



SCHOOL OF  
PHYSICAL THERAPY

**Marshall University**  
College of Health Professions  
**School of Physical Therapy**  
Student Handbook  
Effective for DPT Class of 2029

Revised September 2025



**CAPTE**  
Commission on Accreditation  
in Physical Therapy Education

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## Preamble

The Marshall University School of Physical Therapy (SOPT) is committed to fostering an academic and professional environment that upholds the highest standards of integrity, responsibility, and ethical conduct. Academic achievement and professional behavior are inseparable elements of student success and are evaluated comprehensively throughout the program. These policies establish clear expectations regarding academic performance, professional conduct, and adherence to institutional and professional standards, while also outlining processes for review, remediation, and disciplinary action when necessary. Students are expected to embody the values of the physical therapy profession, respect the rights and aspirations of others, and contribute positively to both the classroom and clinical learning environments. By maintaining these standards, the SOPT ensures that its graduates are not only competent in their academic knowledge and clinical skills but also exemplify the professionalism, integrity, and accountability required of physical therapists.

## Marshall University Vision and Mission Statement

Marshall University's Vision Statement <https://www.marshall.edu/mission/> posits that "To inspire learning and creativity that ignites the mind, nurtures the spirit, and fulfills the promise of a better future." The Marshall University Creed sets the tone for the responsibilities of all students, faculty, and staff. Many of these responsibilities dovetail with the professional expectations of DPT students. These include:

- An Educational Community in which all members work together to promote and strengthen teaching and learning;
- An Open Community uncompromisingly protecting freedom of thought, belief and expression;
- A Civil Community treating all individuals and groups with consideration, decency, and respect, and expressing disagreements in rational ways;
- A Responsible Community accepting obligations and following behavioral guidelines designed to support the common good;
- A Safe Community respecting each other's rights, privacy and property;
- A Well Community respecting and promoting physical and emotional health;
- An Ethical Community reflecting honesty, integrity and fairness in both academic and extracurricular activities;
- A Pluralistic Community celebrating and learning from our diversity;
- A Socially Conscious Community acting as citizens of the world and seeking to contribute to the betterment of people and their environments; and
- A Judicious Community remaining alert to the threats posed by hatred, intolerance and other injustices and ever prepared to correct them.

The mission statement (<https://www.marshall.edu/strategicplan/>) includes:

- Offer a wide range of high quality, affordable, and accessible undergraduate, graduate, and professional education that prepares students to think, learn, work, and live in an evolving global society.
- Create opportunities and experiences to foster understanding and appreciation of the rich diversity of thought and culture.
- Maintain a dynamic intellectual, artistic, and cultural life by promoting and supporting research and creative activities by undergraduates, graduates, and faculty.
- Contribute to the quality of life of the community, region, and beyond through applied research, economic development, health care, and cultural enrichment.
- Cultivate the development of an inclusive, just, and equitable community.

SOPT faculty support the mission of the university by remaining current in their field, by providing contemporary DPT instruction through innovative curricula, by contributing to the body of knowledge and by helping students to engage in scholarly, artistic, and creative endeavors, and to develop the ability to navigate through a rapidly changing society. Staff and administration support the university and personnel in all these endeavors.

The University seeks to provide students with the opportunity to use knowledge, creativity, and critical thinking skills to better their communities, to critically examine issues facing society in order to contribute to the betterment of society, to appreciate diversity, and to prepare themselves for graduate education in their chosen professions.

## College of Health Professions (COHP) Vision and Mission Statement

The COHP Vision and Mission statement is: **“Dedicated to the integrity of programs by maintaining rigorous educational and professional standards and through the high expectation of student learning and performance”**

### SOPT Mission

To provide contemporary physical therapy education; to empower graduates and educators to exemplify excellence in clinical practice, scholarship, mentorship, leadership, and professionalism; and to engage all stakeholders in employing evidence-informed physical therapy that reflects and expands best practice.

<http://www.marshall.edu/physical-therapy/files/SOPT-Plan-on-a-Page-FINAL-FACULY-APPROVED-03312025.pdf>

### Program Values

- Integrity
- Duty
- Synergy
- Connectivity

<http://www.marshall.edu/physical-therapy/files/SOPT-Plan-on-a-Page-FINAL-FACULY-APPROVED-03312025.pdf>

## DPT Program Goals and Outcomes

In keeping with the Vision and Mission, the goals of the DPT program are

1. To graduate exceptional autonomous practitioners, who are leaders in the profession and community, and capable of treating diverse populations.
2. To support and empower our educators to exemplify excellence in clinical practice, advocacy, mentorship, leadership, and professionalism.
3. To engage all stakeholders to employ evidence-informed decision making by seeking to discover, synthesize, preserve, apply, and disseminate knowledge that reflects best practice.

*Given these goals our expected program outcomes for students and educators are as follows:*

### Teaching/Learning/Curriculum:

See updated Strategic plan at <http://www.marshall.edu/physical-therapy/files/MU-SOPT-Strategic-Plan-Outline-FINAL-FACULTY-APPROVED.pdf> for timeline updates.

The plan below is as originally developed and printed.

**Outcome #1:** A diverse panel of stakeholders will create (1y) a systematic process to review and evaluate the broader curriculum as well as specific courses related to student satisfaction, CAPTE standards, and NPTE content areas, making recommendations for improvement to the Program Chair and associated faculty.

**Outcome #2:** Following re-examination of neuro and ortho content blocks, provide recommendations to improve balance and continuity throughout 9 semesters of curriculum.

**Outcome #3:** In collaboration with students, faculty will identify and develop (18m) professional and career transition educational content as well as a plan for implementation (36m). ¥

**Outcome #4:** On an annual basis, evaluate efficacy of teaching strategies and course delivery methods used by various faculty to facilitate learning and effective curriculum delivery.

### Student/Faculty Experience:

**Outcome #1:** . Develop (18m) and implement (36m) a holistic retention process to maximize successful completion of PT education for all students (admission to graduation). ¥

**Outcome #2:** Establish (12m) and implement (24m) a formal, structured faculty mentorship

program that includes roles and responsibilities of the Chair, new faculty, and designated senior faculty mentors.

**Outcome #3:** Plan and schedule up to 5 annual non-academic student and faculty (clinical & academic) engagement events/activities to facilitate professional formation and foster meaningful connections and belongingness.

***Service, Community/Alumni Engagement:***

**Outcome #1:** Within 2 years, create a usable and sustainable heat map of all alumni.

**Outcome #2:** Identify (12m) an alumni network that connects and mentors DPT 3 students and entry-level MUSOPT graduates and have the network (MUSOPT/Alumni Affinity Group) implemented within 24 m. ¥

**Outcome #3:** MUSOPT will commit to annually partnering with and supporting key community service causes/events that support the mission/vision of the profession and program.

**Outcome #4:** Organize and communicate alumni/student events (e.g., softball & tailgates) at least 2-3 months in advance to allow for enhanced participation by all stakeholders.

**Outcome #5:** Outline the marketing, branding, and outreach strategies (12m) being implemented to expand engagement with high schools, colleges, and the broader community, ultimately driving increased student enrollment.

***Research/Testing/Knowledge/Collaboration:***

**Outcome #1:** Over the next three years foster research collaborations with clinical partners, and other universities departments/schools to include at least 25% of capstone projects. ¥

**Outcome #2:** Over the next three years, the SOPT faculty will collectively submit on average one grant per year to support the program's research efforts and will conduct a minimum of one grant education workshop annually for PT students to enhance their understanding of grant writing and funding opportunities.

**Outcome #3:** Over the next three years, at least 40% of capstone projects will be presented annually at a national conference to reinforce the importance of research dissemination and improve the overall quality of projects.

**Outcome #4:** Over the next three years, in partnership with the COHP PhD degree program, develop and implement a graduate course on research design, instrumentation, and methods.

***Innovation in PT/Healthcare:***

**Outcome #1:** Within one year, in collaboration with MU IT services or third-party companies, develop and implement a PT School-wide digital calendar to streamline program communications, centralize event scheduling, and organize classroom schedules.

**Outcome #2:** The PT program will coordinate and host up to two healthcare technology education sessions per year for faculty applicable to a wide range of interdisciplinary health

professions programs.

**Outcome #3:** Explore, incorporate, and implement innovative technologies to enhance teaching and learning, such as virtual reality, simulations, AI, etc. into the PT curriculum over the next 3 years. ¥

**Outcome #4:** Over the next three years, organize and deliver one technology-based education lecture annually, featuring industry experts in the PT and healthcare fields, to enhance students' understanding of emerging technologies in practice.

## GENERAL POLICIES

### *Consumer Information and Disclosures*

In order to help consumers, make well-informed decisions about postsecondary education, federal regulations require higher education institutions to disclose certain information. To assist in locating this information, Marshall University has created a Consumer Information and Disclosures launching point at <http://www.marshall.edu/disclosures/>.

Among others, the following specific reports are available from the Marshall University Consumer Information and Disclosures web site: student financial aid information, drug, and alcohol abuse prevention program information, retention rates, and graduation rates. Prospective students may request printed copies of any report at no charge by calling the Office of University Communications at 304-696-7153.

### *Equal Opportunity Policy Statement*

<https://catalog.marshall.edu/graduate/policies-procedures/>

### **Affirmative Action Policy Statement**

It is the policy of Marshall University to provide equal opportunities to all prospective and current members of the student body, faculty, and staff based on individual qualifications and merit, without regard to race, color, sex, religion, age, disability, national origin, gender identity, or sexual orientation. This nondiscrimination policy also applies to all programs and activities covered under Title IX, which prohibits sex-based and gender-based discrimination in higher education. Marshall University strives to ensure equality of opportunity and treatment in all areas related to student admissions, instructions, employment, placement accommodations, financial assistance programs and other services.

### **Administrative Steps for filing a Complaint Regarding a Student or Student Organization**

Marshall University expects all members of its community to act in respectful and responsible ways toward one another. Marshall University is committed to providing programs, activities and an educational environment free from discrimination and harassment of any kind. To file a general

complaint against a student or student organization complete the General Complaint Form ([https://marshall-advocate.symplicity.com/public\\_report/](https://marshall-advocate.symplicity.com/public_report/)) or contact the Office of Student Advocacy and Accountability, 2W29 Memorial Student Center, or call 304-696-2495.

### **Sexual Misconduct**

According to Title IX, the Education Amendments Act of 1972, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” To file a complaint regarding sexual misconduct, complete the Title IX Complaint Form ([https://marshall-advocate.symplicity.com/titleix\\_report/](https://marshall-advocate.symplicity.com/titleix_report/)) or contact the Title IX Office, 107 Old Main, 304-696-2934, [titleIX@marshall.edu](mailto:titleIX@marshall.edu).

### **Animal and Human Subject Research**

Graduate students conducting research involving experiments that utilize animals must work under the supervision of faculty advisors who have written permission from the Institutional Animal Care and Use Committee (IACUC) before the students can start the research. Information about procedures and protocol forms may be obtained from the Office of Research Integrity through its website at [www.marshall.edu/ori](http://www.marshall.edu/ori).

