are enforced fairly and equitably. The Research Committee facilitates the scholarly success of the faculty and students. The Program Review and Assessment Committee (PRAC) analyzes the program's achievement of accreditation, institutional and program goals and aggregates the assessment reports of the other committees for review by the faculty.

The Assessment Matrix identifies the program outcomes and the committees responsible for assessment in each section. The PRAC aggregates the reports of the committees and presents the Report of the Assessment Matrix to the faculty at the Summative Retreat each fall. Action items identified at the Summative Retreat are discussed at the Formative Retreat in the spring when the faculty identify changes and projects to be addressed in the coming year.

Two years prior to the end of the accreditation period, the program completes the Institutional Program Review. The standing committees' complete sections of the program review relevant to their unique areas of responsibility and the PRAC will aggregate the reports and submit the report to the program director who submits it to the Office of Institutional Effectiveness. In the year prior to the on-site visit, the program completes a self-study using the methodology prescribed by CAPTE in a similar fashion. The standing committees will complete those areas of the self-study identified in P-15 Standing Committees. The PRAC will aggregate the committee reports and submit the completed study to the faculty for review prior to submission to the program director and administration. The program director will submit the self-study to CAPTE.

P-17 External Complaint Handling (CAPTE 3F)

The Touro University Nevada School of Physical Therapy (SOPT) supports the concept of continuous improvement. To this end, the SOPT recognizes that individuals external to the institution may register complaints concerning the program, faculty, staff, or students of TUN SOPT. All such complaints shall be investigated, and a resolution proposed by the Director or designee.

Complaints concerning programs, faculty, students, or staff other than SOPT, will be referred to the applicable Director, Dean, or Vice-President.

Procedures

While this policy is in effect, the program will follow these steps in resolving complaints.

1. Notice of Rights to Complain

The SOPT will post in a conspicuous place a notice stating that complaints may be submitted to the program director for resolution. The notice will also contain information that unresolved complaints may be submitted to TUN Administration, CAPTE, or WASC, or NSHE as appropriate.

2. Initial response to complaint

The program director is responsible for acknowledging the receipt of all complaints from external sources in a timely fashion (normally within 5 working days). The acknowledgement should inform the complainant that the complaint has been received, an investigation will be initiated, and an approximate date that the complainant will be notified of a resolution.

3. Investigation of the complaint

The program director or designee is responsible for investigating the complaint. Normally the complainant and individuals targeted by the complaint should be interviewed as well as any witnesses to the events. If the complaint concerns an

area of operations for which a standing committee is identified, the investigator shall involve the chairperson of the committee in the investigation. A written report of findings shall be created.

4. Resolution of complaints

The program director or designee is responsible for considering all evidence and the report of the investigation before coming to a resolution. TUN Legal Counsel may be consulted as well. Appropriate conflict resolution and mediation techniques should be considered in reaching a resolution acceptable to all parties. The program director will inform the complainant in writing of the resolution also informing the complainant of other avenues of action if the resolution is not acceptable.

Other avenues of action include the following: Prospective students and the public may file complaints with the Dean College of Health and Human Services. The dean will use appropriate conflict resolutions to mediate complaints. Parties outside the institution with unresolved complaints will be informed of their right to file complaints with either WASC or NSHE. The name and address of the accrediting body will be included in recruitment brochures, website, and the university catalog.

Records of Complaints and Resolutions. The SOPT program director is responsible for maintaining a file of both formal and informal complaints received by the program. ~~An annual summary report will be prepared by the Policy Review Committee~~ The Policy Review Committee will prepare an annual summary report for presentation to the faculty at the Summative Retreat. Complaints will be maintained for a period of 5 years or until a scheduled review by WASC, whichever is longer, and then disposed of in a secure manner.