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Part 1: Student Handbook

Introduction

This handbook is a reference intended to provide accurate information to students and others regarding Touro University Nevada School of Physical Therapy. The Student Handbook contains policies and requirements which govern academic performance and essential functions for all who are enrolled in any program or individual course of the School of Physical Therapy (SOPT). These policies are designed to promote standards for academic competency, professional discipline and personal responsibility representing parameters of achievement and behavior expected of students and professionals in Physical Therapy.

All areas of this handbook are subject to change. TUN and the SOPT reserve the right to make changes at any time. Students should not consider this handbook to represent a contract between Touro University Nevada (TUN) or the SOPT and the student. The university disclaims any misrepresentations that may have occurred because of an error in preparation or typing.

New and revised policies and procedures will be shared with students as they are adopted and will be accessible on the official SOPT website.

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

All policies and requirements in this handbook are effective for students enrolling in the academic year 2017-18 and thereafter. Students are expected to exhibit behavior in congruence with the essential functions of the School of Physical Therapy, the Code of Ethics of the American Physical Therapy Association (APTA), and the TUN codes of Student Conduct and Academic Integrity. They are responsible for knowing the current academic regulations, general and specific requirements, student operational policies contained in this handbook, University Catalog, SOPT policies and procedures, and other official announcements and published documents of the program and university.

At the beginning of each school year, students are required to sign a declaration that they understand all the policies contained herein and that the policies will be applied to all aspects of their academic progress and behavior while enrolled as a student in the SOPT, and agrees to be governed by these policies while enrolled.

A History of Physical Therapy at Touro College.

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

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

Accreditation.

The Entry-Level Doctor of Physical Therapy program at TUN is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: www.capteonline.org.

Vision Statement: Touro University Nevada.
Educating caring professionals to serve, to lead, to teach.

To Serve—
To create educational opportunities for those aspiring to professional careers.
To demonstrate a commitment to improve upon the health and education of the community.

To Lead—
To influence the health and well-being of the community through research, innovative programming, and policy development.

To Teach—
To engage students in effective educational experiences, through an institutional process of assessment and learning from successes and challenges.

Vision Statement: School of Physical Therapy.

The School of Physical Therapy (SOPT) is dedicated to preparing knowledgeable, skilled and caring practitioners who can assume and adapt to the multiple roles of a physical therapist in our ever-changing health care environment. The professional program’s education must foster the development of altruistic, independent, creative, analytical thinkers who are prepared to respond to a full spectrum of people presenting with diverse needs in a sensitive and effective manner. Our graduates are critical thinkers and lifelong learners who will embrace a high level of ethical and moral values including integrity, service to society, and lifelong learning which will inform their clinical practice. They will provide consistent evidence-based care by becoming knowledgeable consumers of the literature which serves to inform their clinical practice. They are pledged to excellence in total patient care, guided by a belief in human worth and dignity, and dedicated to the optimization of human health and function for all members of society. Our faculty embraces and models these attributes through their teaching, continuing education, advocacy, practice, scholarship, and service activities.

Mission Statement: School of Physical Therapy.
The School of Physical Therapy at Touro University Nevada prepares graduates to become culturally competent, ethical, and reflective physical therapists who provide their patients, clients, and communities with education, prevention and wellness services, as well as rehabilitative care.

**Institutional Policies**

Students are referred to the TUN Catalog for information on:

- Office of the Bursar
- Policy on Program Refunds
- Student Health Insurance
- Financial Aid
- Student Government Association (SGA)
- Title IX

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


- Student Conduct: TUN Catalog (Appendix C)

**School of Physical Therapy Policies**

**Faculty availability.**

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

**Clinical Faculty.**

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

**Academic advisors.**

During Orientation students will be introduced to their Academic Advisor, a member of the faculty who will remain their advisor for the length of the program. Academic advising is viewed as a shared
responsibility and students are encouraged to consult with their advisors whenever they have questions or need assistance. In addition to acting as a resource for students to facilitate their learning success, Advisors monitor and advise students on their academic progress. In this role, Advisors may help students take advantage of support services available to them on campus, develop learning plans and, when necessary, provide counseling to students under academic or behavior policies. Advisors will meet with their student advisees a minimum of once per term, but a more frequent schedule may be agreed upon to facilitate the student’s success.