Graduate students who conduct research involving the use of human subjects must have the approval of the applicable Institutional Review Board (IRB), either Medical or Behavioral and Social Sciences, before starting the research and must work under the supervision of faculty advisors. Information about procedures and approval forms may be obtained at the Office of Research Integrity website at [www.marshall.edu/ori](http://www.marshall.edu/ori).

### **Clery Act and Title IX Educational Program**

#### **Required training for all incoming graduate students**

To maintain compliance with the Clery Act and Title IX requirements, Marshall University requires all incoming graduate students to complete a sexual assault and interpersonal violence prevention education program as approved by the Vice President of Student Affairs. The training also ensures students learn of the campus resources related to sexual assault and interpersonal violence. Students who do not complete the training by the end of the 8th week of their first semester of enrollment may not register for additional courses until completing the training. Students will receive multiple notifications regarding this required training program.

#### **Contact for Questions**

If you have any questions about the training program, please contact the Title IX Office at [titleix@marshall.edu](mailto:titleix@marshall.edu).

#### **Copyright Compliance**

Marshall University complies with U.S. copyright law, which prohibits unauthorized duplication and use of copyrighted materials, including written, audio-visual, and computer software materials. Further information is available by contacting the University Libraries at [library@marshall.edu](mailto:library@marshall.edu).

### **Cross-Level Linked Courses**

The Graduate Council supports the limited use of Cross-Level Linked Courses (CLLC). Cross-Level Linked Courses refer to two courses, one undergraduate and one graduate, which are offered concurrently, in the same place, with the same instructor. Cross-Level Linked Courses supported by the Graduate Council include 400/500 and 400/600 courses. The Graduate Council does not recognize or support 300/600 level courses after the spring 2024 semester. The Graduate Council encourages the general practice of having separate and distinct undergraduate and graduate courses that are not linked in most circumstances but recognizes that CLLCs may be used on a limited basis if measures are in place that identify how the undergraduate and graduate courses differ. As such, the two courses must have a separate syllabus and address all the following:

1. The graduate course must result in a deeper understanding of the course material compared to the undergraduate course with which it is Cross-level Linked.
2. The graduate course assignments must differ from those of the undergraduate course in quality/depth/rigor, and quantity. This could include a difference in reading assignments, course textbooks, projects, or assignment scope.
3. The graduate course should include greater opportunities for independent study.
4. The graduate course must have learning objectives that are written with a higher level of expectation (e.g., Bloom's Taxonomy). For instance, a greater focus on analysis, evaluation, and creation.
5. The assessment or evaluation of student performance (e.g., examination, written assignments, presentations, applied projects) should be different both qualitatively and quantitatively.
6. Course outcomes should reflect a clear distinction of academic preparation of the graduate students compared to the undergraduate students.
7. The graduate course must be commensurate in academic rigor with other graduate-level courses offered by the program or department.
8. Prerequisites should be appropriate for each course.

### **Education Records**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of

the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Marshall University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW  
Washington, DC 20202-4605

### Graduation Vs. Commencement

**Graduation** and **commencement** are related, but distinct, academic milestones.

- **Graduation** refers to the **actual awarding of a degree** after the University has verified that all academic requirements have been successfully completed. This includes the posting of final grades, a comprehensive review of the student's academic record, and formal degree conferral by the University.
- **Commencement** is a **ceremonial event** held at the end of each fall and spring semester to recognize students who are candidates for graduation. Participation in commencement, or submission of an application for graduation, does **not** guarantee that a student has graduated.

All degrees are subject to final review after the term concludes. A student is not officially graduated until their degree is conferred by the Registrar's Office and recorded on the student's academic transcript.

Students are encouraged to monitor their degree progress through DegreeWorks and consult with their academic advisor to ensure they are on track to meet all graduation requirements.

### **Hazardous Substances**

Graduate students who will be using, or who will be generating, hazardous substances in their research must work under the supervision of faculty advisors who obtain permission for such research through the appropriate college safety committee. The college will arrange for proper disposal of these materials. Proposals must be submitted to the appropriate safety committee for approval.

### **Integrity In Scientific Research Policy Statement**

Research and scholarship are essential parts of Marshall University. The virtues of scholarship are forged from a combination of patience with eagerness, inspiration with meticulous care, and a reverence for integrity with a willingness to challenge cherished assumptions. It is within the research process that these virtues must be held in the highest esteem and measured against a strict set of standards. In this light, it is incumbent upon the institution to ensure accurate, objective, valid and reliable research in the finest tradition of scholarship.

It shall be the policy of Marshall University that no faculty member shall knowingly plagiarize, fabricate, or present incorrect data in research or creative activities conducted under the auspices of the institution. Further, in the case of alleged scientific misconduct, all pertinent rules and regulations of the Public Health Service (PHS), such as 42 CFR Part 50 and allied documents, will prevail in providing definitions, procedures, and deadlines.

The complete policy statement may be found on the web at [www.marshall.edu/murc/files/MURC\\_Misconduct-in-Research-Policy2\\_Revised-2017.pdf](http://www.marshall.edu/murc/files/MURC_Misconduct-in-Research-Policy2_Revised-2017.pdf).

### **Liability**

Marshall University, as a state agency, cannot assume responsibility for any loss for personal injury or property damage.

### **Sexual Harassment Policy Statement**

Sexual Harassment, a form of sex discrimination, is illegal and against the policies of the university. Sexual Harassment is defined as conduct on the basis of sex that satisfies one or more of the following criteria:

1. **Quid Pro Quo Harassment:** A school employee conditioning the provision of a school-related aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. **Hostile Environment Harassment:** Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.

### 3. Specific Offenses Including:

- **Sexual Assault:** Any non-consensual sexual act proscribed by federal, tribal, or state law, including when the victim lacks capacity to consent.
- **Dating Violence:** Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim.
- **Domestic Violence:** Violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child, or by a person similarly situated to a spouse under domestic or family violence laws.
- **Stalking:** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress
- **Sexual Exploitation:** Taking non-consensual or abusive sexual advantage of another for one's own advantage or benefit, or to benefit a person other than the one being exploited.

Here are examples of possible sexual harassment under the above definitions, but not limited to:

- A professor offering a student a higher grade in exchange for sexual favors.
- A supervisor promising a graduate assistant a research opportunity or funding in return for a date.
- An administrator suggesting that a staff member will receive a promotion if they engage in sexual activities.
- Persistent and unwelcome sexual advances or comments from a classmate that make it difficult for a student to concentrate in class.
- Repeatedly displaying sexually explicit materials in a shared office space, making it uncomfortable for colleagues.
- A faculty member making derogatory comments about a student's gender identity during lectures, creating a hostile classroom environment.
- Unwanted sexual intercourse with a student or staff member, whether by force, threat, or coercion.
- Sexual activity with an individual who is incapacitated due to alcohol or drug use.
- Physical abuse or threats of violence by a current or former intimate partner.
- Emotional manipulation and control by a dating partner, including threats of harm.
- Physical violence or abuse by a spouse or intimate partner.

- Psychological abuse, such as isolating the victim from friends and family.
- Repeatedly following or monitoring a student or staff member, causing them to fear for their safety.
- Sending threatening or obscene messages through email or social media.
- Taking non-consensual photos or videos of a person in a sexual act or private setting.
- Sharing sexual images or videos of someone without their consent.

These examples illustrate various forms of sexual harassment and misconduct that can occur in a university setting.

Anyone who believes he or she has been the subject of sex-based discrimination, gender-based discrimination, harassment, or violence is encouraged to report the incident to the Title IX Coordinator through the Title IX Complaint Form ([https://marshall-advocate.symlicity.com/titleix\\_report/](https://marshall-advocate.symlicity.com/titleix_report/)) or the Office of Student Advocacy and Accountability through the General Complaint Form ([https://marshall-advocate.symlicity.com/public\\_report/](https://marshall-advocate.symlicity.com/public_report/)). Additionally, reports can be made in person or by phone to the following: Title IX Office – Old Main, Room 107, Phone – (304) 696-2934 / Office of Student Advocacy and Accountability – Memorial Student Center, Room 2W29, Phone – (304) 696-2495. The university is committed to providing support and ensuring a safe and equitable environment for all members of the community.

#### **If You Witness or Recognize Behaviors**

If you become aware that a member of Marshall University has experienced harm, please contact the Title IX Coordinator. The Title IX Office will assess immediate safety concerns and conduct outreach to provide tailored consultation and support. Learn more at [www.marshall.edu/titleix](http://www.marshall.edu/titleix).

#### **Other Reasons You Might Need to Contact Someone**

If you have received instructions that require mandatory reporting as part of your position, program, or department, follow those instructions. If you have questions about what is expected of you, contact the Marshall University Title IX Office by email at [titleix@marshall.edu](mailto:titleix@marshall.edu), in person at Old Main, Room 107, or by phone at (304) 696-2934 .

#### **Responsible Employee**

A Responsible Employee is a university employee who must report incidents of sexual misconduct to the Title IX Coordinator. All university employees, unless deemed confidential, are considered responsible employees and must report actual or suspected sexual misconduct to the Title IX coordinator.

If an employee is unsure whether they are a responsible employee, they should contact the Title IX Coordinator to determine whether they are a responsible employee.

Before a person reveals information that they may wish to keep confidential, a responsible employee should make every effort to ensure that the person understands their reporting obligation as a mandatory reporter and where to go if they want their information to be kept confidential, such as the Student Counseling Center or the Employee Assistance Program.

When reporting an incident to the Title IX Coordinator, a responsible employee must report all of the information shared with them, such as the name of the victim-survivor, accused individual, location, and information related to the incident. If the individual does not provide this information, please do not ask. Only report the information shared with you. However little that may be.

A responsible employee can inform an individual that a report to the Title IX Coordinator does not automatically initiate a formal investigation. Instead, this reporting obligation ensures that students and employees are informed of their rights and options to address their experiences, including obtaining advocacy and support services and filing a formal complaint.

**If You Are an Employee, Here Are Examples of What to Say When Receiving a Disclosure:**

Here is an example of what you can say to interrupt and inform a student or employee of your reporting obligations:

*“Thank you for coming to me with this, but I need to stop you for a moment. It sounds like you might have experienced something I may be required to report. I care about you and want you to get the resources you need, but there are certain things that some employees, like me, have to report, which would include giving your name and the details you share with me.*

*I want you to make an informed choice about what you disclose to me today. If you’re going to tell me something I might have to report, you may instead want to talk to someone who can help protect your confidentiality. I am more than happy to connect you with a confidential resource if you’re not ready to report this officially.*

*If you’d like to share information with me, the Title IX Office will reach out to inform you of your options, which include receiving supportive measures or starting an investigation if you choose. Further, they can also assist you with reporting it to the police.”*

**What You Should Not Say When Receiving a Disclosure If You Are an Employee:**

If a student or employee shares information about a sexual assault or any unwanted incident with you, here is what you should not do:

- Do NOT promise confidentiality. As a responsible employee, you cannot maintain confidentiality and must report incidents of suspected sexual misconduct to the Title IX Office.
- Do NOT promise an outcome.
- Do NOT promise counseling or guidance beyond your training or expertise. Instead, refer the person to a trained resource (Title IX Office, Violence and Prevention Office, Counseling Center, Ombudsperson, and Employee Assistance Program).
- Do NOT discourage the person from further reporting. If you have doubts about the incident, keep them to yourself.
- Do NOT minimize (or magnify) the incident or the impact on the person.

