



SCHOOL OF PHYSICAL THERAPY HANDBOOK

ACADEMIC YEAR 2026-2027



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SCHOOL OF PHYSICAL THERAPY STUDENT HANDBOOK

INTRODUCTION

This handbook is intended to provide accurate information to prospective and enrolled students, faculty, staff, and stakeholders regarding the Touro University Nevada (TUN) School of Physical Therapy (SOPT). The SOPT Handbook serves as the program-specific operational guide for students, faculty, and staff of the School of Physical Therapy.

The handbook is presented in two parts. Part 1 is about the SOPT and the institution. Part 2 outlines the policies, procedures, and expectations that govern academic performance, professional behavior, and essential functions for students enrolled in the SOPT. These policies are designed to promote the high standards of academic competence, professional conduct, and personal responsibility expected of future physical therapists.

The policies, procedures and processes presented in the current SOPT Handbook apply to all students, faculty, and staff of the School of Physical Therapy.

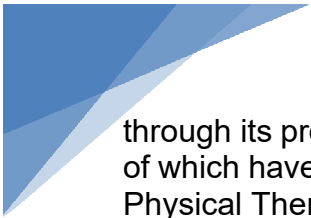
At the beginning of each academic year (July), students will be informed of any revisions from the previous version. TUN and the SOPT reserve the right to revise policies, procedures, and requirements as needed. New and revised policies and procedures will be communicated to students as they are adopted. The university and the program disclaim any responsibility for inadvertent errors that may occur during preparation or publication.

The TUN Catalog (<https://tun.touro.edu/programs/university-catalog/>) contains the official institutional policies and requirements governing academic performance, student conduct, and progression across all programs of study. Students are responsible for being familiar with all University policies. In the event of a conflict between the SOPT Handbook and the university catalog, institutional policies published in the TUN Catalog shall govern.

Students, faculty, and staff of the SOPT are responsible for compliance with all policies contained in both SOPT Handbook and the TUN Catalog. Questions regarding interpretation or application of policies should be directed to school leadership.

HISTORY OF THE SCHOOL OF PHYSICAL THERAPY

Touro University has a longstanding history of providing physical therapy education



through its programs on the Manhattan and Bay Shore campuses in New York, both of which have maintained accreditation through the Commission on Accreditation in Physical Therapy Education (CAPTE) since their inception.

Touro University Nevada was established in 2005 to address the growing need for healthcare professionals in the Western United States. The SOPT was founded in 2008 within the College of Health and Human Services (CHHS) to complement programs in Occupational Therapy, Nursing, and Education.

DEGREE OFFERED

The SOPT awards the Doctor of Physical Therapy (DPT) degree to graduates of the program.

PART 1: INSTITUTIONAL POLICIES

Program specific policies and procedures are compatible with TUN institutional policies and with applicable law. In the event of a conflict, the SOPT will defer to the TUN institutional policies. Students are referred to the TUN Website or catalog for information on:

Touro University Nevada is accredited through WASC Senior College and University Commission (WSCUC) and Middle States Commission on Higher Education.
<https://tun.touro.edu/about-us/accreditation/>

TUN Office of the Bursar: <https://tun.touro.edu/administration/division-of-student-affairs/bursar/>

TUN Student Health Insurance: <https://tun.touro.edu/admissions--aid/student-health-insurance/>

TUN Financial Aid: <https://tun.touro.edu/admissions--aid/financial-aid/>

TUN Student Involvement: <https://tun.touro.edu/life-at-touro-nevada/student-involvement/>

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/>

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



TUN Academic Integrity: <https://tun.touro.edu/students/academic-integrity/>

TUN Student Conduct Code: <https://tun.touro.edu/students/student-conduct-code/>

PROGRAM VISION AND MISSION STATEMENT

The School of Physical Therapy operates within and advances the mission and vision of the Touro College & University System, Touro University Nevada, and the College of Health and Human Services. These institutional mission and vision statements provide the foundation for the School of Physical Therapy's mission, vision, and program goals.

Together, these statements reflect a shared commitment to academic excellence, ethical practice, service to humanity, cultural responsiveness, interprofessional collaboration, and the preparation of healthcare professionals who lead with competence, compassion, and integrity.

The School of Physical Therapy mission and vision are intentionally aligned with these institutional priorities and guide curriculum development, student learning outcomes, faculty work, and continuous program improvement.

Mission of Touro College & University System

(<https://www.touro.edu/about/mission--impact/mission-statement/>)

Touro University is an independent institution of higher education under Jewish auspices, established to promote and perpetuate the Jewish heritage, as well as to serve the general community in keeping with the historic Jewish commitment to intellectual inquiry, the transmission of knowledge, and service to society.

Mission of Touro University Nevada

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

Vision Statement: Touro University Nevada

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

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 nursing, occupational therapy, physical therapy, and education 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.

Mission Statement: School of Physical Therapy

The School of Physical Therapy at Touro University Nevada prepares movement specialists engaged in culturally competent, ethical, reflective physical therapy practice, and lifelong learning. Graduates provide person-centered evidence-informed interprofessional rehabilitative care, education, prevention, and wellness services to their communities.

Vision Statement of the School of Physical Therapy

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

INSTITUTIONAL OBJECTIVES AND PROGRAM GOALS

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.

Institutional Student Learning Objectives (ISLO)

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

Program Goals

Goal 1 Prepare graduates who are safe, competent, and practice-ready entry-level physical therapists across diverse practice settings.

Goal 2 Deliver a curriculum that integrates evidence-based practice, clinical reasoning, and person-centered decision-making.

Goal 3 Foster professional behaviors, ethical practice, advocacy, and responsiveness to cultural, social, and community needs.

Goal 4 Maintain a coherent, integrated curriculum that is systematically evaluated and refined through continuous assessment and faculty



governance.

Goal 5 Sustain a qualified faculty and learning environment that support student learning, faculty development, and program effectiveness.

ACCREDITATION COMPLIANCE

The TUN School of Physical Therapy (SOPT) complies with the policies and procedures prescribed in the 2024 CAPTE Standards and Required Elements.

The Touro University Nevada (TUN) School of Physical Therapy (SOPT) complies with the policies, procedures, and reporting requirements established by the Commission on Accreditation in Physical Therapy Education (CAPTE) and the 2024 CAPTE Standards and Required Elements.

The program maintains accurate, current, and publicly accessible information regarding accreditation status, program outcomes, and required disclosures on the program website. These outcomes include, but are not limited to, graduation rates, first-time and ultimate licensure examination pass rates, and graduate employment rates, as required by CAPTE.

The Program Director is responsible for ensuring timely submission of all required accreditation fees, reports, and substantive change notifications to CAPTE and other relevant accrediting bodies. The program also ensures timely notification of any programmatic changes that may affect accreditation status, in accordance with accrediting agency requirements.

The School of Physical Therapy engages in continuous assessment and program improvement to maintain compliance with accreditation standards and to support the quality and effectiveness of the educational program.

The TUN SOPT is accredited by:

Commission on Accreditation in Physical Therapy Education (CAPTE)
3030 Potomac Ave., Suite 100
Alexandria, Virginia 22305-3085

Website: <https://www.capteonline.org/> Phone: (703) 706- 3245.
Email: accreditation@apta.org.

Questions regarding the program or accreditation status should first be directed to the School of Physical Therapy Program Director.

Phone: 702-777-3050
Email: sopt@touro.edu.



Complaints regarding the program that fall outside normal due process should be addressed according to the program's published complaint policy.

CAPTE Accreditation Standards: Standard 7 (Curricular Content)

In Standard 7 of the accreditation standards, CAPTE details the curricular expectations for entry-level Doctor of Physical Therapy programs. The curriculum should consist of learning experiences covering specific behaviors, skills, and the knowledge that defines the expected performance of the physical therapist in practice. When taken in aggregate, these standards describe the performance of the graduate upon entry into the practice of physical therapy. Each student graduating from the program must demonstrate competency in each of these content areas.

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, pathology, pharmacology, cellular and tissue health throughout the lifespan for the included body systems:
 - Cardiovascular
 - Endocrine and metabolic
 - Gastrointestinal
 - Genital and reproductive
 - Hematologic
 - Hepatic and biliary
 - Immune
 - Integumentary
 - Lymphatic
 - Musculoskeletal
 - Neurological
 - Pulmonary
 - Renal and urologic systems
- Body System Interactions
- Differential Diagnosis (Clinical settings)
- Health and surgical conditions seen in physical therapy (Clinical settings)
- Genetics
- Exercise science
- Biomechanics
- Kinesiology
- Neuroscience
- Motor control and motor learning
- Diagnostic imaging
- Nutrition

- Pain and pain experiences
- Psychosocial aspects of health and disability

7B1 Practice in a manner consistent with all principles of the APTA Code of Ethics for the Physical Therapist and the Core Values for the Physical Therapist and Physical Therapist Assistant.

7B2 Provide learning experiences to develop service and leadership skills and abilities that address the following:

- Legislative and political advocacy
- Community collaboration
- Health care disparity

7B3 Practice within the legal framework of one's jurisdiction(s) and relevant federal and state requirements.