School schedule.

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

Academic year.

The Academic Year begins in July of each year and includes three terms. Term 1 (Summer) occurs July to October, Term 2 (Winter) occurs November to February, and Term 3 (Spring) occurs March to June. Each term includes the equivalent of 17 weeks of academic time. Course schedules are set to assure students are provided the appropriate number of contact hours for the academic credit assigned. Holidays and vacation days are not included when determining course contact hours. Actual calendar time of each term is determined based on scheduled holidays and may occur differently year to year. Academic scheduling is at the discretion of Touro College, TUN, and SOPT administration.

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

Books and supplies.

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.

Academic writing.

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


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

**Attendance policy.**

Attendance is mandatory for all SOPT courses.

**Excused absences.**

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

- Attendance at professional, community, or institutional events considered beneficial to the student’s education. Examples of events which may be considered excused absences are: attendance at professional conventions, service on TUN or SOPT committees, or participation in community service events.

- Illnesses. An illness lasting more than three days will be excused with a physician’s written and dated excuse

- Extenuating circumstances that may include jury duty, birth of a child, or funeral leave.

In the event of an absence:

- Students should notify faculty the week before scheduled absences or, with unexpected absences, notify the instructor prior to class.

- Students should contact faculty as soon as possible upon return to campus.

- Make-up time for excused absences will be allowed at a minimum of 3 times the days missed. (Example: for an excused absence of 2 days, the student would have 6 days to make-up the missed work)

- An appropriate deadline will be agreed upon at the time of the assignment. Faculty may request completion of equivalent assignments rather than the actual missed work.

- No punitive grading is allowed if work is submitted by the agreed deadline. Punitive grading will apply to work turned in after the agreed deadline.

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

**Completion Requirements for the Doctor of Physical Therapy Degree.**

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

- Cumulative Numerical Grade Average of ≥ 80% (GPA ≥ 3.0)
• Completion of didactic courses with a minimum numerical grade of 75%.
• Pass/Fail courses are completed with numerical grade of 80%.
• Completion of all clinical education courses with a minimum passing numerical grade of 80% (DPTV874, 875, 877)
• Consistently demonstrate the essential functions of the School of Physical Therapy
• Completion of 50 hours of service to the community (DPTV724)
• Submission of all forms required for graduation
• Payment of all tuition and fees to Touro University Nevada

Student Learning Outcomes

All students who graduate from TUN must demonstrate the following 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 and Departmental SLO.

ISLO1.
TUN: Use knowledge, skills and effective communication to benefit diverse communities.
SOPT: Provide education, prevention and wellness services, as well as rehabilitative care to patients, clients, and communities.

ISLO2.
TUN: Collaborate across disciplines toward a common goal.
SOPT: Demonstrate the ability to communicate using a variety of methods with their colleagues, other professionals, patients, clients, and members of their communities.

ISLO3.
TUN: Think critically to make evidence-informed decisions and evaluate conclusions in a real world context.
SOPT: Reach informed clinical decisions using the guiding principles of evidence-based practice integrating the best research evidence, clinical expertise, and with consideration for the patient’s values and preferences. Demonstrate effective client-centered services as competent and autonomous generalist physical therapists.

ISLO4.
TUN: Act in a professional and ethical manner.
SOPT: Provide physical therapy in a professional and ethical manner.