- Do NOT blame the person for the incident. Be aware that blame may be stated or implied through comments, body language, or questions.
- Do NOT question the person about the incident. It is not the responsible employee's role to investigate the incident, and asking too many questions can make a person feel uncomfortable or even attacked. Questions should be limited to the following: 1) the person's name, the accused perpetrator's name, date, time, and location of the incident, and 2) assessing for any immediate health and safety needs.
- Do NOT say that you know what the Complainant is going through.
- Do NOT Panic. Take a deep breath and focus on the Complainant.

### How to Report

Acts of discrimination and harassment, including sex/gender-based offenses (sexual harassment, sexual assault, dating violence, domestic violence, and stalking), can be reported by going to the Title IX website at [www.marshall.edu/titleix](http://www.marshall.edu/titleix) and clicking the "File A Report" button on the right side of the page. Reports may also be made in person by choosing the button on the right side of the webpage entitled "Schedule a Meeting with the Title IX Office." Additionally, you can email the Title IX Office at [titleix@marshall.edu](mailto:titleix@marshall.edu).

### Prevention and Engagement

- Training and Education - Attend campus workshops and training. Information and details regarding training are available at [www.marshall.edu/titleix](http://www.marshall.edu/titleix).
- Inform yourself - For Title IX-related information relevant to employees and students, consult Marshall University's policies and procedures, which can be found at [www.marshall.edu/titleix](http://www.marshall.edu/titleix).
- Get involved - Commit to working collectively towards and maintaining equitable, respectful, and inclusive work and learning environments.
- Resources and Support - If you have experienced any form of sex discrimination, support resources are available throughout the Title IX process.
- Marshall University Counseling Center for Students - (304) 696-2550
- Marshall University Employee Assistance Program - <https://www.marshall.edu/human-resources/employee-assistance-program-eap/>

### Federal and State Laws and Regulations

Laws and regulations, including Title IX, established in 1972, prohibit sex discrimination. Marshall University policies incorporate these legal mandates and apply to every member of the Marshall University community: students, staff, faculty, and other academic personnel.

### Marshall University Policies

Marshall University policies prohibit sex and gender-based discrimination, including sexual or gender-

based harassment, sexual assault, intimate partner violence, stalking, and other forms of sexual misconduct. See relevant policies at [www.marshall.edu/titleix](http://www.marshall.edu/titleix).

### **Confidentiality and Policy**

Certain resources have legally protected confidentiality and only share information with others when the survivor/victim gives specific permission or when required by law. Marshall University's Title IX Office protects the privacy of individuals who have been impacted by sexual misconduct and share information as needed to respond to the requests, assess community safety, or comply with legal requirements.

### **File a Report**

You have the right to make a report to Marshall University or submit a report to the police. Go to [www.marshall.edu/titleix](http://www.marshall.edu/titleix) for more information about making a report and available academic, workplace, and other support measures.

## **Students with Disabilities**

### **Introduction**

Marshall University is committed to providing equal opportunity and access to all programs, services, and activities for students with disabilities. Marshall has three (3) offices or centers that provide services for students with disabilities. These programs include two nationally recognized centers for excellence: the College Program for Students with Autism and the Higher Education Learning Problems (H.E.L.P.) Program. Each of these has different intake processes and procedures. Please check with each program for specific questions. For more specific information on their services, processes, and fees, please use the web links that follow:

### **The Office of Accessibility and Accommodations**

[www.marshall.edu/disability/](http://www.marshall.edu/disability/)

The Office of Accessibility and Accommodations is the university-wide office responsible for working with both faculty and students with disabilities to provide reasonable accommodations, assistive technology, and/or auxiliary aids and services. This office helps to ensure Marshall University is providing equal opportunity and access for all students with disabilities without cost to the students.

### **College Program for Students with Autism Spectrum Disorder**

[www.marshall.edu/collegeprogram/](http://www.marshall.edu/collegeprogram/)

(Focus is on students with autism.)

Participation in this program requires that students pay for services. College Program services are highly individualized, but every student receives support from graduate assistants and West Virginia Autism Training Center staff who work to oversee that the student is accessing the services they need to have a successful college experience. 94% of students who have received College Program supports have

graduated or are currently on track to graduate. College Program staff are also available to provide Allies Supporting Autism Spectrum Diversity Training to campus departments. The one-hour online or in-person training can be tailored to fit the needs of various populations such as faculty member, peers, community members, and employers. The College Program also hosts a 3-day employment preparedness workshop in June and a high school summer transition program during summer session III.

### **H.E.L.P. Program**

[www.marshall.edu/help/](http://www.marshall.edu/help/)

(Focus is on students with learning disabilities.)

Participation in this program requires that students pay for services. The H.E.L.P. Program (Higher Education Learning Problems) is located in Myers Hall, on the Huntington campus of Marshall University. H.E.L.P. is a comprehensive academic support program for Marshall University students with diagnosed Specific Learning Disabilities (SLD) and/or Attention Deficit Hyperactivity Disorder (ADHD). The H.E.L.P. Program offers one-on-one academic tutoring, academic coaching, and diagnostic evaluations. Students participating in the program must have met acceptance criteria for Marshall University and are considered for entry to the H.E.L.P. Program, via a separate application process.

### **Confidentiality and Disability Disclosure Statement**

Students with disabilities are admitted to Marshall University under the same admittance criteria and process for all students. Students with disabilities are not required to disclose their disability during the admissions process nor during their time at Marshall. However, if they seek accommodations including assistive technology, or auxiliary aids/services they must make their request to the Office of Accessibility and Accommodations.

### **Accessibility**

Marshall University is committed to making all programs, services, and activities fully accessible to students with disabilities.

According to the U. S. Department of Education's OCR Compliance Review No. 11-11-6002:

"Accessible" means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. Educational benefits and opportunities afforded by technology are "accessible" if a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. A person with a disability must be able to obtain the information and engage in the same interactions as fully, equally, and independently as a person without a disability. Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology.

## Requesting Services

### Registration and Documentation

To receive accommodations, assistive technology, and/or auxiliary aides, students must schedule an appointment with the Office of Accessibility and Accommodations director to register for services. Web conferencing can be arranged for students who have long travel distances, take online courses, or are attending classes at remote campus locations. Students will need to schedule this initial appointment either through email or telephone contact to the Office of Accessibility and Accommodations director. At this initial meeting, students need to provide documentation of their need for reasonable accommodations, assistive technology, and/or auxiliary aids/services.

Please note that the H.E.L.P. Center and Autism Center's College Program have different intake procedures for students. Please contact them directly.

### Course Substitution

Students with disabilities may apply for course substitutions as reasonable accommodation under the following policy:

#### Conditions

A student with a disability seeking a course substitution must meet the following conditions:

- Completion of the Course Substitution Form. This form requires that the student attach a recent (within three years) diagnosis of a disability warranting a substitution or waiver. (The form is available in the Office of Accessibility and Accommodations.) A licensed psychologist, a licensed school psychologist, or a properly credentialed education specialist must have made the diagnosis in the case of a learning disability.
- Verification on the Course Substitution Form from the dean of the student's college, that the course for which a substitution is requested is not an integral part of the student's course of study. If the course is integral to the course of study the substitution or waiver request shall not go forward.
- Submission of the Course Substitution Form to the Office of Accessibility and Accommodations.

#### Procedure

Submission of the Course Substitution Form and supporting documentation by the student to the Office of Accessibility and Accommodations initiates the process. The Office of Accessibility and Accommodations confirms that a diagnosis of a disability is presented by the student and that the disability is known to hinder or prevent successful completion of the course of study for which the substitution is requested. Once the Office of Accessibility and Accommodations approves the request, the form is forwarded to the Dean or Associate Dean. If there is no such diagnosis the request is denied. All confidential materials submitted by the student will remain housed with the Office of Accessibility and Accommodations. The Dean or Associate Dean will determine if the course is or is not

an integral part of the student's course of study. The Dean or Associate Dean are charged with identifying courses that would constitute appropriate substitution and reporting these courses to the Office of Accessibility and Accommodations.

A student who is denied a course substitution or waiver may appeal in writing within 10 working days to the Vice President for Student Affairs. Students should be aware that a course substitution would not be valid at any other institution and would have to be approved by the new college or department if the student changes major or declares a second major at Marshall University.

### **Appeals Process**

Students who believe they have been inappropriately denied a reasonable accommodation by the Autism Training Center, the H.E.L.P. Center, or the Office of Accessibility and Accommodations may appeal as follows.

*Step One:* The student will submit the Accommodation Appeal Form to the Office of Accessibility and Accommodations within two (2) days of the denial of accommodations. This appeal form requires the recommended accommodations as provided by a licensed physician, psychologist or other appropriate medical professional. In addition, the student will provide a written statement indicating why the denial of the accommodations is in error and a potential detriment to the student's ability to participate in curricular and co-curricular activities.

The Office of Accessibility and Accommodations will, within five (5) business days, attempt to informally resolve the appeal. Resolution may be an affirmation of the refusal of the accommodation with a rationale for the decision, recommend provision of the accommodation, or submission of the appeal form for a Step Two review.

*Step Two:* If the student is not satisfied with the decision from Step One, he or she may forward the Accommodation Appeal Form within two (2) days of receipt the Step One decision to the Vice President for Student Affairs (VPSA), or his/her designee who will further investigate the appeal. This investigation may involve a meeting with the student, staff of Autism Training Center, the H.E.L.P. Center, and/or the Office of Accessibility and Accommodations, faculty and staff involved in the appeal, and others whose expertise may inform the review. The VPSA will render a decision, including a rationale, in a timely manner within five (5) business days. The VPSA may also submit the appeal form for a Step Three review.

*Step Three:* If the student is not satisfied with the decision from Step Two, he or she may forward the Accommodation Appeal Form within two (2) days of receipt the Step 2 decision to the Senior Vice President for Academic Affairs and Provost or his/her designee, (VP AA&P), who will further investigate the appeal. The VPAA&P will render a decision, including a rationale, within five (5) business days. The decision of the VP AA&P shall be final.

### **Failure to Provide Accommodation or Issues with Providing Accommodation**

Students, the Office of Accessibility and Accommodations, or the faculty or staff who believe an employee of Marshall University failed to or has issues with providing an accommodation approved by

the Autism Training Center, the H.E.L.P. Center, and/or the Office of Accessibility and Accommodations will submit the Accommodation Complaint Form to the Office of Disability Services. The Office of Accessibility and Accommodations will, within five (5) calendar days, report to the student and the VPSA the result of an investigation of the complaint and the action taken, if any.