7C1 Provide learning experiences in contemporary physical therapy knowledge and practice including:

Evidence-informed practice* Interpretation of statistical evidence Clinical reasoning and decision-making Scholarly inquiry

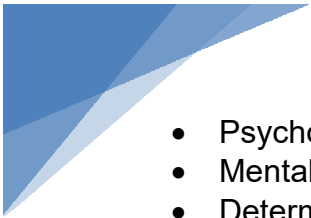
7C2 Provide teaching and learning experiences to improve skills and abilities to educate and communicate in a manner that meets the needs of the patient, caregiver, and other healthcare professionals.

7C3 Provide learning experiences that advance understanding of healthcare disparities* in relation to physical therapy

A. Recognize and adjust personal behavior to optimize inclusive and equitable patient care and patient care environments.

7D1 Complete an examination and screening to inform patient and client management:

- Perform a comprehensive subjective examination.
- Perform a systems review.
- Select and administer age-appropriate tests and measures that assess the following throughout the lifespan:
 - Cardiovascular system
 - Pulmonary system
 - Neurological system
 - Musculoskeletal system
 - Integumentary and lymphatic systems
 - Growth and human development
 - Pain and pain experiences

- 
- Psychosocial aspects
 - Mental health aspects.
 - Determine when patients and clients need further examination or consultation by a physical therapist or referral to other professional(s).
 - Provide physical therapist services through direct access.

7D2 Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.

7D3 Describe a patient's or client's impairments to body functions and structures, activity limitations, and participation restrictions according to the International Classification of Function, Disability, and Health (ICF).

7D4 Determine a physical therapy diagnosis that guides future patient and client management.

7D5 Determine a prognosis that includes patient and client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.

7D6 Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients and clients, caregivers, payers, other professionals, and other appropriate individuals.

7D7 Determine and supervise the components of the plan of care that may be directed to the physical therapist assistant (PTA) based on:

- Team-based care.
- The needs of the patient or client.
- The education, training, and competence of the PTA.
- Jurisdictional law and payor policies.
- Facility policies.

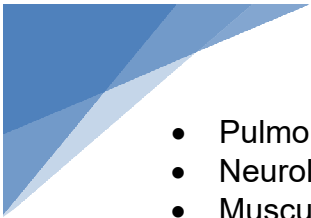
7D8: Determine and supervise activities that may be directed to unlicensed support personnel based on:

- The needs of the patient or client:
- The education, training, and competence of the unlicensed personnel
- Jurisdictional law and payor policies.
- Facility policies

7D9 Create a discontinuation of the episode of care plan that optimizes success for the patient in moving along the continuum of care.

7D10 Select and perform physical therapy interventions for the following to achieve patient and client goals and outcomes:

- Cardiovascular conditions

- 
- Pulmonary conditions
 - Neurological conditions
 - Musculoskeletal conditions
 - Integumentary and lymphatic conditions
 - Metabolic conditions
 - Human development
 - Pain and pain experiences

7D11 Monitor and adjust the plan of care to optimize patient or client health outcomes.

7D12 Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments of body functions and structures, activity limitations, and participation restrictions.

7D13 Educate others, using teaching methods that are commensurate with the needs of the learner. Incorporate cultural humility* and social determinants of health* when providing patient and/or caregiver education.

7D14 Manage the delivery of care consistent with administrative policies and procedures of the practice environment, including environmental emergencies*.

7D15 Complete documentation related to Elements 7D1 - 7D13 that follows guidelines and specific documentation formats required by jurisdiction's practice act, the practice setting, and other regulatory agencies.

7D16 Participate in the case management process.

7D17 Participate in activities for ongoing assessment and improvement of quality services.

7D18 Participate in patient-centered interprofessional collaborative practice.

7D19 Use health informatics* in the healthcare environment.

7D20 Assess health care policies and their potential impact on the ever-changing healthcare environment and practice.

7D21 Provide physical therapy services informed by cultural humility* that address primary*, secondary*, and tertiary* prevention, health promotion, and wellness to individuals, groups, and communities.

7D22 Provide physical therapy services that address:

- JEDI, belonging, and anti-racism,
- Health care disparities* and social determinants of health.



7D23 Assess, document, and minimize safety risks of individuals and the healthcare provider:

- Design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team.
- Follow the safety policies and procedures of the facility.

7D24 Participate in the financial management of the practice setting, including accurate billing and payment for services rendered.

7D25 Participate in practice management activities that MAY include marketing, public relations, regulatory and legal requirements, risk management, staffing, and continuous quality improvement.

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 (Fall) occurs November to February, and Term 3 (Spring) occurs March to June. Each term includes the equivalent of 17 weeks of academic time. Course schedules are set to ensure students are provided with 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 and based on a 50-minute academic hour. (example: a 3-unit lecture-only course would be scheduled for 37.5 in-class hours)
- Labs – 45 hours per unit and based on a 50-minute academic hour (example: a course with one unit allotted to lab would receive 37.5 hours of lab)

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 detailed description of coursework expectations. Holidays and vacation days are not included when determining course contact hours.

The actual calendar time of each term is determined based on scheduled holidays and may occur differently year to year.

Generally, courses taught on campus are held from 8:00 AM to 5:00 PM Monday through Thursday and from 8:00 AM to 3:00 PM on Fridays. Some courses may be taught online in either a synchronous or asynchronous format. 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. Students should not plan to travel until the identified end of the academic term; this allows for potential remediations.

COMPLETION REQUIREMENT 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 professional 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

OVERALL EVALUATION OF STUDENT PERFORMANCE

The faculty of the SOPT recognizes and embraces the responsibility of presenting candidates for graduation who have the education and skills to function in a wide variety of clinical situations and to provide competent patient-centered care to a diverse population of patients. The faculty is charged with the responsibility of educating students as well as determining the capacity of every student for professional competency and responsibility. At regular times throughout the program, the faculty will evaluate each student's capacity and recommend whether the student should continue in the program.

Therefore, the faculty reserve the right and have the responsibility to recommend the dismissal of a student when unsatisfactory academic progress, unsatisfactory clinical performance, unsatisfactory professional growth, academic dishonesty, impaired mental or physical health, unsatisfactory personal conduct, failure to comply with published program requirements or other factors deemed necessary for professional competency make it impractical or inadvisable for the student to continue in the program.

A student who has been recommended for academic probation, suspension, or dismissal will be notified in writing and will meet with the Program Director and/or Dean of the College of Health and Human Services (CHHS) regarding the cause of



STUDENT PROMOTION COMMITTEE (SPC)

As needed and during each session, the Student Promotion Committee (SPC) convenes to discuss the performance of PT students during their professional coursework, clinical experiences, and their professional behavior throughout the program. The SPC is chaired by the Chair of Student Services (CSS) and includes the Director of Clinical Education and the core faculty. Ex officio (non-voting) committee members include the Program Director, the Dean of CHHS, the Dean of Students, and a representative from the Office of Academic Services and Institutional Support (OASIS). The SPC abides by the “Academic Standards” as written in the TUN Catalog. A decision is reached through a majority vote of the eligible faculty members attending the meeting.

PART 2: ACHIEVEMENT EXPECTATIONS PROFESSIONAL BEHAVIOR EXPECTATIONS

The faculty of the SOPT believe that a physical therapy student should display professional attributes that will reflect well on the profession. These attributes are considered as important as academic achievements and will be considered when evaluating the student during the program. The faculty also believe that mentoring a student is just as valuable as classroom/clinical teaching. Each student will be evaluated for professional performance on an ongoing basis and their behavior will be summarized for discussion during the faculty advisor meetings.

CONDUCT CODE/PROFESSIONAL BEHAVIOR EXPECTATIONS

Professional Behavior

Professional Behaviors are attributes, characteristics or behaviors that are not explicitly part of the profession’s core of knowledge and technical skills but are nevertheless required for success in the profession. Originally developed by the faculty from the Physical Therapy Program, University of Wisconsin-Madison, and published in the Journal of Physical Therapy Education in 2010, the Ten Professional Behaviors are:

1. Critical thinking - The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. Communication - The ability to communicate effectively (i.e., verbal, non-verbal, reading, writing, and listening) for varied audiences and purposes.
3. Problem Solving - The ability to recognize and define problems, analyze data,



develop and implement solutions, and evaluate outcomes.

4. Interpersonal skills - The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. Responsibility - The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
6. Professionalism - The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. Use of constructive feedback - The ability to seek out and identify quality sources of feedback reflects on and integrates the feedback, and provides meaningful feedback to others.
8. Effective use of time and resources - The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. Stress management - The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. Commitment to learning - The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

In addition to the above, students enrolled at TUN must abide by the TUN Student Conduct Code that is detailed in the TUN Catalog, the Code of Ethics for the Physical Therapist, (<https://www.apta.org/article/2026/01/02/new-code-of-ethics-for-the-physical-therapy-profession>) and the Essential Functions of the School of Physical Therapy.

Code of Ethics for the Physical Therapist

The nine Ethical Commitments for the physical therapy profession are:

Respect: Physical therapists and physical therapist assistants shall respect the inherent dignity and rights of all individuals.