Outcome Expectations for DPT Graduates (CAPTE).
Outcome expectations are a description of specific behaviors, skills, or knowledge that defines the expected performance of the physical therapist in practice defined by CAPTE in Standard 7 of the
Accreditation Standards. When taken in aggregate, these outcomes describe the performance of the graduate upon entry into the practice of physical therapy. Each student graduating from the program will have demonstrated competency in each of the expectations through completion of didactic or clinical courses, or participation in the extracurricular and co-curricular activities of the SOPT.

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

**Professional Ethics, Values and Responsibilities.**

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

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

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

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

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

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

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

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

7D9 Access and critically analyze scientific literature.

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

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

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

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

7D14 Advocate for the profession and the healthcare needs of society through legislative and political processes.
Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students.

**Patient/Client Management.**

**Screening**

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

**Examination, Evaluation and Diagnosis**

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

Perform systems review.

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

- Aerobic Capacity/Endurance
- Anthropometric Characteristics
- Assistive Technology
- Balance
- Circulation (Arterial, Venous, Lymphatic)
- Self-Care and Civic, Community, Domestic, Education, Social and Work Life
- Cranial and Peripheral Nerve Integrity
- Environmental Factors
- Gait
- Integumentary Integrity
- Joint Integrity and Mobility
- Mental Functions
- Mobility (including Locomotion)
- Motor Function
- Muscle Performance (including Strength, Power, Endurance, and Length)
- Neuromotor Development and Sensory Processing
- Pain
- Posture
- Range of Motion
- Reflex Integrity
- Sensory Integrity
- Skeletal Integrity
- Ventilation and Respiration or Gas Exchange

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

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

Determine a diagnosis that guides future patient/client management.
Prognosis and Plan of Care.

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

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

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

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

Intervention.

7D27 Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include:
   a. Airway Clearance Techniques
   b. Assistive Technology: Prescription, Application, and, as appropriate, Fabrication or Modification
   c. Biophysical Agents
   d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life
   e. Integumentary Repair and Protection
   f. Manual Therapy Techniques (including mobilization/manipulation thrust and nonthrust techniques)
   g. Motor Function Training (balance, gait, etc.)
   h. Patient/Client education
   i. Therapeutic Exercise

Management of Care Delivery.

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

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

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

7D31 Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status and participation.
7D32 Complete accurate documentation related to 7D15 - 7D30 that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

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

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

7D35 Provide care through direct access.

7D36 Participate in the case management process.

*Participation in Health Care Environment.*

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

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

7D39 Participate in patient-centered interprofessional collaborative practice.

7D40 Use health informatics in the health care environment.

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

*Practice Management.*

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

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

**Essential Functions for Admission and Continued Enrollment**

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

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

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

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

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

5. **Behavioral and social abilities.** Students must possess the self-awareness and emotional skills to attend to the needs of others while developing mature, sensitive, and effective professional relationships as members of the healthcare team. They must personify the highest standards of integrity, honesty, empathy, and compassion and demonstrate ethical behavior in both the classroom and clinic. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be resilient and flexible adapting to the needs of their patients in a changing environment. Students must be able to accept constructive feedback and respond by modifying their behavior. Students must be able to provide care in all healthcare settings and be able to deliver care to all patient populations.

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

**Code of Ethics for the Physical Therapist**

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

- Physical Therapists shall respect the inherent dignity and rights of all individuals
- Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients
- Physical therapists shall be accountable for making sound professional judgments
- Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public
- Physical therapists shall fulfill their legal and professional obligations
- Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities and professional behaviors
- Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society
- Physical therapists shall participate in efforts to meet the health needs of people locally, nationally or globally

**Accommodations**

The SOPT will make every effort to provide reasonable accommodations for students with disabilities based on evaluation by a recognized practitioner in the area of the identified disability; however, in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge and demonstration of technical and decision-making skills required for the practice of physical therapy. Students entering the program with, or acquiring deficits of these standards while enrolled, should discuss their concerns first with faculty and must apply for accommodations with the Office of Academic and Institutional Support (OASIS). (For more information see the TUN Catalog, Appendix B.) Students will be evaluated by a team of faculty to determine if accommodation is feasible. OASIS will notify the Program Director in writing with their recommendations. Students requiring an exemption from any of the activities included in these 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 result in the delay of their progression and eventual completion of the program. Cost associated with accommodations will be paid by the student.