The matter may be appealed if the student, the Office of Accessibility and Accommodations, faculty or staff believes that:

- any agreed to resolution of the matter has not been adhered to or followed, or
- the accommodations are still not being provided,
- no resolution can be reached concerning the issue, or
- there is a dispute regarding how/what accommodations should be provided.

#### **Appeal of Failure to Provide an Accommodation**

*Step One:* The student, the Office of Accessibility and Accommodations, the faculty or staff will submit the Accommodation Complaint Form within two (2) days of the issue or incident of providing an accommodation occurs to the Office of the VPSA. This appeal form requires the recommended accommodations as provided by a licensed physician, psychologist or other appropriate medical professional. In addition, the student, Office of Accessibility and Accommodations, the faculty or staff will provide a written statement indicating what resolution attempts, if any, have been taken. Indicate which of the reasons indicated in 2.2 has occurred.

*Step Two:* The Office of the VSPA will, within five (5) business days, attempt to resolve the appeal. This attempt at resolution may involve a meeting with the student, staff of the Autism Training Center, the H.E.L.P. Department, and/or the Office of Accessibility and Accommodations, faculty and staff involved in the appeal, their director, chair, dean, and/or others whose expertise may inform the review. The Office of the VPSA will render a decision, including a rationale, in a timely manner within five (5) business days. The VPSA may also submit the appeal form for a Step Three review.

*Step Three:* If the student, the Office of Accessibility and Accommodations, faculty or staff is not satisfied with the decision from Step Two, he or she may forward, within two (2) days of the Step Two decision, the Accommodation Complaint Form to the Office of the Senior Vice President for Academic Affairs and Provost or his/her designee, (VP AA&P), who will further investigate the appeal. The VP AA&P will render a decision, including a rationale, within five (5) business days. The decision of the VP AA&P shall be final.

The VPAA&P shall have the authority to direct University faculty and staff to provide any accommodation to which the VP AA&P finds that the student is entitled to receive.

Accommodations which have been approved by the Autism Training Center, the H.E.L.P. Department, and/or the Office of Accessibility and Accommodations, must be provided during the appeal process.

If faculty or staff are found to have failed to provide an accommodation after all the measures outlined herein have been exhausted or at any time during the appeal process, then the matter will be referred to The Office of Equity Programs/Title IX for further investigation and possible disciplinary actions.

### **Right to Accommodation for Any Judicial or Appeal Process**

All students with a previously approved accommodation may be entitled to receive reasonable accommodations during any judicial or appeal process. Upon notification by the student, or by the individuals conducting a judicial or appeal process, the Office of Accessibility and Accommodations will coordinate the provision of the accommodation and have the authority to identify how best to provide the accommodation. Provided that, the student may be required to register with the Office of Accessibility and Accommodations to receive those accommodations in accordance with University policy and procedures.

### **Retaliation Prohibited**

No individual may retaliate against the student or any person that assists the student in the receipt of accommodations or this appeal process.

“Retaliate” means to take an adverse action against an individual or subject an individual to conduct that has the purpose or effect of unreasonably interfering with that individual’s educational experience, work or academic performances, or creates an educational experience or academic or work environment that a reasonable person would find intimidating or hostile because of something that individual did to further the University’s policy for providing accommodations.

### **Weather-Related and/or Emergency Closings and Delays**

**(from Board of Governors Policy UPGA-2, effective May 14, 2025)**

#### **Policy**

Generally, it is Marshall University's policy to maintain its normal schedule, even when conditions are inclement. However, that is not always possible.

#### **Huntington Campus Delays and Closings**

In those instances when it is necessary to alter the schedule in response to weather conditions, every effort will be made to notify all those affected students, faculty, staff and the general public-as expeditiously and as comprehensively as possible in the following ways:

- The university subscribes to a third-party service to provide notifications by e-mail, text message, and telephone, referred to as "MU Alert" at Marshall. All students, faculty and staff will be enrolled in the MU Alert database with their university e-mail addresses, and, in the case of faculty and staff, their office telephone numbers. Students, faculty and staff may provide additional contact methods, including those for text messaging and cell phone numbers, through the use of the myMU portal.

In cases of weather-related or other emergency closings and delays, University Communications staff will use MU Alert to send notification.

- Television stations in Huntington and Charleston will be notified.
- Radio stations in Huntington and Charleston will be asked to announce the delay or closing.
- The Office of University Communications will communicate the specific details of the delay or closing to the Office of Public Safety at 304-696-HELP.
- Notifications will be posted on the University's official social media accounts.

Information about closing, cancellations, or delays will ordinarily be disseminated to area radio and television stations. The authoritative correct statement of the University's condition (Huntington) is stipulated to be the message on the main page of the website at <http://www.marshall.edu>.

This section applies only to the Huntington campus and all releases should make it clear that it relates only to the Huntington campus. The chief administrative officer (as designated by the University president) will manage the weather-related closings policy for the South Charleston campus and other education centers for the respective location, and all releases should make clear that the release applies only to the affected location. The South Charleston phone number is 304-746-2500. See the following section for information on procedures for other locations.

#### **Types of delays and closings:**

- University Closed: All classes suspended, and offices closed.
- Classes Cancelled: All classes suspended; offices open.
- Classes Non-Mandatory: Classes meet as normal, and offices are open. Instructors are required to excuse absences from students in in-person classes who are unable to travel to the class.

Delay Code A: Means a delay in the opening of classes BUT no delay in the opening of offices. Delays will usually be in the range of one to two hours. Employees are expected to report to work at their normal starting times unless they feel that travel is unsafe. If an employee feels that he/she cannot travel safely to work, he/she may charge accrued annual leave for the portion of the workday from 8:00 a.m. (or their normal start time) until their arrival at work.

Delay Code B: Means a delay in the opening of classes AND a delay in the opening of offices. Delays will usually be in the range of one to two hours. Employees do not have to report to their offices until the stated delay time. If they believe they cannot travel to work safely by the stated delay time, they may charge accrued annual leave for the work hours from the stated delay time until they can next report to work.

Class operation under delays: Under both categories of delay, students should go to the class that would begin at the stated delay time or the class that would have convened within 30 minutes of the stated delay time. A two-hour delay means that classes that begin at 10:00 a.m. begin on time. Classes that begin at 9:30 a.m. meet at 10:00 a.m. and continue for the remaining period of that class.

Exceptions with regard to employees: Certain critical and emergency employees may be required to report to work on time or earlier than normally scheduled despite the particular delay code published.

**Faculty**

Once operations are resumed, deans and departmental chairs must take steps to ensure that faculty meet their scheduled classes or substitutes secured so that class schedules are met.

**Decision Making**

Decisions on closings and/or delays will be made jointly by the Chief of Staff, Senior Vice President for Academic Affairs and the Senior Vice President for Operations following the consultation with other appropriate officials, including the President. Should only one or two of those three persons be available, the ones available will make the decision.

Every effort will be made to reach decisions to allow time for adequate notification of those affected.

**South Charleston Campus and Other Education Centers**

Because weather conditions can vary substantially, it is possible that classes will be delayed or cancelled at some locations and not at others. The chief administrative officer for each location, consulting with local staff, will decide on class cancellations.

**South Charleston campus:**

Notification of delays or cancellations at the South Charleston campus will be announced by:

- (a) University website
- (b) MU Alert
- (c) University official Facebook and Twitter social accounts, and
- (d) Local media. Students may check the status of their classes by checking the website.

**Point Pleasant, Beckley, Teays Valley and other educational centers:**

Procedures for delayed openings and class cancellations are similar to those for the South Charleston campus. At Point Pleasant, Beckley, and Teays Valley, information regarding cancellations will be provided on the University website, and through MU Alert, the University's official Facebook and Twitter social media accounts, and local media.

**Remote locations and other education centers:**

Because there may be classes meeting on an irregular schedule in a geographically dispersed area throughout the semester, decisions about whether to meet during inclement weather will be made by the instructor. Those decisions will be transmitted to students by e-mail or other methods as agreed by students and the instructor.

**Types of delays and closings for the South Charleston campus:**

*South Charleston Closed:* All classes cancelled, and offices closed.

*South Charleston Classes Cancelled:* All classes cancelled. Details provided by site.

*South Charleston Classes non-mandatory:* Classes meet as normal. Instructors must excuse absences for students in in-person classes who are unable to travel to class.

*South Charleston Delay:* A delay in the beginning of non-class activities, e.g. a two- hour delay would mean the normal workday would begin at 10:00 a.m. rather than 8:00 a.m.

### **MU Alert**

Information on Marshall University's Emergency Messaging System (MU Alert) can be found on the website at [www.marshall.edu/emergency/mualert](http://www.marshall.edu/emergency/mualert).

## **SCHOOL OF PHYSICAL THERAPY POLICIES**

### **Academic and Professionalism Policies**

The submission of an application for admission to the School of Physical Therapy (SOPT) constitutes a voluntary and discretionary decision by the prospective student to seek participation in the DPT program and privileges offered by the SOPT in accordance with its policies, rules, and regulations. Upon matriculation, the student is granted the privilege of membership within the SOPT community, which may be maintained so long as the student continues to meet the academic and behavioral standards established by the policies, rules, and regulations of the University and its Board of Governors.

In some courses, a portion of the student's grade may include professional behavior or class participation. Criteria used to determine this grade include class attendance, student attitude, contribution to creating a learning atmosphere in the course, submitting written assignments on time, quality of discussion concerning topics contained in outside readings or other assignments, proper attire, and interpersonal relationships with faculty members and classmates. This portion of the student's grade also includes professionalism.

### **Academic and Professionalism Standards Committee (APSC)**

It is the responsibility of the APSC to recommend the overall academic and professional standards and policies to the SOPT Chairperson (e.g., Program Director) for consideration by the Marshall University School of Physical Therapy core faculty. The APSC shall review the progress of all students and recommend appropriate action when warranted. The APSC reviews student performance and makes recommendations to the SOPT Chairperson. In turn, the SOPT Chairperson makes recommendations to Provost or his/her designee in the Office of the Provost. This is commonly the Assistant Provost for Graduate & Interdisciplinary Studies. The APSC reviews the students entire academic and professional record related to academic deficiencies, promotion, and unprofessional behaviors. The APSC reviews the academic and professional progress of all students and recommends appropriate action for students who have one or more academic and/or professional deficiencies. Considerations of student

performance are cumulative and comprehensive. The APSC uses multiple resources to determine appropriate professional behavior. These include:

1. Marshall University Creed
2. Marshall University Board of Governors Student Rights and Responsibilities
3. Marshall University Graduate Catalog
4. The SOPT Student Handbook
5. The SOPT Clinical Education Handbook
6. The SOPT Faculty Handbook
7. The APTA Code of Ethics

The APSC reviews and recommends guidelines for the promotion and/or dismissal based on the evaluation of all aspects of student progress in the areas of academic performance and professionalism. The Committee consists of 3 core faculty members appointed by the SOPT Chairperson. A fourth individual from the core faculty members will serve as a substitute, should any member of the Committee be unavailable and a decision would be needed within a certain time window. This substitute member is preferably a past APSC member. The meetings are closed, except for invitees. All deliberations are confidential. In the event that an APSC member has a conflict of interest related to a particular case, they may recuse themselves and the SOPT Chairperson/Program Director will appoint a replacement to ensure that the committee has three members.