Integrity: Physical therapists and physical therapist assistants shall act with professional integrity and responsibility and fulfill their respective legal and ethical obligations.

Accountability: Physical therapists and physical therapist assistants shall be accountable for making sound professional judgments and decisions



within the scope of practice established by laws and regulations.

Maintaining Professional Relationships: Physical therapists and physical therapist assistants shall respect the boundaries of professional, therapeutic, organizational, and personal relationships to promote a safe environment.

Compassion and Trust: Physical therapists and physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

Responsible Business and Organizational Practices: Physical therapists and physical therapist assistants shall promote accountable and truthful organizational behaviors and business practices.

Direction and Supervision: Physical therapists and physical therapist assistants shall provide appropriate and timely direction to and communication with anyone over whom they have legal supervisory responsibility.

Professional Expertise: Physical therapists and physical therapist assistants shall enhance their expertise and competency through career-long acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

Societal Responsibility: Physical therapists and physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, and globally.

The Code serves two purposes. It delineates enforceable Standards of Conduct in accordance with those Ethical Commitments that APTA enforces with regard to APTA members. The Standards of Conduct address the actions of physical therapists and physical therapist assistants in their roles relating to patient and client management, consultation, education, research, and administration. It also provides aspirational illustrative examples of Ethical Commitments that guide physical therapists and physical therapist assistants toward ethical courses of action in professional and volunteer roles related to their field, which are the pillars of ethical decision-making.

PTs and PTAs should carefully consider, balance, and weigh these commitments within the context of the situation in making ethical judgments that are in the best interest of the patient or client and society. Members of the physical therapy profession shall abide by the ethical principles of:

Autonomy: Respect the rights of individuals to make decisions and determinations about their life and body to the greatest extent possible. Respecting autonomy includes the imperative to always respect another's privacy, maintain confidentiality, and obtain informed and ongoing consent



in every interaction involving physical touching of another individual.

Beneficence: Take action to ensure the welfare and safety of the individuals with whom they make professional decisions, to advance the good of the individual and society.

Nonmaleficence: Make decisions and take actions with the intention to prevent or minimize injury, harm, or wrongdoing.

Justice: Make objective decisions that result in the most equitable outcome possible, as justice is an expression of the mutual recognition of respect for each other's human dignity and an acknowledgement that we live together in an interdependent community.

Veracity: Be honest and truthful in all professional decisions and actions, with all internal and external parties. Fidelity Treat all individuals (people, groups, and populations) with respect, fairness, discretion, and integrity.

The Essential Functions of The School of Physical Therapy

The abilities and skills that students of the SOPT must possess to successfully complete the training associated with PT education and fully participate in the profession are collectively referred to as the Essential Functions of the School of Physical Therapy ("Essential Functions"). Students are expected to achieve the knowledge, skills, and levels of competency stipulated for graduation by the faculty and expected of members of the PT.

Admission decisions are made on the supposition that the student believes that they meet the Essential Functions with or without reasonable accommodation. Applicants to the SOPT who have been accepted will be required to verify that they understand and meet the Essential Functions.

Applicants are urged to ask questions about the program's Essential Functions for clarification, and to determine if they meet the requirements. The SOPT acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1990 and asserts that the ability to meet certain Essential Functions with or without reasonable accommodation must be present in prospective candidates. Disclosure of a disability is voluntary; however, admitted students who wish to request accommodation should contact the TUN OASIS Office at tun.oasis@touro.edu or 702-777-3188.

Once enrolled in the program each student 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. Students found to be out of compliance with the Essential Functions are at risk of being dismissed from the program.

Observation/Sensory



Ability to visually observe materials presented in the classroom, laboratory environment and various settings to include audiovisual presentations, written documents, microbiology cultures, microscopic examination of tissues and gross organs, and diagnostic images (e.g., EKG, NVC, x-ray, CT, MRI, etc.)

Accurately and in entirety observe patients both at a distance and close at hand which requires functional vision, hearing, and somatic sensation. 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.

Communication

- Communicate effectively and sensitively using oral, written, nonverbal, and electronic form with classmates, faculty, staff, and guests of the program patients/clients and their caregivers Clinical Instructors, colleagues, and other members of the healthcare team.
- Communication includes a level of computer literacy at a level of proficiency that supports academic and professional success.
- Effectively speak, hear, and observe patients in order to elicit information, perceive nonverbal communication, and describe changes in mood, activity, and posture.
- Observe and interpret both verbal and nonverbal communication.
- Evidence-based practice requires students to become critical consumers of the literature.
- Documentation is an integral part of physical therapy practice. Students must be able to read, analyze, and prepare concise reports legibly, efficiently, and accurately in a timely manner consistent with current productivity standards and state laws.

Motor Function and Strength

- Elicit information from patients by palpation, auscultation, percussion, and clinical
- diagnostic maneuvers and interventions.
- Execute movements that require coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses required to provide general physical therapy care and emergency treatment to patients.

- 
- Properly use clinical instruments, medical devices, and therapeutic equipment for examination and intervention (e.g., stethoscope, sphygmomanometer, debridement, augmented soft tissue mobilization, etc.)
 - Possess sufficient strength and physical stamina to complete the rigorous course of didactic and clinical study and professional practice that may include prolonged periods of sitting, standing, lifting, providing manual assistance/resistance, demonstration, and rapid ambulation or transitional movements.
 - 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.

Clinical Reasoning Skills

- Demonstrate the ability to acquire, retain, and apply new and learned information.
- Demonstrate the ability to measure, calculate, reason, analyze, and synthesize information.
- Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- Demonstrate good judgment in patient examination, evaluation, diagnosis/prognosis, intervention planning, monitoring, and modification while demonstrating good time management and appropriate use of resources.
- Demonstrate good judgment as they 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.

Behavioral and Social Attributes

- Tolerate physically and mentally taxing workloads and function effectively under stress.
- Possess the emotional health required for full utilization of intellectual abilities, exercise good judgment, and promptly complete all responsibilities associated with the care of patients.
- Demonstrate mature, receptive, and effective relationships with faculty, staff, classmates, members of the healthcare team, patients, and their caregivers/families.

- 
- Possess the qualities of resilience and flexible adaptability needed to work successfully with academic and clinical faculty and staff, classmates, patients/clients, and their caregivers in academic and clinical settings.
 - Consistently display the personal qualities of compassion, integrity, ethical behavior, commitment, motivation, and genuine concern for others that are intrinsic to the profession and will be assessed in the classroom and the clinic.
 - Demonstrate the highest level of professionalism during oral, nonverbal, and written communication with their program-level and institutional peers, faculty, staff, and the public.
 - Accept constructive criticism without becoming defensive and respond by modifying behavior.
 - Provide care in all healthcare settings and be able to deliver care to all patient populations.

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 orientations, and ethnic backgrounds to simulate the diversity expected in the practice setting.

Accommodation

Students entering the program with, or acquiring deficits of these Essential Functions while enrolled, should discuss them first with faculty. Students requesting accommodation for documented disability must apply with the Office of Academic and Institutional Support (OASIS). For more information, see TUN Disability Services. OASIS will notify the program director in writing of the request and of the suggested accommodation. The full text of the TUN Policy and Procedure for Accommodating Students with Disabilities can be found in the TUN Catalog, Appendix B.

The SOPT will make every effort to provide reasonable accommodation based on evaluation by a recognized professional in the area of the 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 requiring an exemption from any of the activities included in the Essential Functions on a temporary basis of greater than 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 delay their progression and eventual completion of the program.



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

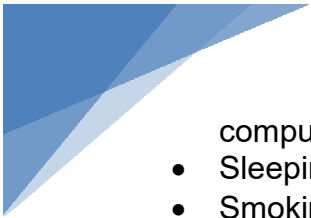
Communication

All communication between faculty, peers, and staff should be professional. A perspective consisting of mutual respect for others includes the use of appropriate communication. This is intended to promote 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 communication at TUN is to inform, query for information, or provide constructive criticism. Any abuse of these guidelines will not be tolerated.

Classroom etiquette

Professionalism demands that we recognize and abide by the boundaries between individual expression and social exchange, and communication that is disruptive, inhibits the free exchange of ideas, and is hurtful. The following are examples of behaviors that are clearly inappropriate, unacceptable, and in poor judgment. This list is not exhaustive. These and similar behaviors will be subject to immediate disciplinary action:

- Addressing the instructor in a casual or disrespectful manner. Faculty are to be addressed by their title.
- Habitually arriving late to class or leaving early. See the attendance policies in this manual for specific descriptions.
- Lack of preparation for class/lab discussions or activities.
- Failure to be prepared for the start of class or lab.
- Dominating classroom discussions to the point of interrupting the instructor or fellow students.
- Answering cell phones – by text or voice – during class. All cell phones will be turned on silent before entering class (no ringer, no vibrate).
- In classrooms, covered drinking containers are allowed along with small snacks that can be opened and eaten quietly. Students should refrain from bringing full meals to the classroom and be mindful of aromatic foods that may disturb others. In labs, only covered water containers are allowed. No food is allowed in labs.
- Chewing loudly.
- Talking during class lectures or while fellow students are giving oral presentations. This includes the giddy behavior that identifies students who are sharing amusing texts using their laptops and tablets.
- Arguing or openly confronting the course instructor during lectures and/or practicals.
- Wearing hats or other head coverings that are not considered religious head wear.
- Surfing the internet, emailing, chatting on social media platforms, and playing



computer games.