**Unprofessional behavior.**

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

- Walking in and out of classroom during a class
• Cell phones and pagers ringing during class
• Talking to others during lectures or student presentations
• Hostility or an adversarial attitude towards faculty or students
• Inattentiveness during lectures or student presentations
• Sleeping or assuming inappropriate postures during class
• Leaving class early without permission
• Tardiness
• Smoking, use of tobacco products, or use of illegal drugs on campus or at clinical sites
• Intolerance of diversity of values, ethnicity, or personality of others
• Excessive use of alcohol and/or any use of illegal drugs before or during any academic, clinical, or professional activities
• Impaired behavior due to drug or alcohol use

Use of electronic technology.

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

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

Social media postings.

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

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

**Academic Policies and Procedures**

**Evaluation and retention in the program.**

The faculty of the SOPT is charged with the responsibility for educating students as well as determining the capacity of every student for professional competency and responsibility in the knowledge, behavior, and skills of a physical therapist. The Student Promotions Committee (SPC) meets at regular intervals throughout the program to evaluate and make recommendations whether or not each student should continue in the curriculum. SPC recommendations are made based on input regarding each student’s academic and behavioral progress from course instructors, clinical instructors, Advisors, the Program Director, the Director of Clinical Education, and other institutional departments. Students who attain satisfactory academic and professional progress are promoted to the next academic term or academic year.

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

**Maximum timeframe for program completion.**

The Doctor of Physical Therapy program is a 3 year program. Regardless of circumstance, the maximum timeframe for program completion is 4 ½ years. If at the end of any term it is determined that a student cannot possibly complete the program’s graduation requirements within that time, dismissal for “unsatisfactory academic progress” will be recommended and conducted according to procedures published in the TUN catalog.

**Academic grading policies.**

Student grades reflect the quality and content of work the student has produced as part of course assignments within the curriculum, and the student’s clinical performance in clinical assignments. Course grades are the primary factor in determining academic status in the program. Syllabi will state the specific requirements and graded components of individual courses.

**Minimum passing numerical grade:**
- Didactic courses: 75%
  - Pass/Fail courses must be passed with a minimum numerical grade of 80%
- Clinical courses: 80%

**Academic remediation.**

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

**Academic grade challenges.**

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

An appeal of final course grades must follow the procedure in the TUN Catalog.

**Satisfactory academic progress.**

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

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

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

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

**Academic Disciplinary Actions.**

The Program Director has the authority to accept or modify the SPC’s recommendation and shall notify the student of a decision no more than five business days following the SPC’s recommendation. If warranted, the Program Director may request additional days from the Academic Dean. The decision of the Program Director is final unless otherwise stated in the Academic Appeal Process.

**Academic warning.**

An *Academic Warning* may be issued by the Program Director at the request of any faculty member. An Academic Warning is a notice of impending formal action in the absence of improvement. Warnings will identify specific instances, state the concern of the faculty, and suggest activities for improving performance. The warning will become a part of the student’s SOPT record. Academic Warnings may be considered in deliberations of the SPC and may be considered in the resolution of any institutional issue.

**Recommendation for academic probation.**

The following conditions may result in the recommendation of academic probation by the SPC:

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

When a student is placed on academic probation, the Program Director will notify the student in writing, including the reasons for probation. A student will be removed from academic probation only after successfully meeting the minimum academic standards while enrolled in a full course load for an entire term. When the term(s) of academic probation have been satisfied, the Program Director will provide a letter to the student indicating that probation has been rescinded.

When a student is placed on academic probation, it may be noted in the student’s academic file and official transcript. Subsequently, when a student has successfully satisfied the requirements of probation, the transcript notation may be removed.
Students who are directed to repeat a year of curriculum for academic reasons remain on academic probation until successful completion of all courses scheduled within that academic year.