### Professional Behavior

Students enrolled in the Marshall University School of Physical Therapy (SOPT) represent the program to both internal and external stakeholders. As such, students are expected to uphold the highest standards of professional conduct in all settings—including classroom, laboratory, clinical, and community environments.

Professionalism includes, but is not limited to, adherence to the Core Values and Code of Ethics established by the American Physical Therapy Association (APTA), including: Altruism, Accountability, Compassion, Integrity, Excellence, Professional Duty, Honor, and Dignity (see Appendix or visit: [APTA Code of Ethics](#)).

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### Unprofessional Behavior — Definitions and Examples

To ensure clarity, the following behaviors are explicitly considered unprofessional and will be subject to disciplinary action, up to and including dismissal from the program:

1. **Unprofessional Oral Communication**
  - Using threatening, aggressive, or disrespectful language in verbal interactions.
  - Speaking in a condescending, hostile, or inappropriate tone to fellow students, faculty, staff, clinical instructors, patients, or any other stakeholder.
  - Interrupting, mocking, or otherwise undermining others during face-to-face or group interactions.

**2. Unprofessional Written Communication**

- Sending disrespectful, aggressive, or inappropriate content via email, text message, social media, or learning platforms (e.g., Blackboard, Canvas).
- Using informal, unprofessional language or tone in correspondence with faculty, staff, peers, or clinical partners.
- Posting derogatory, inflammatory, or confidential content related to the program or individuals associated with it on any public or private digital platform.

**3. Manipulation of Course Materials**

- Manipulating or modifying class recordings, email exchanges, etc., for the purposes of conveying falsified information or providing inaccurate records of events.

**4. Making False Claims About Others**

- Knowingly, spreading misinformation or unverified allegations about students, faculty, clinical instructors, or any other members of the academic or clinical community.
- Falsely attributing actions or statements to others in an attempt to harm their reputation or standing.

**5. Defamatory Remarks Toward Others**

- Making degrading, slanderous, or libelous comments about peers, faculty, staff, administrators, patients, prospective students, or clinical instructors.
- Using language—whether verbal, written, or online—that attacks or misrepresents another’s character, professionalism, or personal identity.

**6. Ineffective or Inappropriate Face-to-Face Communication**

- Demonstrating poor interpersonal skills such as dismissiveness, unwillingness to engage, or failure to collaborate professionally with others.
- Repeated inability to convey thoughts clearly, respectfully, and constructively in meetings, labs, clinical settings, or group activities.

**7. Circumvention of Policies, Procedures, or Common Practices**

- Attempting to bypass, manipulate, or ignore programmatic, academic, or clinical policies and procedures.
- Seeking special treatment or exceptions without following the appropriate formal channels.
- Disregarding institutional or program norms that govern professional and academic behavior.

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**General Expectations of Professionalism**

In addition to the categories above, all students are expected to:

- Demonstrate honesty and integrity in all academic and clinical work.
- Respect the rights, beliefs, and professional aspirations of fellow classmates and all members of the health care team.
- Attend all scheduled classes, labs, meetings, and clinicals punctually and be

prepared to engage professionally.

- Foster a positive, inclusive, and collaborative learning environment in both classroom and clinical settings.
  - Maintain confidentiality and ethical standards in all patient care and academic activities.
- 

The student is encouraged to see himself or herself as a perpetual learner and to respect the professional aspirations of the other class members. Each student is expected to participate and assist in creating a learning atmosphere in all classroom and clinical settings.

Students MUST maintain a professional attitude at all times, including, above all honesty and integrity. Students must also demonstrate respect for others at all times, including during classes, labs, clinics, etc. Failure to do so will result in disciplinary action, which may include dishonorable dismissal from the program. Students must also uphold the CODE of ETHICS and the GUIDE for PROFESSIONAL CONDUCT of the American Physical Therapy Association ([APTA Code of Ethics](#)). Professional conduct in the classroom, clinic, and citizenship as a student of Marshall University's School of Physical Therapy is of utmost importance.

### **Special Statement on the Protection of Faculty/Staff from Harassment by Students**

**In addition to the previously identified general list of unprofessional behaviors, the following focuses on harassment of faculty by students.**

#### **Policy Statement**

Students must engage with faculty in ways that reflect civility, respect, and professionalism. Harassment—whether verbal, written, physical, or digital—undermines the mission of the School and will not be tolerated. Faculty members have the right to work in an environment free from intimidation, threats, retaliation, or persistent disruptive behaviors that interfere with their teaching, advising, research, or service responsibilities.

#### **Examples of Harassment**

**Harassment of faculty/staff by students may include, but is not limited to:**

- Verbal or Written Harassment: Threatening, abusive, hostile, or degrading language in person, in writing, or through electronic communications (e.g., email, text messaging, or social media).
- Behavioral Harassment: Repeated, disruptive, or intimidating actions intended to interfere with a faculty member's professional responsibilities.
- Digital Misconduct: Posting defamatory, harassing, or derogatory content about faculty on public or private digital platforms, including online learning systems.
- Retaliation: Adverse actions taken against faculty for exercising professional responsibilities, enforcing academic standards, or reporting misconduct.

- False Allegations: Knowingly making false reports or accusations against a faculty member.
- Defamation: Making false or damaging comments intended to undermine the credibility or reputation of a faculty member.
- **The above represent examples of unprofessional behavior that may be considered harassment. Additional unprofessional behaviors may be considered by the APSC.**

### Reporting and Investigation

- Faculty/staff experiencing harassment should document incidents and report them to the Program Chairperson, the Dean of the College of Health Professions, and the Chief Human Resources Officer.
- Reports will be addressed promptly, confidentially, and in accordance with university procedures for student conduct and grievance resolution.
- Students accused of harassment will be granted due process consistent with university policies.

### Consequences

**Confirmed violations of this policy may result in disciplinary action, which may include:**

- Written warning
- Removal from a course or classroom environment
- Academic probation
- Suspension or dismissal from the School of Physical Therapy

### Commitment to the Creed

Consistent with the *Marshall University Creed*, students are reminded that academic freedom and professional growth can only flourish in an atmosphere of mutual respect. Harassment of faculty violates the shared responsibility to maintain honesty, fairness, and civility within the learning environment.

### Professional Conduct Offenses

Students at the Marshall University School of Physical Therapy are expected to uphold the highest standards of professionalism at all times. Failure to do so may result in disciplinary action. Professional conduct offenses fall into two categories—**Major Offenses** and **Minor Offenses**—which are **not mutually exclusive**. Multiple minor offenses or a pattern of unprofessional behavior may be escalated and treated as a major offense.

**Table: Categories of Professional Conduct Offenses**

<b>1. Major Offenses</b>	<b>Description</b>
<b>Abuse of Power or Physical Harm</b>	- Sexual harassment, intimidation, or physical violence toward any individual in the academic or clinical environment.
<b>Misrepresentation and Ethical Breach</b>	- Lying, cheating, plagiarism, or the commission of academic or professional fraud. - Knowingly making false claims or allegations about students, faculty, staff, or clinical instructors.
<b>Conduct Unbecoming of a Student Physical Therapist</b>	- Behavior—verbal, written, or otherwise—that damages the professional reputation of the School of Physical Therapy, Marshall University, or the physical therapy profession. - Defamatory or slanderous remarks to or about others, including patients, peers, faculty, clinical partners, or administrators.
<b>Breach of Confidentiality</b>	- Unauthorized disclosure of patient information, academic records, or any confidential matters related to clinical or academic settings.
<b>Substance Use</b>	- Arriving to class, lab, or clinical settings under the influence of alcohol, illegal drugs, or other substances that impair judgment or clinical reasoning.
<b>Deliberate Circumvention of Policies</b>	- Intentionally disregarding or attempting to bypass official policies, procedures, or standard practices of the school or clinical partners.
<b>Deliberately Failing to Follow Safety Procedures</b>	- Intentionally disregarding or attempting to bypass official policies, procedures, or standard practices that are related to the safety of others.
<b>Academic Dishonesty</b>	- Academic dishonesty at Marshall University is any unauthorized use, misrepresentation, or collaboration in academic work (e.g., cheating, plagiarism, fabrication, or complicity) (See additional information below.)
<b>Harassment of Faculty/Staff/Students</b>	- Harassment at Marshall University is unwelcome, discriminatory or hostile behavior that demeans, intimidates, or interferes with one's university participation.

2. Minor Offenses	Description
<b>Disruptive Behavior</b>	- Minor classroom interruptions or unprofessional comments that disturb the learning environment.
<b>Inappropriate Communication or Attitude</b>	- Use of improper or disrespectful language toward faculty, staff, clinical instructors, or peers. - Dismissive attitude, displays of superiority or self-importance, or failure to accept and apply constructive feedback.
<b>Lack of Conscientiousness</b>	- Repeated tardiness or arriving unprepared for class, lab, or clinical duties.
<b>Unexcused Absences</b>	- Failure to notify the appropriate faculty or clinical coordinator of absence from required activities. _ Please refer to the absence policy on page _.
<b>Improper Attire</b>	- Failure to follow dress code policies for class, lab, or clinical settings. _ Please refer to the attire policy on page _.
<b>Failure to Disclose Conditions That May Impact Participation</b>	- Not informing faculty or supervisors of any medical, personal, or professional situation that may compromise safe and effective participation in classroom or clinical activities.

**Consequences of Unprofessional Behavior**

Failure to meet the above expectations may result in:

- Formal documentation in the student’s academic file
- Required personalized remediation plan or professionalism counseling
- Temporary removal from academic or clinical activities
- Probation, suspension, or dismissal from the program
- Removal of the class officer position if serving any
- Removal of consideration in any internal or external award or scholarship opportunities
- Removal of consideration for newly-established or competitive clinical rotation opportunities
- Ineligible for NPTE testing prior to graduation.

**Professional Standing and Review Process**

Students are considered to be in good professional standing if they are consistently rated as Meeting or Exceeding Expectations by the School of Physical Therapy (SOPT) faculty and the Director of Clinical Education. The Chairperson/Program Director is responsible for communicating the standing of all students to external stakeholders based on the feedback of the APSC and the SOPT faculty.

## *Correcting Professional Behavior Deficiencies*

### **Progressive Disciplinary Procedure**

The Marshall University School of Physical Therapy (MUSOPT) follows a progressive disciplinary procedure to address professional behavior deficiencies.

#### Initial Steps

When a student or faculty member identifies a potential professional behavior offense, the following process will be followed:

- The faculty member who observed or received the report of the infraction will meet with the student and the student's advisor to discuss the incident. The faculty member may request an additional faculty member be present during student meetings.
- If the advisor is also the reporting individual, a second faculty member will be present during the discussion to ensure impartiality.
- If a fellow student observes unprofessional behavior, the student is required to report the behavior to their advisor, Chairperson of the APSC, or the Chairperson of the SOPT.