- Sleeping or adopting inappropriate postures during class.
- Smoking or use of tobacco products on campus or within any designated non-smoking area.
- Use of alcohol, recreational, or illegal drugs before or during any academic, clinical, or professional activities.
- Intolerance of diversity of values, ethnicity, race, or personality of others.

Email etiquette

Email has become the standard for business and professional communication. There are expectations for professional communication that students are expected to master during their tenure at TUN. The following guidelines are designed to assist the student in developing a professional image presented through email communication. Violations of email etiquette will be referred for academic discipline.

- Populating address fields:
 - **To:** people you are directly addressing.
 - **CC:** people you are indirectly addressing who you wish to “FYI” on the message. Be careful to only CC people who have a legitimate need to know the content of the message.
 - **BCC:** blind copying is sending the message to people without those included in the To or CC knowing. BCC is fraught with risks and, if found out, can appear deceitful or adversarial. Students should refrain from using the BCC feature.
- Only use the “Reply All” feature if every member in the address field needs to receive your response.
- Respond to email within 24-48 working hours.
- Include a clear, concise description of the content in the subject line.
- Begin the email with an appropriate salutation.
- Avoid using abbreviations for real words (e.g., LOL), slang, jargon, and emoticons.
- Use proper punctuation and avoid using multiple exclamation points.
- Avoid using all capital letters as this is perceived as shouting and is unacceptable.
- Messages should be concise and to the point, not lengthy and wordy.
- Use only plain text. Avoid using various fonts and colors.
- Always include a signature.

Personal Social Media

As students prepare to enter professional practice, they should realize the risks of allowing access to their social media to faculty, administrators, classmates, patients, clients, potential and current employers, licensing boards, and others who may influence their future careers. Students are encouraged to keep their social media accounts private.



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, superiors, and subordinates requires an attitude of respect for others and for the institution, fostering an environment of constructive and open interpersonal communications.

Although freedom of speech is maintained, the manner and intent of that speech must be appropriate. All postings must demonstrate professional language and must not be abusive or intentionally inflammatory. Communications posted or distributed at TUN are to inform, seek information, or provide constructive criticism. Any violation of these guidelines will be addressed as a breach of professional conduct.

The SOPT recognizes the use of personal platforms to document life events and express opinions. While enrolled in the program, students are expected to ensure that their comments, pictures, and opinions are respectful, uplifting and supportive of fellow classmates and staff. If a student's online content is found to be disparaging toward TUN, the SOPT, or its students, faculty, or staff, the student may be subject to the disciplinary process.

Use of intellectual property

Course materials provided to students, including but not limited to PowerPoint presentations, lecture notes, laboratory handouts, recorded lectures, examinations, study guides, and other instructional resources, are intended solely for educational use within the School of Physical Therapy.

Students may not copy, reproduce, distribute, post, record, sell, or share these materials, in whole or in part, without prior written permission from the faculty member or appropriate University authorization. Unauthorized use or distribution of course materials may constitute a violation of academic integrity, copyright protection, and University policy.

Ownership of course materials is governed by university policy and the Touro University Nevada Faculty Handbook.

USE OF EXXAT

EXXAT is a clinical and experiential education management software program. The use of EXXAT is two-fold, first it serves as a repository of advising notes and document storage related to student progression throughout the didactic program. Second, it is a clinical management system that tracks student compliance with required documentation, progression through all clinical experiences, and retention of clinical contracts. This software program assists the SOPT with the accreditation process.

For specific application of EXXAT during Clinical Education, students are referred to the Clinical Education Handbook.



ATTENDANCE POLICY

Attendance is mandatory for all SOPT courses, including lectures, laboratories, co-curricular events, and Clinical Experiences. Because clinically important content is often presented only once, attendance is considered a matter of professional responsibility and individual dependability.

Absences may be documented at the discretion of the course instructor. Unexcused absences will not be tolerated and may be grounds for referral to the Student Promotions Committee (SPC), which may recommend course failure, academic probation, suspension, or dismissal.

Students are expected to prioritize all scheduled academic responsibilities. Absences for personal convenience or social events (excluding religious observances) will not be considered excused. All absences must be for substantial reasons, and the Program Director makes the final determination regarding excused or unexcused status.

Planned absences, whether excused or not, must be requested in advance using the Absence Request Form. The form will be reviewed by the faculty and maintained in the student's file.

Emergencies, illness, and injury are generally accepted as excused absences. Absences longer than three days must be supported by documentation from a licensed healthcare provider. In such cases, students must also contact Student Health Services at (702) 777-9970 or tun.student.health@touro.edu.

If the absence is related to a medical issue that may require accommodation, students must contact OASIS (link) to determine whether ADA accommodations apply. If granted, such accommodation may exempt students from this attendance policy.

Absence from any class or lab—regardless of the reason—does not excuse the student from responsibility for all missed material.

For policies specific to Clinical Experiences, students must refer to the Clinical Education Handbook.

Excused Absences

Each request for an 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 is subject to approval by the program director. 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.

Medical Appointments that have been approved 2 weeks in advance.

Approved absences for medical appointments will include the appointment plus travel time.

Military obligations on orders (National Guard/Reserve).

Students are referred to the Excessive Absence Policy in the TUN Catalog.

Extenuating circumstances

Extenuating circumstances may include jury duty, mandatory court appearances, birth of a child, or funeral for immediate family (student's or spouse's mother, father, sister, brother).

Natural disaster, severe weather, or other events that elicit a response from the local, regional, state, or federal government.

In the event of an absence:

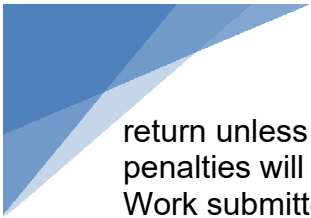
- Students should notify faculty the week before scheduled absences or, with unexpected absences, students must notify the instructor prior to class.
- Use this QR code to [notify the instructor](#) of your unexpected absence.

Students should contact faculty as soon as possible upon returning to campus.



Make-up work

For excused absences, the student and instructor will establish an appropriate deadline for completion of missed coursework, examinations, laboratories, or other assignments. Faculty may require completion of equivalent alternative assignments in place of the originally missed activity when appropriate to meet course objectives. Make-up work associated with extended excused absences greater than three consecutive days should generally be completed within one week of the student's



return unless otherwise approved by the instructor of record. No punitive grading penalties will be applied to make-up work submitted by the agreed-upon deadline. Work submitted after the established deadline may be subject to late penalties consistent with course policies.

Student Absence Related to Professional Organization Sponsored Activity

The SOPT believes that leadership is an essential component in the educational process. This may require that students attend off campus activities during class/clinical experience time. Off campus activities must be in accordance with the students' professional development. It is the responsibility of the student or approved student organization to coordinate the event and receive authority to proceed. Students seeking permission to attend an off-campus conference, program or activity must not be on academic probation and must be in good academic standing (See Academic Standing) for the courses they will miss.

A planned absence must be approved by the Chair of Student Services during the professional component and by the Director of Clinical Education (DCE) during Clinical Education.

Tardiness

Promptness is expected of healthcare professionals. Tardiness is unprofessional and disturbs the instructor and class. Excessive tardiness may negatively impact the student's professional evaluation, lead to disciplinary action, and a meeting with the program director. A student who expects to be tardy should notify the instructor as soon as possible. Advance notification does not necessarily excuse tardiness.

Excessive Absence Policy

Per the university catalog:

“A student cannot exceed 10 consecutive days of excused and/or unexcused absences, or more than 15 excused and/or unexcused absences in any given 30-day period. A student who exceeds the allotted number of absences must request a leave of absence for the remainder of the academic year or the student will be suspended or dismissed.”

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

PROFESSIONAL PERFORMANCE EVALUATION

The School of Physical Therapy (SOPT) recognizes that the development of professional behaviors is an essential component of physical therapist education,



clinical readiness, and professional identity formation. In addition to academic performance, students are expected to consistently demonstrate behaviors consistent with the SOPT Essential Functions, the Touro University Nevada (TUN) Student Conduct Code, the APTA Code of Ethics for the Physical Therapist, and the expectations of the physical therapy profession.

Professionalism concerns are addressed through a developmental process designed to promote student growth, support a safe and respectful learning environment, encourage early intervention, and facilitate readiness for clinical practice. Professionalism concerns may be identified in classroom, laboratory, clinical, service, interprofessional, community, or university-related activities.

Professionalism concerns may be documented by faculty, staff, clinical instructors, or university personnel and maintained within the student record system. Repeated or significant concerns may result in review by the Student Promotion Committee (SPC) and may lead to progressive intervention, remediation, probation, suspension, or dismissal from the program.