When the terms of academic probation have been satisfied, the Program Director will provide a letter to the student indicating that probation has been rescinded.

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

**Recommendation for suspension or dismissal.**

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

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

After a thorough review of student performance, the SPC may recommend dismissal to the Program Director who has the authority to accept or modify the SPC’s recommendation. The Program Director shall notify the student of a decision no more than five business days following the SPC’s recommendation. If warranted, the Program Director may request additional days from the Academic Dean who must approve the request. The decision of the Program Director regarding the dismissal is final.

**Appeal of unsatisfactory academic progress.**

Following notification (traceable letter delivery) of a decision for dismissal, suspension, repeating of a course(s), repeating of a semester(s), repeating of a year(s), a student may wish to appeal the decision. The student has seven working days within which to submit a formal written appeal of the decision to the Dean of the College of Health and Human Services. The appeal request must be submitted in writing and delivered to the Office of the Dean within this seven day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain the student’s situation and substantiate the reason(s) for advocating a reversal of the decision. The Dean may grant an appeal only on showing one of the following:

- Bias of one or more of the members of the SPC or Program Director.
- New, material, documented information not available to the SPC or Program Director at the time of the initial decision.
- Procedural error.

The Dean may choose any of the following options when an appeal is under consideration:

- Concur with the decision of the Program Director.
- Amend the decision of the Program Director.
Convene an ad-hoc committee consisting of three members to review the decision of the Program Director. The ad-hoc committee will present their findings to the Dean for consideration.

Finally, the student may appeal the dismissal to the Provost of the University. If a student appeals, he or she may continue classes and/or field work until the appeal process is exhausted. The decision of the Provost of the university is final. If the appeal is denied, the dismissal shall be effective the date of the college dismissal letter. Once the dismissal is final, the student may no longer enroll and/or participate in classes at the University.

**Recommendations or Reference Letters.**

Faculty may be requested in writing (letter or email) by a student to write a Letter of Reference or Recommendation for scholarship programs, honors, or employment. Students should provide as much detail about the intended purpose or recipient of the letter in order to assist faculty in completing the request. No actual grade point or letter grade indications will be made in correspondence to external groups. The faculty has the right to keep the contents of such letters confidential and not disclose the contents to the student or provide the student with a copy. Faculty also have the option to decline to write a letter.

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

**Good standing.**

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

- Cumulative Numerical 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 annual training for
  - Drug and Alcohol Use
  - Sexual Harassment
  - Confidentiality of Records and Information (HIPAA)
  - Bloodborne pathogens
  - Biohazards

**Satisfactory standing.**

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

- Cumulative Numerical Grade Average between 75.0% to 79.9% (GPA 2.0-2.9)
- Meets essential functions of the School of Physical Therapy
- Incomplete record or out-of-date immunizations;
- Outdated CPR certification;
- Incomplete participation in annual training for
  - Drug and Alcohol Use
  - Sexual Harassment
  - Confidentiality of Records and Information (HIPAA)
  - Bloodborne pathogens
  - Biohazards

**Early Intervention Program**

The SOPT has developed an Early Intervention program to facilitate each student’s success. Academic Advisors monitor students who are struggling to meet performance standards to help them avoid formal disciplinary action if possible. Academic Advisors are advised by course instructors of an advisee’s unsatisfactory performance. Advisors will recommend available resources for the student to use to correct or improve performance. Participation in suggested activities is voluntary for the student.

Examples of suggested activities may include, but are not limited to, the following:

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

**Dress Code**

Students must maintain a neat and clean appearance befitting students attending a socially conservative professional school; therefore, attire should convey a professional appearance whenever the student is on University grounds or off campus for co-curricular activities or clinical rotations.