### **Possible Outcomes from the Initial Discussion**

After the discussion, the faculty members may take one of the following actions:

- **No Violation Determined:**  
If both attending faculty members agree that no violation occurred, no remediation or documentation is required.
- **Minor Violation Determined:**  
If both faculty members determine that a violation occurred and it is minor, an anecdotal letter will be written, reviewed with the student, signed by all parties involved, including the student, within 24 hours, and placed in the student's file.
  - After the first minor incident, the student will be placed on probation for one academic year (summer to spring).
  - *Refer to the Promotion Policy in this handbook.*
- **Student Disputes the Decision:**  
If the student refuses to sign the anecdotal letter or, after signing, remains aggrieved, the matter will be referred to the Academic and Professional Standards Committee (APSC) for review.
- **APSC Upholds the Anecdotal Letter:**  
If the APSC determines that the anecdotal letter was appropriate and the student continues to

refuse to sign, the APSC may recommend further disciplinary action to the SOPT Chairperson, which could include suspension or dismissal from the School of Physical Therapy.

### Escalation of Repeated Violations

- A second minor professional behavior incident will follow the same process and possible actions as above.
- A third minor incident will be treated as a major offense and referred to the APSC.
- If a faculty member identifies a potential major offense, they can refer it to the APSC without meeting with the student first.

### Major Offenses

For a major offense or an accumulation of three minor offenses, the APSC will conduct a review and submit recommendations to the SOPT Chairperson.

Sanctions may include, but are not limited to:

- Probation
- Suspension
- Dismissal from the School of Physical Therapy

The SOPT Chairperson will review the APSC's recommendation, may accept or overturn it, and will inform the student of the final decision. If the recommendation is dismissal and the SOPT Chairperson supports the recommendation, the SOPT Chairperson will make the recommendation of dismissal to the Dean of the College of Health Professions.

### Appeals Process

Students may formally appeal the Chairperson's decision to the Dean of the College of Health Professions within three University business days.

Refer to the University Graduate Handbook for details on the appeals process.

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### Academic Dishonesty Policy

Definition of Academic Exercise

An academic exercise refers to any assignment—graded or ungraded—given in a course or required for degree or certification. Examples include, but are not limited to:

- Exams, quizzes, homework, logs, papers, oral presentations
- Lab assignments, practicum work, data collection and analysis

- Creative projects of any kind

#### Prohibited Conduct

Academic dishonesty is a violation of both academic and professional standards and includes, but is not limited to:

- Unauthorized use or distribution of materials (e.g., notes, study aids, tools) to assist academic or clinical performance before, during, or after an academic exercise
- Receiving unauthorized assistance from anyone other than the Course Coordinator or their designee
- Viewing another student's work without permission during an academic exercise
- Securing all or part of an assignment or examination in advance without authorization
- Falsifying information, citations, data, or verification in any academic work, official communication, or university record
- Utilizing artificial intelligence in a manner that is incongruous with the course syllabus.
- Submitting work created by another as one's own—including oral, written, graphical, published, or unpublished material
  - Students must clearly distinguish their own work, using appropriate quotation, paraphrasing, and citation practices
  - Students are responsible for both intentional and unintentional plagiarism
- Attempting to unfairly influence a course grade or degree requirement
- Assisting or attempting to assist another student in committing academic dishonesty

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#### Reporting and Investigation

Any accusations of academic dishonesty or violations of professional behavior should be reported to the Course Coordinator, student advisor, APSC, or the SOPT Chairperson.

- Upon receiving a report, the Course Coordinator and/or the APSC will conduct a joint investigation.
- All reports will be handled confidentially.

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#### Consequences of Academic Dishonesty

If a Course Coordinator or designee observes a violation, they will:

- Submit an anecdotal report for the student's file
- May impose academic penalties, including:

- A lower or failing grade on an assignment, paper, or test
- A lower final course grade
- Failure of the course or clinical internship

If further action is needed:

- The Course Coordinator will report the incident to the APSC, which may, at their discretion, add additional sanctions
  - The SOPT Chairperson may co-initiate or review the petition
  - Sanctions may include, but are not limited to:
    - Academic probation
    - Academic suspension
    - Dismissal from the School of Physical Therapy
- 

### Non-Academic Sanctions

In cases of flagrant violations or aggravating circumstances, the APSC may also recommend non-academic sanctions, including but not limited to:

- Loss of eligibility for graduate assistantships
  - Denial of funding for conferences or electives
  - Restriction from competitive clinical internships
  - Ineligibility for student awards or leadership positions
- 

### Documentation and Records

All instances of academic dishonesty and professionalism violations will be documented and kept in each student's official file.

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### Appeals

Students may appeal sanctions imposed by the APSC following the established **SOPT Appeals Policy** and the procedures in the **University Graduate Handbook**.

### Satisfactory Academic and Professional Progress

Students are expected to make continuous and successful academic and professional progress toward graduation requirements, as reviewed annually by the APSC (first and second-year students) and the advisor of third-year students. The concept of satisfactory progress mandates monitoring of a student's academic and professional performance as defined by the policy on Year-end Promotion.

### *Satisfactory Academic and Professional Progress*

Students are expected to make continuous and successful academic and professional progress toward graduation requirements, as reviewed annually by the APSC (first and second-year students) and the advisor of third-year students. The concept of satisfactory progress mandates monitoring of a student's academic and professional performance as defined by the policy on Year-end Promotion.

The APSC reserves the right to review the academic and professional progress of any student at any time. Failure to maintain satisfactory academic and/or professional progress will result in an additional review and possible action by the APSC. Failure to make "satisfactory academic or professional progress" as defined by the APSC may result in immediate dismissal and/or other action. Students are expected to adhere to all standards of conduct policies and procedures as set forth by the School of Physical Therapy, the Marshall University Board of Governors, and the American Physical Therapy Association. These standards apply to each student's entire academic and professional record at the School of Physical Therapy, irrespective of leave status.

### *Correcting Academic Deficiencies*

For remediable deficiencies, students are referred to the APSC and placed on academic probation. The advisor and student will then determine an academic plan for the student, which will be submitted to the APSC for approval and may include, but not be limited to, one or more of the following actions:

- Reflect on a personal improvement plan to demonstrate the ability to increase the student GPA (Grade Point Average) to 3.0 or above.
- Meet with an advisor and/or the course coordinator as determined by the APSC.
- The APSC may advise the student regarding additional university resources such as an evaluation from a learning specialist, participation in a skill development program(s), or medical evaluation/treatment.

Failure to successfully remediate academic deficiencies will result in further sanctions by the APSC. Should an attempt at correcting a deficiency be unsuccessful, the student may be dismissed from the School of Physical Therapy.

## **GRADING AND EVALUATION OF PERFORMANCE**

### *Grading*

In each course in the curriculum, the student's performance is evaluated by a variety of assessment tools as indicated in each course syllabus. The final grade is submitted to the Office of the Registrar, according to the published schedule for grade submission. The single final grade to be assigned to a student on completion of the course work should be determined by considering all the important attributes of that student's performance in the course.

Faculty are responsible for grading course materials in each respective course and

determining the final grade to be assigned according to the Graduate Catalog grading system, (A, B, C, F, W, I, and Pass/Fail).

According to the *Marshall University Graduate Student, Grade Information and*

*Regulations*: Grades of *A* and *B* indicate satisfactory graduate work.

A grade of "*C*" is not considered satisfactory graduate work. See Requirements for Graduation below.

A grade of "*F*" indicates failure in a course and will lead to an automatic dismissal from the MUSOPT. See Academic Dismissal. Students who receive a grade of "*F*" and who are dismissed may re-apply to the program through PTCAS in subsequent years.

An "*I*" grade (Incomplete) is given to students who do not complete course requirements because of illness or for some other valid reason. The *I* grade is not considered in determining the Grade Point Average. The student has the responsibility of completing the work within the period defined by the instructor, not to exceed twelve calendar months from the date of receipt of the incomplete. If the work is completed satisfactorily, one of the four passing marks will be awarded. If the work is unsatisfactory or the student fails to complete the work within the twelve-month period, an *F* or failing grade will be recorded. All grades remain on the student's permanent record as originally submitted by the course instructor. Any grade change is added to the permanent record.

"*Pass*"/"*Fail*" courses are designated with CR (credit)/NC (no credit) grading.

"*Pass*" and "*Fail*" are not considered in determining the Grade Point Average.

*A NC grade may lead to suspension or dismissal from the MUSOPT.*

Letter grades are assigned strictly on the basis of the following distribution:

<b>89.50 - 100%</b>	<b>A</b>
<b>79.50 - 89.49%</b>	<b>B</b>
<b>69.50 - 79.49%</b>	<b>C</b>
<b>≤69.49%</b>	<b>F</b>

The SOPT grading policy and procedure follow the stipulations outlined in the *Marshall University Graduate Student Grade Information and Regulations* in the *Graduate Catalog* and further outlined in the *SOPT Student Handbook* and as reviewed during *Orientation* upon matriculation in the DPT Program:

1. A failing grade of either a "Fail" or "NC" in a course results in automatic dismissal from the program. The student's academic record will be reviewed by the APSC, which will consider possible conditions of reinstatement to the program on an individual case basis.
2. A minimum cumulative GPA of 3.0 is required for continued successful progression towards graduation.

### Provisions for Academic Progress

Provisions for academic progression are further outlined in the Graduate Catalog and SOPT Student Handbook. Academic progression is reviewed during orientation upon matriculation in the DPT Program and includes, but is not limited to the following details regarding Academic Progression (probation, dismissal, re-entry, and deceleration):

#### *Summer (DPT Semester 1) of First Year:*

- A student whose grade point average falls between 2.90-2.99 will be recommended for academic probation by the APSC and approved by the SOPT chairperson.
- A student whose grade point average falls between 2.75-2.89 will be recommended for academic probation. The student may request to 1) restart the DPT program with the following cohort, 2) continue the program on academic probation, or 3) switch to the 4-Year Deceleration Pathway with academic probation. **(See 4-Year Deceleration Pathway).** The APSC will review the academic/professional performance of all students and counsel the student on the pros and cons of each option. The student will make the decision within seven (7) days of the last day of class.
- A student whose grade point average falls below 2.75 will be recommended for dismissal from the MUSOPT. The student may reapply to the program through PTCAS in the following year.

\*A student who restarts the program with the following cohort (automatic or through PTCAS application) will start with a clean GPA slate upon re-entering the program.

† The student who chooses academic probation will retain all earned grades and must come off probation in the required period of time.

#### *Fall (DPT Semester 2) of First Year:*

- A student who was not on probation after the summer semester (DPT Semester 1) and whose cumulative grade point average falls between 2.90 to 2.99 will be recommended for academic probation by the APSC.
- A student who was not on probation after the summer semester (DPT Semester 1) and whose cumulative grade point average falls between 2.75 to 2.89 will have the option to 1) continue on the 3-Year regular

pathway with academic probation or 2) switch to the 4-Year deceleration pathway with probation. A student who continues the DPT program on either the 3-Year regular pathway or the 4-Year deceleration pathway must complete the semester. The student will retain all earned grades and must come off probation in the required time period.