The severity and significance of a professionalism concern is determined by consideration of:

- the nature and frequency of the behavior,
- the degree of impact on individuals or the learning environment,
- behavioral, ethical, environmental, or professional conduct implications,
- the student's response to feedback and remediation,
- and consistency with the Essential Functions and professional expectations of the program.

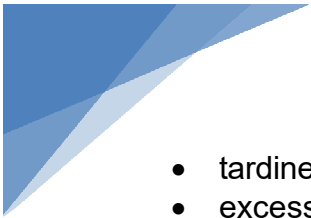
The professionalism tier system is intended to support consistent identification, documentation, communication, and mentoring regarding professional behavior concerns within the existing Plan for Early Intervention and Progressive Discipline. The tier designation itself does not automatically determine disciplinary status or outcome. Rather, professionalism concerns are reviewed in the context of patterns of behavior, severity, responsiveness to feedback, and overall impact on professional development and readiness for clinical practice.

Single serious, particularly significant events, or multiple Tier 1 or 2 events, may warrant immediate SPC review regardless of tier designation.

Tier 1: Foundational Professionalism Concerns

Tier 1 concerns involve behaviors primarily related to self-management, personal responsibility, preparation, or professional habits that primarily affect the student's own academic or professional performance.

Examples may include, but are not limited to:

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- tardiness,
 - excessive absences,
 - failure to prepare for class or laboratory activities,
 - inappropriate classroom etiquette,
 - minor violations of email or communication etiquette,
 - incomplete administrative requirements,
 - or other behaviors inconsistent with expectations for professional responsibility.

Tier 1 concerns are generally addressed through faculty coaching, verbal feedback, reflective activities, advising discussions, or written documentation. Repeated Tier 1 concerns may prompt additional review and intervention.

Tier 1 concerns are commonly associated with Essential Function domains related to responsibility, communication, adaptability, stress management, and effective use of time and resources.

Tier 2: Interpersonal or Learning Environment Professionalism Concerns

Tier 2 concerns involve behaviors that negatively affect peers, faculty, staff, patients, clinical partners, or the learning environment. Examples may include, but are not limited to:

- disrespectful or inappropriate communication,
- disruptive classroom or laboratory behavior,
- inappropriate conduct during interprofessional or university activities,
- unsafe or inappropriate behavior within academic environments,
- failure to respond appropriately to constructive feedback,
- repeated unprofessional behaviors despite prior intervention,
- or behaviors that negatively affect collaboration, psychological safety, or professional relationships.

Tier 2 concerns may result in formal written documentation, required meetings with faculty or program leadership, reflective assignments, remediation activities, advising interventions, or SPC review.

Tier 2 concerns are commonly associated with Essential Function domains related to communication, interpersonal skills, behavioral and social attributes, professionalism, and use of constructive feedback.

Tier 3: Professional Integrity and Institutional Professionalism Concerns

Tier 3 concerns involve behaviors that create significant ethical, legal, behavioral, reputational, or professional concerns for patients, classmates, clinical partners, the cohort, the program, the institution, or the physical therapy profession. Examples



may include, but are not limited to:

- academic dishonesty,
- falsification of records or documentation,
- violations of patient confidentiality,
- harassment or discriminatory conduct,
- threatening or intimidating behavior,
- substance use during academic or clinical activities,
- serious violations of professional conduct expectations,
- conduct that significantly reflects negatively upon the program or institution,
- or repeated professionalism concerns despite prior intervention.

Tier 3 concerns may result in immediate referral to the Student Promotion Committee, formal remediation plans, probation, referral through institutional conduct processes, suspension, or dismissal from the program.

Tier 3 concerns are commonly associated with Essential Function domains related to ethical conduct, professional judgment, behavioral and social attributes, integrity, communication, and professionalism.

Relationship with Academic Performance and Clinical Safety

Clinical competency and patient safety concerns are evaluated through course assessments, laboratory practical examinations, clinical performance evaluations, laboratory safety policies, and clinical education processes as outlined elsewhere in this handbook. Unsafe clinical performance, laboratory safety errors, or failure to demonstrate clinical competency may independently result in failure of a practical examination, laboratory activity, clinical experience, or other academic assessment regardless of professionalism tier designation.

Professionalism concerns are evaluated separately from academic and clinical competency whenever possible. While individual course requirements related to attendance, participation, communication, laboratory conduct, professionalism, and professional expectations may affect course-specific assessments or participation requirements, professionalism concerns are primarily addressed through the SOPT progressive intervention and disciplinary processes rather than course-specific grade deductions.

Student Promotion Committee Review

The Student Promotion Committee (SPC) may review patterns of professionalism concerns, repeated concerns across courses or settings, failure to respond to remediation efforts, or significant professional conduct concerns. The SPC may recommend interventions including, but not limited to:

- advising interventions,
- reflective assignments,

- 
- professionalism remediation activities,
 - behavioral learning plans,
 - counseling or support referrals,
 - academic probation,
 - suspension,
 - or dismissal from the program.

The SOPT reserves the right to determine whether a student has demonstrated the professional behaviors, ethical standards, judgment, and Essential Functions necessary for progression and continued participation in the program..

ACADEMIC PROGRESSION

Academic performance standards are set to ensure that the integrity of the program and institution is maintained. The SOPT prides itself on pursuing academic excellence and adheres to high academic and ethical standards to maintain students' scholastic excellence.

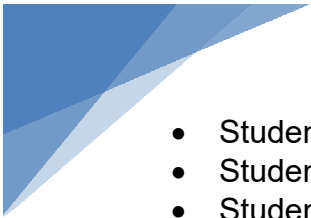
Academic Performance

Federal regulations require that all students who receive federal financial aid must meet federal and institutional standards of satisfactory academic progress to retain eligibility to receive federal financial aid. Therefore, the Touro University System and TUN have established specific guidelines describing satisfactory academic progress for all students. SOPT policies for academic progress are congruent with the [Touro-wide Satisfactory Academic Progress Policy](#). In the event of conflict, the SOPT will defer to TUN institutional policies.

The faculty of the SOPT are charged with the responsibility for educating students as well as determining their professional competence in the clinical reasoning, professional behavior, and skills of a physical therapist. The program does not guarantee succession through the curriculum; it is the responsibility of the student to successfully progress through the curriculum by demonstrating the expected behavioral, cognitive, and psychomotor skills required. Periodically and at the end of each term, faculty will assess each student on specific physical therapy competencies. Passing scores in all competencies is required for progression.

A student must fulfill these academic requirements prior to progressing to the next term of the program:

- Students must successfully complete all clinical and academic requirements (learning contracts, immunization records and/or certifications)
- Students must complete all summative coursework with a passing grade of $\geq$
- 75% or as specified in the syllabus.

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- Students must complete each course with a grade $\geq 75\%$.
 - Students must maintain a term GPA of 80%.
 - Students must maintain a cumulative GPA of 80%.

PLAN FOR EARLY INTERVENTION/ PROGRESSIVE DISCIPLINE

Academic and behavioral progress is reviewed periodically and at the end of each term by the student, their advisor, the CSS, the DCE, and the SPC. Students who fail to maintain satisfactory progress at any time will be referred for Early Intervention/Progressive Discipline. All records concerning Early Intervention/Progressive Discipline are maintained in the student's record in EXXAT.

Students may be identified for Early Intervention/Progressive Discipline by any of the following:

- Academic performance below expectations
- Absenteeism
- Inappropriate behavior documented by classmates, faculty, staff, or campus-wide
- Self-report
- Surveys and Questionnaires

Academic indicators suggesting the need for Early Intervention/Progressive Discipline include:

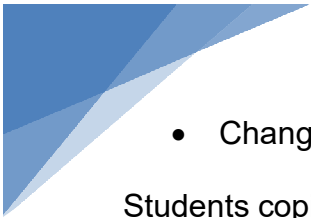
- A failing score on a summative assignment/exam/practical
- Consistently low grades ($\leq 80\%$)
- A recent drop in performance
- Professional behavior issues
- Failure to consistently demonstrate the Essential Functions of the School of Physical Therapy
- Frequently missed deadlines
- Absenteeism

Sometimes students struggle to learn due to environmental concerns. Environmental indicators for Early Intervention/Progressive Discipline include reports of financial, housing, or issues/changes among their support networks, or significant changes in personal circumstances that affect academic performance.

Students coping with environmental stressors are encouraged to seek support through the array of services offered through the Department of Student Affairs.

Personal issues can also interfere with learning. Personal indicators for Early Intervention/Progressive Discipline include:

- Reports of social isolation or conflict
- Change in affect or other indicators of depression, exhaustion or anxiety

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- Changes in health

Students coping with environmental and personal stressors are encouraged to seek support through the array of services offered through the Department of Student Affairs.

Learning Plans

Learning plans are intended to support the student's learning by establishing measurable goals, specific steps to achieve them, and a timeline for improvement. A learning plan may be required at any step in the Early Intervention/Academic Discipline process. Failure to comply with the learning plan may result in further academic intervention or referral to the SPC. Learning plans are maintained in the student's record in EXXAT.

Phase 1: Academic Notice.