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

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

Lab attire. During laboratory sessions, all students are required to comply with SOPT or course dress code. In order to ensure modesty and adequate access to the body for lab activities, all students are expected to comply with this policy unless exempted by the instructor.
Male and female students should wear shorts and T-Shirt for labs. Shorts should allow exposure of the knee from mid-thigh. T-shirts should allow exposure of the shoulder, elbow and hand during lab activities. Sweaters, sweatshirts, or lightweight jackets may be worn over the T-shirt for warmth. Sweatpants may be worn over the shorts for warmth. To assure modesty, brief-style underwear should be worn under shorts for both men and women. Female students should wear racer-back sports bras. Students assuming the role of ‘patient’ may be required to remove their T-Shirt. When not assuming the patient role, students must wear an upper-body cover (shirt).

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

Clinical and Professional Dress. All clothing must be sufficient to conceal any and all undergarments. No skin will show between the mid-thigh and shoulder at any time. Clinical or Professional dress is suggested several times during the program for such events as ceremonies and presentations, acceptance of awards, or attendance at professional conferences/meetings. “Clinical dress” implies wearing TUN logo polo shirts. “Professional dress” implies wearing formal business attire.

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

Guidelines:

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

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

**Shoes and Footwear.** Conservative walking shoes, dress shoes, oxfords, loafers, flats or a low dress heel (less than 2”) are acceptable. Athletic shoes, tennis shoes, thongs, flip-flops, slippers, and any casual shoe with an open toe are not acceptable. Shoes must cover the toe and heel, preferably lace, and have a street appropriate sole. Shoes should be of a single, neutral color and should not include sports or brand insignias. **Not wearing stockings or socks is inappropriate.**
**Accessories and Jewelry.** Piercings, other than one in each ear, and tattoos should not be visible when in clinical settings. Jewelry, hair color, and choice of accessories should reflect a moderate to conservative style. Hats or head coverings other than that representative of religious beliefs may not be worn in the classroom or clinic.

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

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

For dress codes during clinical rotations, students are referred to the SOPT Clinical Education Handbook.
Part 2: School of Physical Therapy Organizational Structure

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

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

The faculty serves as the main governance body of the SOPT. The Program Director has responsibility for overall administration and management of the SOPT and represents the School in organizations, functions, and the community. Normally, the faculty meets as a group weekly. Once each term, the faculty will seclude themselves in a full-day retreat to allow time to reflect on the operations of the School and consider future planning. In addition to regular faculty meetings, the business of the faculty will be conducted by committees or work groups. The Program Director is responsible for assigning individuals to committees and work groups. Standing committees are described below.

Chain of command.

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

Standing Committees

Except where specifically excluded, the Program Director is a presumptive member of all standing committees.

Student Promotion Committee (SPC).

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

The SPC is charged with evaluating the academic progress of each student and recommending action to the Director. The SPC will meet periodically throughout each term to review concerns that may be raised by individual instructors or Student Advisors about academic performance or behavior. The SPC will meet at the end of each semester, within 14 days of the end of finals, to consider student promotions to the next term. Of particular concern are the performance of students currently on academic or behavior probation, students receiving low scores or failures. The SPC may recommend actions including but not limited to commendation, Academic or Behavior counsel or discipline, probation, suspension or dismissal. The SPC may only make recommendations to the Program Director who has the authority to accept or modify the committee’s recommendations.

Admissions Committee (AdC).

The AdC is made up of a minimum of three full-time faculty members. The Chair will be appointed by the Program Director who is responsible for conducting an annual review of the activities and effectiveness of the committee. The AdC is charged with 1) evaluating and recommending candidates for admission to the SOPT; 2) recommending changes to admission requirements; 3) hosting prospective students on campus visits; and 4) hosting the first week Orientation activities.

Each year the AdC will review recruitment activity with the Department of Student Affairs to identify successful strategies and trends. Information tracked by the AdC may include the number of applications received, demographics of applicants and of those recommended for and accepting admission. The admission criteria for admission will be reviewed at regular intervals and modified as needed.