- A student who was on probation after the summer semester (DPT Semester 1) and whose cumulative grade point average falls below 2.75 will be dismissed from the program. The student may reapply to the program through PTCAS in the following year.
- In the fall semester of Year 1, a DPT student (whether on probation or not) experiencing academic difficulty in PT 701 Neuroanatomy and considering the 4-Year Deceleration Pathway may choose to withdraw from PT 701 before the University withdraw deadline, while continuing with their other fall semester courses. At the same time, the student may request to enter the 4-Year Deceleration Pathway starting in the spring semester by contacting the Chairperson of the APSC. PT 701 is the only course in the DPT curriculum that allows withdraw from a single course as the program operates as a cohort.

***Any Semester thereafter (after Fall of First Year):***

- A student whose cumulative grade point average falls between 2.75- 2.99 will be recommended for academic probation by the APSC.
- A student whose cumulative grade point average falls below 2.75 will be dismissed from the program and may reapply through PTCAS.

- . Any student who is on probation will have one semester to correct academic deficiencies and bring the overall GPA above 3.00. If a student has demonstrated academic progress and improved their cumulative grade point average during the semester of probation, the student may appeal to the APSC for an additional consecutive semester of probation. Students are allowed a maximum of two semesters of academic probation as part of the DPT curriculum.
- . Following notification of probation and before the start of the next semester, the student will be counseled by their faculty advisor or the APSC. During this initial counseling session, the student will be advised of his/her deficiencies and the requirements for removing the deficiencies by the end of the following semester.
- . The SOPT Chairperson may either accept or overturn all recommendations by the APSC and will subsequently inform the student of the final recommendation to the Assistant Provost of Graduate Studies.
- . The Assistant Provost of Graduate Studies makes the final decision regarding academic dismissal.
- . If the student disagrees with the SOPT Chairperson's decision, the student may appeal the decision in writing to the Assistant Provost of Graduate Studies within 3 University business days after notification of dismissal.

- In the event a student is placed on probation in the final fall semester (DPT semester 8) and is mathematically unable to achieve a 3.0 GPA, the student will not be permitted to attend the intermediate internship (PT 792) and will be referred to the APSC for review and make a recommendation to the SOPT Chairperson.

The MUSOPT APSC is responsible for determining candidacy for Academic Probation. Students may be placed on probation for no more than two semesters during the entire DPT curriculum. The APSC will make decisions regarding any disciplinary or remediation action based on the student's academic, professional, and clinical performance.

#### 4-Year Deceleration Pathway (Deceleration Plan of Study)

The 4-Year Deceleration Pathway has the same degree requirements and the same number of credits to graduate, but the curriculum is sequenced over 4-years rather than 3-years. To ensure that students remain full-time, semester 10 has one additional course (PT 798 1-credit Independent Study) that will allow the student to retain full-time status (6 credits)/semester. The 4-Year Deceleration Pathway is only available to students who have demonstrated academic difficulty (cumulative GPA 2.75 to 2.89) in the summer or fall semesters of Year 1. The 4-Year Deceleration Pathway provides students with an additional option allowing them to remain in the program but with a lighter course load per semester.

The student will take some courses with their original cohort, and they will take some courses with the cohort that is one year behind. The student will graduate with the cohort that is one year behind the matriculating cohort. All SOPT program policies and procedures remain in effect for the students on the 4-Year Deceleration Pathway. See Appendix 1 for the 3-Year and the 4-Year DPT curricula. Students will have seven (7) days from the end of the summer (year 1) or fall (year 1) to make a decision to switch to the deceleration program. The student must sign an educational contract signifying that they are switching to the deceleration pathway. Once a student has switched from the 3-year to the 4-year deceleration pathway, they are unable to switch back. The student who elects to participate in the 4-Year deceleration pathway will incur an additional year of tuition. While the SOPT has made every effort to work with the financial aid office in the development of the deceleration pathway, the student is responsible for communicating with the Marshall University Financial Aid Office and insurers of any third-party scholarships.

#### *Provisions for Restarting the Program*

The DPT degree is offered in a professional cohort format, and each new cohort starts in May. Students who restart will do so in the following cohort. Those students who are granted the opportunity to restart the program due to academic deficiency or professionalism issues will not be granted additional opportunities to restart the program. The provisions for any future probation for those students restarting will otherwise be consistent with the procedures for the first attempt. Students who restart the program will be placed on probation in the DPT program based on the cumulative

GPA calculated using only the grades obtained since restarting the program with the new cohort. Grades obtained during the first attempt will NOT be counted in the SOPT GPA calculation. It is possible that a student can be on probation in the DPT program but not on probation with the university, as the university GPA formula includes all prior course grades. In an effort to protect the public and ensure competence, all APSC decisions will be based on the cumulative GPA after restarting the program. Students are responsible for exploring the financial aid ramifications of restarting by contacting the Financial Aid Office.

### *Practical Examinations*

At the conclusion of practical examinations, any video files are to be submitted to *Ensemble* or other predetermined electronic storage space for faculty access by a designee appointed in advance. These files are available for review by faculty graders. Graders are to score the practical examination according to the grading rubric supplied by the case author. Score sheets shared with each individual student, and a paper copy is placed in their academic file. If the grade is non-passing, the faculty member will arrange with the student a remediation attempt. If the remediation is still below passing, the faculty member will notify the APSC of the outcome in order for the committee to initiate action. Students have the opportunity for two retake examinations if they fail the initial practical exam.

### *The appeal of Final Grades*

Students may appeal final grades by following the Grades Appeals policy and procedures outlined in the Graduate Catalog, <http://www.marshall.edu/graduate/graduate-student-appeals-process/>

The APSC is considered the school-level committee responsible for the review of grade appeals. Please see the *Graduate Catalog under ACADEMIC RIGHTS AND RESPONSIBILITIES OF STUDENTS: ACADEMIC APPEALS* for the full description of the procedure. The APSC, after receiving the written appeal from the student will meet to review the circumstances of the case and will make a recommendation to the SOPT Chairperson, who will notify the student in writing regarding the decision. As stated in the *Graduate Catalog*, should the issue not be resolved at School level, either the student or instructor may appeal in writing to the Provost (Provost designee) within ten (10) days of receipt of the APSC decision.

The Chairperson of the APSC will report any actions to the faculty at the following SOPT faculty meeting.

### *Academic Progression*

The doctoral student of physical therapy will find that the expectations, requirements, and responsibilities of the clinical graduate program far exceed those of undergraduate school. The following sections outline some of the students' academic responsibilities and the process by which students are evaluated, and the curricular objectives carried out.

### *Academic Requirements and Notification of Progress*

The APSC meets at the end of each semester to review each student's academic, clinical and professional performance in the curriculum as determined by examinations, faculty and staff reports, and other available means of appraisal. In addition, during the summer semester of each year, the committee will complete a year-end assessment of each student's performance. During this meeting, the Committee makes a determination to promote or not promote a student to the next academic year, and utilizing recommendations of the Clinical Education Committee, will decide if they should recommend that the individual student proceed to clinical rotations. Following this meeting, the students are notified of their promotion status in a written letter from the APSC.

Prior to graduation, a Comprehensive Assessment Verification Form will ensure that each student has completed all academic, clinical, and professional performance requirements for the Doctor of Physical Therapy degree. The form will require the signature of the student's academic advisor, the Capstone advisor, the Director of Clinical Education, and the SOPT Chairperson.

### *Year End Promotion*

All of the following criteria must be met satisfactorily for a student enrolled in the School of Physical Therapy to be eligible for promotion to the next academic year or graduation:

1. Satisfactory completion of all didactic and clinical course work and requirements specified for the academic level.
2. Fulfilling all requirements established by the faculty of each course within the academic year
3. Satisfactory completion of that year's required component parts of the Student Portfolio (as determined by the student's academic advisor)
4. Approval of promotion by the APSC

### *Requirements for Graduation*

1. Satisfactory completion of all course work and requirements specified in the curriculum with a final cumulative GPA of 3.0 or greater.
2. Completion of the SOPT Verification Form with signatures from the student's academic advisor, the Capstone Advisor, the Director of Clinical Education, and the SOPT Chairperson
3. Satisfactory status concerning obligations to Marshall University

### *Statement of Satisfactory Academic Progress*

A student who is allowed to continue enrollment in the School of Physical Therapy is considered making satisfactory academic progress. The APSC meets at the end of the summer semester and early in the spring semester and reviews the qualitative and quantitative academic progress of each student. A student not satisfactorily completing all course requirements will go through a full review by the APSC, and a decision will be made regarding possible disciplinary or remedial actions that will be taken.

### *Academic and Professional Standards Committee*

The Academic and Professional Standards Committee (APSC) performs full scale reviews of the performance of students enrolled in the School of Physical Therapy. The committee will be appointed by the School Chairperson and will consist of at least three Core Physical Therapy faculty members. The SOPT Chairperson will assign a chairperson of the committee. The APSC will meet at least once a semester but may call additional meetings any time throughout the year if deemed necessary by the APSC or SOPT faculty and/or SOPT Chairperson. During these meetings, the APSC may vote and make recommendations on the current enrollment status of any student in the respective year.

During the summer meeting, the APSC reviews the student records of all students in the program and discusses the performance of individual students in all three domains (academic, clinical, and professional). The committee will summarize each student's performance and potential for promoting to the next academic year given current performance levels. If a student's performance is considered to be marginal or below minimal course standards, the student's faculty advisor and/or a member of the APSC may arrange for a personal conference with the student involved to discuss deficiencies observed and to suggest corrective measures to be taken. In each committee, a majority vote (2/3) is required in order to promote a student to the next academic year or to recommend graduation. These rulings are then furthered to the SOPT Chairperson for final approval.

The APSC has the responsibility for final action relating to student promotions. They also have an obligation to conduct a comprehensive review of the records of students who have acquired deficiencies, using all pertinent data available from any appropriate source, such as student files. In order to ensure that the committee has adequate information for making a proper decision, it may seek comments from a student's faculty advisor or any other faculty member.

In reaching a decision on action to be taken in connection with a student who has incurred deficiencies, the committee shall give due consideration to the nature, extent, and significance of the deficiencies manifested. It shall take into account the relationship between the activity and time required for completion of the measures for removal of deficiency specified by the SOPT or faculty involved. It shall also evaluate the influence of other factors which relate to the best interest of the student and the SOPT.

#### **Potential Actions of the APSC:**

1. Promotion with no deficiencies noted
2. Promotion after removal of all deficiencies as specified
3. Permission to repeat the year taking only those courses in which deficiencies occurred.
4. Permission to repeat the year taking the entire course work for that year
5. Dismissal for failure to meet the requirements in a satisfactory manner
6. Special procedure which may be indicated in exceptional cases

#### **Year-end Promotion Status**

The three potential categories of promotion, based on performance, are:

1. Promotion with Accolades
2. Promotion
3. Promotion with Remediation

The level of promotion is dependent upon a student's composite performance across four major areas of performance. These areas are 1) Academic, 2) Practical/Clinical performance, 3) Professional conduct, and 4) Consistency of performance. The committee will perform a comprehensive review of each student file in order to determine which classification the student will receive. The definitions of each of the categories are listed below.