Academic Notice is a written notification from a course instructor or academic advisor, delivered via email or formal letter. When a student demonstrates academic, personal, or environmental factors that may affect progression, a meeting will be held with their advisor or course instructor to discuss concerns, potential solutions, and available support services. Although confidentiality is respected, faculty must be informed of any issues that may indicate a need for additional academic or psychological support.

If a student receives three or more Academic Notices throughout the program, they will be referred to the Student Promotions Committee (SPC) for review.

Each meeting will be documented via follow-up email to the student outlining an academic improvement plan, with records maintained in EXXAT.

Phase 2: Academic Warning with or without a Learning Plan.

Students who continue to demonstrate unacceptable performance after Academic Notice will receive a formal Academic Warning. The warning will detail specific concerns and may be accompanied by a Learning Contract at the discretion of the course instructor, advisor, CSS, DCE, or Program Director. The issuing faculty member must notify the student's advisor, CSS, and Program Director within three business days. Documentation will be stored in EXXAT.

Academic Warnings are considered in reviews of professional behavior and SPC deliberations.

Phase 3: Academic Probation with or without a Learning Contract.

A student may be placed on Academic Probation upon SPC recommendation and Program Director approval if they fail to meet academic expectations. Students on



probation are expected to complete all academic requirements and demonstrate consistent professional behavior. The Program Director will notify the student and the Registrar in writing. A notation will be made on the student's transcript.

The student will be removed from probation after meeting academic standards for one full term with a full course load. The Program Director will issue a letter to the student and Registrar, and the transcript notation will be removed.

While on probation, the SPC may recommend restrictions, including:

- Removal from leadership roles
- Limitations on out-of-town clinical placements
- Other appropriate sanctions

Phase 4: SPC Review Following Continued Concern

Students who demonstrate ongoing academic failure, repeated professionalism concerns, failure to meet the terms of a learning contract, unsafe performance, or other significant concerns may be referred to the Student Promotion Committee for review. The SPC may recommend appropriate actions consistent with institutional and program policies, including continued probation, revised or additional learning contract requirements, suspension, dismissal, or leave of absence.

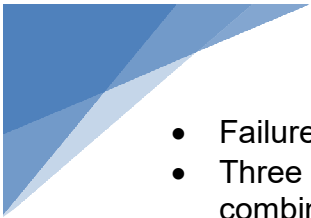
The Program Director will review the SPC recommendation and issue the final program decision, consistent with applicable institutional appeal procedures. Documentation will be maintained in EXXAT.

Suspension. Suspension is a forced temporary leave from the program. With approval from the program director, in most instances, the student will leave the program and return during the next academic year at the same curriculum cycle. For instance, a student suspended during the Spring term of Academic Year 2025 would return for the Spring term of Academic Year 2026. Students on suspension cannot participate in Touro based functions and cannot accumulate service hours required by the program. Students who are returning from suspension will automatically be placed on Academic Probation and may be given a learning plan.

Dismissal. A student is subject to dismissal if they have failed to meet the minimum standards of progression as stipulated in the academic regulations of the program and the university or have failed to demonstrate the required level of professionalism. The program and university may dismiss a student at any time to safeguard its standards of scholarship, to maintain orderly operations, and to ensure all students possess the foundation of knowledge, skills, and professional behaviors necessary for safe and effective patient care.

Reasons for dismissal may include, but are not limited to:

- Previous placement on Academic Probation with failure to achieve satisfactory
- progress as defined by maintaining an average numeric score ≥ 80 in each course during the professional component of the curriculum.

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- Failure to successfully remediate a failed course.
 - Three failing grades on summative assessments in any single course or combination of courses.
 - A cumulative average numeric grade of ≤ 80
 - Excessive reliance on remediation to pass summative assessments.
 - Consistent or egregious failures to demonstrate professional behavior.

After a thorough review of student performance, the SPC may recommend the students' dismissal to the program director. The program director has the authority to accept, modify, or reject the committee's recommendation.

The program director will notify the student of a decision within five business days following the committee's recommendation. If warranted, the program director may request additional time to complete the review from the Dean of the College of Health and Human Services (CHHS).

The decision of the program director is final unless otherwise stated in the Academic Appeal Process described in the TUN Catalog.

Leave of Absence. Students who choose to interrupt their attendance but intend to return and continue their study may apply for a leave of absence. Students are referred to the TUN Catalog for a complete description of the process required for a leave of absence. Briefly, the student must meet with the program director or Dean of CHHS to discuss the reason(s) for the leave and the effect the leave will have on their academic progress. Students taking a leave of absence typically return during the same term the following academic year. Students on leave of absence cannot participate in Touro based functions and cannot accumulate service hours required by the program.

Withdrawal. Students choosing to withdraw from the program are choosing not to return. The process for withdrawal is described in the TUN Catalog.

MAXIMUM TIMEFRAME FOR PROGRAM COMPLETION

The Doctor of Physical Therapy program is designed to be completed in three years of full-time study. Each student needs to successfully complete all of the program requirements within 4.5 years from the date of matriculation.

Students who experience interruptions in progression due to academic difficulty, approved leave, or other extenuating circumstances may require additional time to complete the program. In such cases, the School of Physical Therapy will evaluate the student's progression and ability to successfully complete all program requirements within an appropriate timeframe consistent with University policy, accreditation expectations, and individualized circumstances.

If, at the conclusion of any term, it is determined that a student is unlikely to successfully complete the program within an allowable timeframe or is not making



satisfactory academic progress, dismissal may be recommended and conducted according to published procedures.

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. Students are encouraged to review the posted syllabus for each course at the beginning of the term.

The minimum passing grade for all courses in the professional curriculum is 75.

Laboratory practical performance

An acceptable performance on practical examinations is necessary for students to progress within a course, to the next term, or from the professional (didactic) component to Clinical Education. The minimum passing score for a practical examination is 80% with no safety errors (see policy, Lab Safety Errors).

A safety error will result in a failing grade for the event.

Failure of a practical exam may have severe consequences. Scoring of the practical will adhere to the procedures outlined below.

	Without safety error	With safety error
Acceptable score (≥ 80)	Pass	Fail
Unacceptable score (< 80)	Fail	Fail

Lab Safety Errors

A laboratory safety error is any action, omission, or unsafe clinical decision that places a patient, patient simulator, classmate, or other individual at risk for injury or harm. Safety errors may result in failure of the lab activity or practical examination. Examples of laboratory safety errors include, but are not limited to, failure to:

- Verify patient identity prior to initiating care.
- Review relevant medical information, precautions, contraindications, or provider instructions prior to initiating care.
- Manage lines, tubes, catheters, equipment, or environmental hazards safely during patient care or mobility tasks.
- Assess and ensure patient readiness and capacity to safely participate in the prescribed activity.
- Apply appropriate guarding, transfer techniques, gait belts, or therapist body mechanics during mobility or treatment activities.
- Recognize and respond appropriately to changes in patient status, vital signs,



telemetry, or patient tolerance during activity.

- Select, modify, progress, or discontinue interventions appropriately based on patient presentation, safety, or clinical response.
- Demonstrate safe handling and application of assessment techniques, manual interventions, therapeutic equipment, or treatment procedures.
- Recognize when additional assistance, supervision, or support is required to maintain patient safety.
- Identify and adhere to applicable medical, surgical, behavioral, infection control, or universal precautions.
- Maintain a safe clinical or laboratory environment by recognizing and managing environmental barriers or hazards.
- Demonstrate appropriate emergency response procedures or safety actions associated with common medical facility emergencies or patient events.
- Demonstrate safe clinical reasoning and decision-making appropriate to the patient scenario.

Consistency in Grading

Assessment grading is typically completed by the primary instructor of record for the course. For complex assessments, practical examinations, written assignments, or other evaluative activities, the instructor may utilize additional qualified faculty members, adjunct faculty, or other approved evaluative supports to assist in the grading process.

When multiple evaluators or grading methods are used, the School of Physical Therapy will take reasonable steps to promote consistency, fairness, and alignment with established grading criteria and rubrics. These processes may include faculty calibration, shared rubrics, standardized grading procedures, consensus review, or faculty-supervised technology-assisted evaluation processes.

The program may utilize educational technologies, including AI-assisted tools, to support grading consistency, feedback generation, rubric alignment, or assessment review. Faculty remain responsible for oversight of all grading processes and for the final determination and assignment of grades.

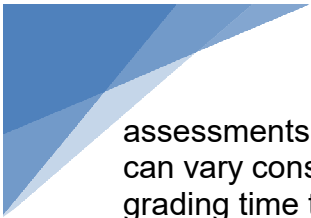
The final authority for grade assignment rests with the faculty member of record for the course.

Rounding

Rounding grades within individual assignments, examinations, or course components is at the discretion of the course instructor. Final course grades submitted by the School of Physical Therapy will be rounded to the nearest whole number.

Time for Grades

In general, students should expect to have feedback and their grade on



assessments returned within one week. Turnaround time on assignments or exams can vary considerably. Students should be patient and direct any concerns regarding grading time to the instructor or program director.