Curriculum Review Committee (CRC).

The CRC is made up of a minimum of three full-time faculty members. The Chair will be appointed by the Program Director who is responsible for conducting an annual review of the activities and effectiveness of the committee. The CRC is responsible for ongoing review of the curriculum relying on course evaluations, and input from students, clinical faculty, lab assistants, and faculty. An annual cumulative review will be performed and, when appropriate, recommendations for curricular or course changes will be presented to the faculty. The faculty is responsible for reviewing recommended changes and taking appropriate action if necessary.

Program Review Committee (PRC).

The PRC is made up of a minimum of three full-time faculty members. The Chair will be appointed by the Program Director who is responsible for conducting an annual review of the activities and effectiveness of the committee. The purpose of the PRC is to: 1) review SOPT policies and procedures to determine how well they are adhered to and whether they continue to meet the needs of the program, and 2) to assess program progress toward achieving the goals and objectives set forth by TUN, CAPTE, and the SOPT, 3) to prepare reports to accrediting boards, institutional departments and the Program Director and faculty, 4) to promote and support a continuous self-evaluation process by which the success of the program can be measured.

Review Processes
Course evaluation.

Students will be given the opportunity to provide input at the conclusion of each course. Course evaluations will be available on-line during the final two weeks of a course and are administered by the TUN Office of Institutional Effectiveness (OIE). Course evaluations will solicit anonymous input on course elements, facilities and resources, and instructor characteristics. Results will be compiled electronically and a summary report prepared by the OIE staff. Summary results will be distributed after course grades are submitted to the SOPT Director and made available to each instructor for teaching and self-improvement purposes. Copies of student comments will be maintained in the course folder and in the instructor’s file maintained by the SOPT Director. The information from the survey will be used to monitor and improve the curriculum and for the instructor’s self-improvement.

Annual accreditation report.

CAPTE requires each physical therapist education program to complete a report on activities during the last quarter of each calendar year. This report includes enrollment, retention, graduation, clinical education, faculty qualifications, faculty scholarly productivity, curricular changes, and budgetary information. The PRC will collect all required and supporting information for presentation to the faculty at Winter Retreat. The faculty may make recommendations for improvement of the program based on the information gathered. The SOPT Director is responsible for compiling the report and submitting it in a timely fashion to CAPTE.

Academic performance review and promotion.

The SPC will meet following finals each semester to review student academic and behavior performance. Recommendations on student performance or grade trends will be forwarded to the Program Director for action. The SPC will meet as needed throughout the year to discuss matters of concern as they arise.

Faculty performance review.

The Program Director is responsible for completing a Faculty Performance Review for each full or part time faculty on an annual basis. TUN forms will be used to report this review. The review will be discussed with each faculty member for additional input before being forwarded to the Dean for consideration. Copies of Faculty Performance Reviews are considered confidential and will be retained in the faculty member’s personnel file.

Director performance review.

The Dean of the College of Health and Human Services is responsible for completing an annual Director Performance Review. TUN forms will be used to report this review. Copies of the Program Director’s Performance Reviews are considered confidential and will be retained in the Director’s Personnel file.

Curriculum review.

The CRC is responsible for ongoing review of the curriculum. At a minimum, the CRC will review each completed semester during the first month of the subsequent semester. The CRC will also review course grades for statistical trends by program, level, and instructor. An annual cumulative review of the previous year will be performed during the Summer term. Each review will document curricular or
course changes implemented or planned by the faculty and committee recommendations. Reports of the CRC are reviewed at weekly faculty meetings.

**Policy review.**

The PRC regularly reviews SOPT policies and procedures to review how well they meet the needs of the program. It is this committee’s responsibility to analyze the extent to which program practices adhere to the policies and procedures and to assess program progress toward institutional, CAPTE, and SOPT goals. Reports of the PAPR are reviewed at weekly faculty meetings.