Use of Rubrics

To ensure fairness, consistency, and clarity, all skills checks, practical, and written assessments will be graded using a rubric. Instructors reserve the right to determine when or if the rubric 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 one week following the completion date of the course.

ACADEMIC REMEDIATION

Accreditation criteria for Physical Therapy programs require the faculty to ensure each student has demonstrated competency in each area of the program. Remediation following a failed attempt on a summative or clinical practical assessment allows the student to demonstrate competence in a course or a component of a course.

Students who fail a summative assessment or otherwise demonstrate academic or professional concerns may be referred to the Student Progression Committee (SPC) for review in accordance with published program procedures.

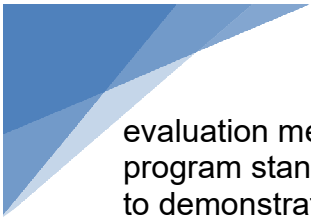
Based on the nature, severity, and pattern of the concern, the SPC may recommend remediation, academic support measures, early intervention strategies, progressive discipline actions, learning plans, or other appropriate actions intended to support student success and protect program standards.

Recommendations and interventions are determined on an individualized basis and may vary depending on the circumstances of the student and the requirements of the program.

Failure of an in-course Assessment

Students are generally permitted one remediation opportunity for a failed summative examination or practical assessment in a clinical science course. Additional remediation opportunities, if any, are granted at the discretion of the primary course instructor and/or the Student Progression Committee (SPC).

The primary course instructor determines the format, timing, conditions, and



evaluation method for remediation activities consistent with course objectives and program standards. Remediation is intended to provide students with an opportunity to demonstrate minimum competency in deficient content areas.

The impact of remediation on the recorded assessment or course grade is determined by the course instructor and may vary based on the nature of the assessment, course policies, and demonstrated level of competency. Course syllabi and instructor guidance may provide additional details regarding remediation grading practices.

Failure to successfully complete remediation may result in referral to the Student Progression Committee for further review and action according to published program procedures.

Response to Multiple Remediations

The remediation process is intended to support student learning and the development of competency in complex content areas. However, repeated remediation within a single term may indicate ongoing academic difficulty or concerns regarding progression within the program.

Students who require remediation on three summative assessments within a single academic term may be referred to the Student Progression Committee (SPC) for review. Following review, the SPC may recommend academic support measures, monitoring, Academic Warning, Academic Probation, or other actions consistent with the program's Early Intervention/Progressive Discipline processes.

When preparing for remediation, faculty may consider factors including, but not limited to:

- the student's reflection on preparation for the assessment,
- typical study and learning strategies,
- personal, health, or environmental factors that may have affected performance,
- and strategies or support measures intended to optimize the student's opportunity to demonstrate competency.

Faculty may provide guidance, recommendations, or individualized learning strategies as part of the remediation process. Documentation related to remediation discussions, recommendations, or student progression concerns may be maintained according to program procedures.

Failure of a Course

A student who fails to achieve the required cumulative passing score for a course, or who fails required course components identified by the instructor as essential for successful course completion (such as examinations or practical assessments), may be assigned a failing course grade regardless of overall cumulative score.



Students who fail one or more courses will be referred to the Student Progression Committee (SPC) for review in accordance with published program procedures. The SPC will review the student's academic performance, progression history, and relevant circumstances before making recommendations to the Program Director.

Potential outcomes of SPC review may include, but are not limited to:

- repetition of the failed course during the next available curricular cycle,
- Academic Warning or Academic Probation,
- individualized remediation or learning plans,
- recommendation for leave of absence,
- suspension,
- or dismissal from the program.

Final decisions regarding student progression, remediation eligibility, suspension, or dismissal rest with the Program Director.

Students are encouraged to review the program's Early Intervention/Progressive Discipline and Student Progression policies for additional information regarding academic standing and progression processes.

In situations where course remediation is permitted, the remediation process, timeline, expectations, and evaluation methods will be determined collaboratively by the course instructor and program leadership, with consideration of the student's individual circumstances and the requirements of the curriculum.

Students who do not successfully complete an approved course remediation process may be referred to the SPC for further review and action.

All students who have failed a course but are allowed to continue in the program will be placed on Academic Probation.

GRADE APPEAL

Coursework Grade Appeal

After assessment grades are posted, the grade may only be changed by the course faculty or the program director. A grade appeal must be directed to the instructor within two business days of the grade posting. Grade appeals should be grounded in facts and policy rather than making a plea for lenience based on personal circumstance. The decision of the course instructor will be communicated to the student within two business days of when the appeal was received. If the student is not satisfied with the instructor's decision and/or explanation, the student may submit a grade appeal to the program director. In cases where the program director is the instructor of the course, the written appeal should be sent to the Chair of Student Services (CSS). Appeals on the program director's grading will be heard by the SPC. The program director must make and communicate a decision within two business days of when the appeal was received. The decision of the program director or SPC 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 or SPC is final.

The appeal of grading on individual tests or assignments must be discussed with the course instructor within one week of posted grades.

Course Grade Appeal

An appeal of final course grades must follow the procedure described in the TUN Catalog. Per the catalog:

“After final grades have been submitted, a failing course grade may be changed only by the course faculty or by the Grade Appeal Committee. Grade appeals must be directed first to the course

faculty within two business days of final grade submission. Decision of the course faculty will be communicated to the student within two business days of when the appeal was received. If the student is not satisfied with the course faculty’s decision and/or explanation, the student may submit a grade appeal form to their school and/or course director. The school and/or course director must make and communicate a decision within two business days of when the appeal was received. If the student is not satisfied with the outcome, the student may submit a grade appeal form to the Grade Appeal Committee through the office of their college dean.

The form and supporting documentation must be received by the college dean within three business days following the school and/or course director’s decision. The college dean will forward the form and documentation to the Grade Appeal Committee, and the dean will notify the school/course director that the student has appealed the grade and will request documentation from the faculty and school/department to support the decisions made. The decision of the Grade Appeal Committee will be communicated to all parties involved within fourteen calendar days of when the form was received from the student. Every attempt should be made to reach a decision as quickly as possible. The decision of the Grade Appeal Committee is final.”

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 during periodic reviews and in any correspondence, reference, honors, or scholarship application that a student requests.

Good Standing

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

- Cumulative Numeric Grade Average of $\geq 80.0\%$ ($GPA \geq 3.0$)
- Consistently demonstrates the essential functions of the School of Physical Therapy
- Current record of up-to-date immunizations
- Current record of CPR certification
- Completion of training for:
 - Drug and Alcohol Use
 - Sexual Harassment

- 
- Confidentiality of Records and Information (HIPAA)
 - Blood borne pathogens
 - Biohazards

Satisfactory Standing

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

- Cumulative Numerical Grade Average between 75.0% to 79.9% (GPA 2.5-2.9)
- Academic Warning or Academic Probation status
- Incomplete record or out-of-date immunizations.
- Outdated CPR certification.
- Incomplete participation in training for
 - Drug and Alcohol Use
 - Sexual Harassment
 - Confidentiality of Records and Information (HIPAA)
 - Blood borne pathogens
 - Biohazards

ADVISEMENT AND COUNSELING

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 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.

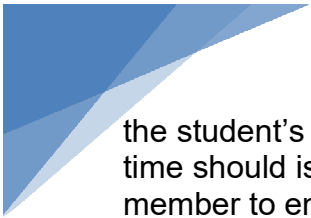
Clinical Faculty

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 supervisor. Clinical faculty are supervised by the DCE for their SOPT activities.

Faculty Advisors

Upon matriculation, each student will be assigned an advisor from the SOPT faculty by the Admission Committee Chair. A student may request a change of advisor from the program director and be reassigned at the discretion of the director and with respect to individual faculty workload.

Advisement is an integral element in the growth of a PT student. Although it can take the form of mentoring, it is also essential in identifying elements that could impede



the student's progress. Counseling of the student may also be required from time to time should issues arise. It is the responsibility of both the student and faculty member to ensure that regular meetings for advisement occur. Both parties have the same responsibility should academic or personal issues arise requiring counseling.

If a student is identified as experiencing academic difficulties, the student will meet with the course instructor and their faculty advisor as soon as possible. If the student's advisor is also the instructor, the CSS will step in on behalf of the student. Upon any failure of a summative assessment (i.e., exam, practical, project, presentation, etc.) the student and advisor are required to meet within 1 week from when the student was notified of the failure. The responsibility of scheduling the meeting resides with the student. Documentation of all counseling/advising sessions will be entered in the student's record in EXXAT.

In certain circumstances, the CSS, DCE, and/or program director may be involved during these meetings. Prior to this meeting, the student should conduct a personal self-assessment focusing on potential sources of difficulty and identifying possible plans for improvement. Following these meetings, the faculty will assist the student in identifying institutional resources and/or student services to assist the student in their continued success in the program.

Roles and Expectations of the Faculty Advisor

- Meet with advisee each once at the beginning of each semester
- Listen to the student's concerns or needs.
- Be available during posted office hours or by appointment to meet with students to discuss academic difficulties which have not been resolved at the instructor level and to suggest possible remedies.
- Acquaint the student with available institutional resources and student services and, when appropriate, refer the student to specific services, to include student counseling, student health, and OASIS.
- Monitor academic and clinical progress and be available for consultation if the student's progress is in jeopardy.
- When appropriate, share one's professional experience in the areas of professional development, career opportunities, and personal growth as related to the PT profession.

Roles and Expectations of the Student Advisee

- Have a working knowledge of all program policies and procedures.
- Provide contributory information in a clear, concise manner to facilitate the advising process.
- Offer insight into one's academic performance and potential deficiencies.
- Act on academic recommendations and suggestions offered by the course instructor and faculty advisor.
- Be responsible for the successful completion of all coursework and practical experience throughout the professional and clinical components of the



program.

- Follow-up on referrals for student services which may include professional counseling, campus healthcare services, disability services, learning support, etc.

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.

DRESS CODE

The SOPT adheres to the dress code presented in the TUN Catalog. 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 co-curricular activities or clinical rotations.

Hygiene

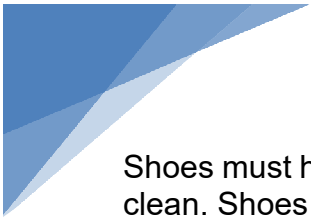
Good hygiene, neatness, and modesty are important components of professional appearance. Students are expected to always present themselves in a professional manner. Students will receive one warning related to unacceptable appearance; any additional occurrences will result in the students' conduct being reviewed by the Student Promotions Committee.

Hair and Skin are expected to be clean and odorless. Students should refrain from wearing scented perfumes and lotions. Hair must be neat and clean. Long hair should be pulled neatly back so 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 nails are not visible from the palm side. During clinical experiences, only clear or muted beige colored polish may be worn.

Daily Dress

To foster consistency in the learning environment, students' clothing must fit properly and may not contain inappropriate and/or offensive wording, design, graphics, or pictures. Clothing should allow for adequate movement during patient care activities and should not allow for exposure of the trunk with movement. Clothing should not be torn or ripped and free from holes or frays. Dresses may be worn if they are at least knee length (to the middle of the knee, joint line). Socks and undergarments must always be worn; undergarments must never be visible.

Unacceptable attire includes exceptionally tight form fitting (i.e. yoga pants, shorts, T-shirts, leggings, etc.), excessively torn ripped, or frayed clothing, pajamas, sweatpants, cut-offs, short shorts, loose tank-tops, mini-skirts, or crop-tops/midriiffs. Students may wear scrubs provided they are clean, free of holes, provide adequate coverage of chest, armpits, and midriff in all body positions. A solid zip up jacket or TUN half-zip pullover may be worn if classrooms/labs are cold.



Shoes must have closed toes, low heels, and non-skid soles. Shoes must be kept clean. Shoes with ties must be tied. Work boots and sandals are not permitted. Athletic shoes are permitted.

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, CSS, SPC, and/or program director.

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.

Both men and women should wear 5" lifting or running shorts, preferably with a built-in brief, in black or other dark solid color. Women should wear a conservative sports bra, in black or other dark solid color, with a racer back, and that provides adequate coverage of the chest.

Students may wear T-shirts, sweaters, sweatshirts, or lightweight jackets and pants for warmth and additional coverage when not assuming the patient role.

The course instructor may indicate that lab clothing is not required; otherwise, the student should be properly dressed at the start of lab. If the student is non-compliant after one warning, the instructor reserves the right to ask the student to leave, give the student a zero on lab assignments for that day, and, if appropriate, refer the student for progressive disciplinary action.

Clinical and Ceremonial Dress

Clinical or Ceremonial dress is suggested several times during the program for events like ceremonies and presentations, acceptance of awards, or attendance at professional conferences/meetings.

Clinical Dress.

Men and women are to wear TUN logo polo shirts with solid dark- or khaki-colored slacks, track pants, skorts of mid-thigh length, or leggings that do not contain bold wording, cutouts, mesh, or net inserts. Skirts are not acceptable for clinical dress. Students should wear conservative walking shoes in muted colors. Shoes should be in good condition and show minimal signs of wear. Shoes must cover the toe and heel, have a street appropriate sole, and be fully laced or strapped.

Ceremonial dress.

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

“Ceremonial dress” implies wearing formal business attire. Guidelines for ceremonial



dress follow:

Shirts, Tops, Blouses, and Jackets. Men and women may wear collared shirts or dress shirts, sweaters, and turtlenecks. For men, a dress shirt and tie are appreciated. Women must choose a top with a conservative neckline. Inappropriate attire includes tank tops, midriff tops, tops with plunging necklines or backs, golf shirts, sweatshirts, and screen-printed t-shirts and tops.

Slacks, Pants. Slacks and pants must be of a uniform color (no bold prints) made of a woven material such as cotton or cotton blends, wool, and flannel. Track pants, leggings, jeans, or any pants made of denim, spandex, or other form-fitting pants that might be worn for exercise are unacceptable. All pants must be secured at waist level.

Skirts and Dresses. Dresses and skirts should be appropriate for conservative occasions. They should be of a solid color or subtle pattern, and should not be heavily embellished (i.e., fringe, glitter, ruffles, etc.). Dresses should not be strapless, one-shouldered, or expose undergarments. They should have a conservative neck and hemline (mid-thigh or longer). They must not have slits that extend above the knee.

Plunging necks or backs are not acceptable. Skirts and dresses must not be form-fitting, ride up the thigh, or split above the knee. Skirts and dresses may have subtle patterns.

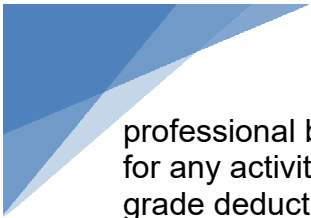
Shoes and Footwear. Shoes must cover the toe and heel, have a street appropriate sole, and preferably lace or strap. Shoes must be in good condition and show minimal signs of wear. Loafers, oxfords, or conservative athletic shoes in good repair and in muted colors. Shoes should be flat or have a low heel (≤ 4 ") that allows the student to walk quickly and safely for moderate distances. Sport specific or boldly colored athletic shoes, tennis shoes, thongs, flip-flops, slippers, platforms > 2 ", stilettos and any casual shoe with an open toe are not acceptable.

Accessories and Jewelry. Hair, piercings, tattoos, and jewelry should reflect a moderate to conservative style. Piercings should be tasteful and clean. Controversial tattoos should be covered. Hair tints and dyes should be in muted colors. Other than religious or academic headwear, hats or head coverings may not be worn in class or to events designated for clinical or ceremonial dress. Watches must tell time to the second to facilitate patient examination.

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 ceremonial dress situations.

Attempts to interpret these guidelines in a humorous or mocking manner will result in



professional behavior penalties or discipline. Students failing to dress appropriately for any 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.

For the dress code during clinical experiences or visits, students are referred to the SOPT Clinical Education Handbook.

COMPUTERS, BOOKS, SUPPLIES, LIVING EXPENSES AND TRAVEL

Computers

All students must have daily access to a computer and the Internet. Students are responsible for the timely maintenance and upgrade of their institutional 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 or e-mail. It is the student's responsibility to upload files in an appropriate format for viewing by the instructor.

Books

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.

Transportation, Room, Board, and Incidentals

Completion of clinical practice experiences may require the student to relocate out of town to accommodate the availability of clinical sites. Each student is required to assume costs for transportation, room, board, and incidentals occurred in the completion of course requirements.

ACADEMIC WRITING

Students are expected to demonstrate professional written communication appropriate for graduate-level healthcare education, including clear organization, appropriate tone, accurate grammar and spelling, and adherence to standards of academic integrity. Specific formatting, citation, and stylistic expectations may vary by course and assignment and will be determined by the course instructor.



Artificial Intelligence (AI) Use Policy

The School of Physical Therapy (SOPT) acknowledges the increasing use of artificial intelligence (AI) technologies in education, healthcare, research, and professional practice. AI tools may be used to support learning, organization, editing, and academic productivity when used appropriately and ethically.

Students are responsible for ensuring that all submitted work reflects their own clinical reasoning and professional judgment. The use of AI must comply with all university academic integrity and professionalism standards. AI-generated content must not replace independent thought or required scholarly effort. Students remain fully accountable for the accuracy, quality, and integrity of all submitted assignments and communications.

Students should also be aware that the AI platforms currently supported and permitted through Touro University Nevada include:

- Microsoft Copilot
- Google Gemini
- NotebookLM

These platforms are available through the university portal and may provide additional institutional privacy and security protection compared to publicly available AI tools.

PART 3: COMPLAINT HANDLING

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 including a prohibition of retaliation following complaint submission.

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

Procedures

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

Notice of Rights to Complain.

The SOPT will post in a conspicuous place a notice supplied 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, WASC, or NCPE as appropriate.

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.

Investigation of the Complaint.

The program director or designee is responsible for investigating the complaint. 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.

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 NCPE. The name and address of the accrediting body will be included in recruitment brochures, website, and the College catalog.

Records of Complaints and Resolutions.

The SOPT Director is responsible for maintaining a file of both formal and informal complaints received by the program. 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.