1. **Promotion with Accolades:** To receive this distinction all three requirements MUST be met:
  - a. The student maintains an overall GPA of  $\geq 3.75/4.00$ :
  - b. The student has had NO professional issues in his/her file within the academic year.
  - c. The student completed all CASE Series practical examinations and/or clinical rotations with the minimum passing score on a first attempt within the academic year.
2. **Promotion:** To receive this distinction all three requirements MUST be met:
  - a. The student maintains a minimum GPA of  $3.00/4.00$ .
  - b. The student has had NO professional issues in his/her file within the academic year.
  - c. The student completed all CASE Series practical examinations and/or clinical rotations with the minimum passing score on a first attempt within the academic year.
3. **Promotion with Remediation:** To receive this distinction one, or more, of the following statements, apply:
  - a. The student does not meet the minimum GPA of  $3.00/4.00$ , but is actively on, or is eligible for academic probation.
  - b. An active professional issue was opened in the student's file within the academic year.
  - c. The student required remediation to pass one or more CASE Series practical examinations and/or clinical rotations.

### ***Promotion with Remediation***

If the APSC renders a decision of "Promotion with Remediation," this is indicative of deficiencies (academic, clinical, or professional) on the part of the student. All academic deficiencies must be removed before a student is eligible for promotion. This requires additional work or some corrective action on the part of the student. Permission to remove a deficiency is granted to the student by the APSC. The manner in which a deficiency may be removed and the length of time to be allowed for the removal is to be specified by the APSC. The student may be allowed to continue in the program as usual while remediating the identified deficiencies and continue to promote regularly contingent upon satisfactory remediation of these deficiencies.

## *Procedure for Remediation of CASES Practical Examinations*

### Course Skill Checks and Practical Examinations

Individual courses may require clinical skill checks or practical examinations. These assessments are designed to assess safety, proficiency in clinical skills, and/or clinical decision-making related to a patient case scenario. Students are required to score a minimum of 70% per section on the grading rubric and 4/5 on the safety component. Any student who scores less than 70% overall or less than 4/5 on the safety component will be required to remediate and retake the skills check or practical examination. Grading will be subject to the individual course syllabus.

### *CASES Practical Examinations and Rotational Testing Points (RTP)*

All CASES courses will require a final practical examination and, in some cases, may be designated as a rotational testing point. An RTP occurs prior to students going out on a full-time clinical rotation. Students **MUST** successfully pass these RTP in order to be cleared by the core faculty to participate in the assigned clinical rotation. Any student who scores less than 70% overall on a final practical exam or RTP, or who scores less than a 4/5 on the safety component of the grading rubric is considered to have failed the practical exam. The student will be afforded the opportunity to remediate their deficiencies and retake the practical exam a maximum of two times. If the student fails to successfully pass the practical examination or RTP on the third attempt (2<sup>nd</sup> remediation), a grade of “F” will be received in the course. A score on the final practical examination that falls between 70-80% on the grading rubric will require the student to undergo a minimum of 2 hours of guided laboratory practice with a faculty member or a graduate teaching assistant. All students will have their practical examination performance tracked on a master spreadsheet to identify any ongoing deficiency in clinical performance.

In some cases, remediation may postpone progression to clinical education courses. The student may miss a scheduled clinical rotation. The missed rotation(s) will be scheduled at the end of all other rotations; therefore, graduation may be postponed by one semester or longer. See the Clinical Education Student Handbook for specific details.

If a student is eligible for remediation, a grade of “I” may be assigned, and a memorandum is sent by the course coordinator to the ASPC stating the approximate course completion date. If the course is successfully remediated, the “I” grade will be changed to the correct grade; if the student does not successfully remediate the course (e.g., fails all remediation attempts), the “I” grade will be changed to an F or NC and referred to the APSC for further action.

The remediation will be given at the discretion of the course coordinator in which the student did not successfully pass. The exam format of and/or length of time scheduled for remediation is determined by the faculty member and must be approved by the SOPT Chairperson.

**A score of less than 70% on the remediation of any practical exam will result in a grade of NC in CASEs courses and F in didactic courses, and the student must meet with the APSC**

to determine a course of action. If the student successfully completes the remediation (makes at least 70% on the practical exam AND completes all assignments in the remediation agreement), a grade of "Pass" will be given for CASEs, or a maximum score of 70% will be factored into their didactic grade for that assignment.

### *Comprehensive Assessment*

The Comprehensive Assessment for graduation with the Doctor of Physical Therapy degree. At the conclusion of last semester of the DPT program, students must obtain the signatures of the following individuals to ensure completion of all requirements for graduation: Faculty Advisor, Capstone Project Facilitator, Director of Clinical Education, and the SOPT Chairperson. This review will include completion of the Plan of Study, academic artifacts such as the Professional Behaviors Portfolio, the First-year Patient Case Study, the Second-year Service-Learning Project, the completed Capstone research project and Presentation, and performance on the Clinical Performance Instruments from each clinical rotation.

For all students, an exception to the above policies may be approved by the provost (Provost designee) on an individual basis. The provost (Provost designee) will notify the Chairperson of the Marshall University's Graduate council of any exceptions which were approved and give the reasons for each exception.

### *Comprehensive Examination/Mock Board Examination*

All students are required as part of PT 799 to take a comprehensive examination/mock Board Examination and achieve a minimum passing score as outline by the PT 799 course syllabus. PT 799 is a pass/fail course, and failure to achieve the minimum passing score on the comprehensive examination with allowance for a repeated attempt may result in failure of the course and dismissal from the program.

### *Requests for Short-term Class or Clinical Absences*

A student who needs to miss a single course may seek an excused absence from the course coordinator. Students needing to miss two or more class sessions in two or more courses or time during a clinical rotation MUST request a formal short-term absence from the Administrative Committee. A student may request a short absence (< 1 week) from class or clinical rotation by submitting a leave request form to the Chair of the Administrative Committee. The Administrative Committee will monitor all absences to ensure that absence requests are approved in an equitable manner.

### *Medical Leave of Absence*

A student who is in good academic standing may request a medical leave of absence if the absence involves more than 20% of any one course. A medical leave of absence may be granted for physical or psychological medical conditions that require medical attention in order for the student to be successful in the program. The student may be granted re-entry into the program in the following cohort. Medical Leave of Absence is at the discretion of the SOPT Chairperson.

***Non-Medical Leave of Absence***

Leave of absence may be granted to a student in good standing for reasons of a personal nature or to participate in a special program of research or other activity designed to augment the student's academic training. Specific arrangements must be made on an individual basis with the SOPT Chairperson before beginning a leave of absence. The student may be granted re-entry into the program in the following cohort.

***Withdrawal from the DPT Program***

Students are permitted to withdraw from the Doctor of Physical Therapy program at any time.

***Readmission Process***

Students who have voluntarily withdrawn or who have been dismissed from the Doctor of Physical Therapy program may elect to apply for readmission through PTCAS.

**STUDENT ATTENDANCE****Requests for Short-Term Class or Clinical Absences**

A student who needs to miss a single class session may request an excused absence from the course coordinator. If a student needs to miss two or more class sessions through two or more courses, they must submit a formal request for a short-term absence to the Administrative Committee. For absences during a clinical rotation, students should refer to the clinical education policy below. Students seeking a short absence (less than one week) from either class or a clinical rotation must submit a leave request form to the Chair of the Administrative Committee. The Committee will monitor all absences to ensure equitable approval of absence requests.

**Medical Leave of Absence**

A student in good academic standing may request a medical leave of absence if they will miss more than 20% of any one course due to physical or psychological conditions that require medical attention to support success in the program. If granted, the student may re-enter the program in the following cohort. Approval of a medical leave of absence is at the discretion of the SOPT Chairperson.

**Non-Medical Leave of Absence**

A student in good academic and professional standing may request a non-medical leave of absence for personal reasons or to participate in special research programs or activities that enhance their academic training. Such requests must be made on an individual basis with the SOPT Chairperson prior to beginning the leave. The maximum non-medical leave of absence is one year. Non-academic requests that are unrelated to professional training are unlikely to be

granted. If the leave of absence is granted, the student may re-enter the program in the following cohort.

### **Withdrawal from the DPT Program**

Students may withdraw from the Doctor of Physical Therapy program at any time.

### **Readmission Process**

Students who voluntarily withdraw or are dismissed from the Doctor of Physical Therapy program may apply for readmission through PTCAS.

## **STUDENT ATTENDANCE**

### **General Attendance**

Promptness and attendance are mandatory for all class and laboratory sessions. Excessive absence, regardless of the cause, may be deemed sufficient grounds for academic deficiency. The attendance policy aims to ensure that students receive adequate instruction and laboratory practice for safe and effective clinical practice. Excessive absence is defined as missing 10% or more of lecture or lab time. A physician's note is not required for an absence from a single class session but is required for two consecutive days missed due to acute illness. The course coordinator will record all absences and track them as a percentage of the total course sessions (see example below).

An absence is defined as missing all or part of a scheduled class or lab session or being unable to participate due to medical or physical limitations. For further details, see the technical standards. Excused absences are approved by the course coordinator for the specific class session missed. A tardy is defined as arriving after the class or lab session has begun. If a student arrives more than five minutes late, they must communicate with the course coordinator via email or TEAMS by the end of the day. The instructor will determine whether the tardy constitutes an excused or unexcused absence.

### **Missed Class Sessions – Student Responsibility**

It is the student's responsibility to notify the course coordinator if they miss a class session and to obtain any missed material. Faculty are not required to provide missed materials or remedial lab practice.

### **Requesting an Excused Absence**

A student who anticipates missing a single class session for a planned event (e.g., a medical appointment or family event) should request an excused absence by communicating with the course coordinator. If a student expects to miss two or more class sessions on the same or consecutive days, they must submit an absence request form to the Chairperson of the SOPT Administrative Committee. The Committee will review the request and determine whether the absence will be excused, along with any necessary requirements for the approved absence, including for clinical education rotations.

### Monitoring of Absences – Course Coordinator

The course coordinator will record all student absences (excused or unexcused) and make them available to the faculty advisor, APSC, and Program Director/Chairperson if the absence percentage exceeds defined thresholds (see Progressive Actions for Absences).

#### Excused Absence

An excused absence includes, but is not limited to, illness of the student or a dependent, accidents, medical emergencies, or death in the immediate family. Other reasons for absences may be considered excused at the discretion of the course coordinator.

#### Unexcused Absence

Any absence that does not meet the definition of an excused absence is considered unexcused.

**Special Note:** If a student attends a lecture via a pre-arranged Teams link due to an acute illness or emergency, the student will be counted as present. However, skills-based laboratory activities generally cannot be attended virtually, though this may be allowed at the course coordinator's discretion.

#### Calculation of Student Absences (Excused or Unexcused)

Examples:

1. A course that meets once per week for 15 weeks (15 total sessions) will have a 10% absence threshold after 2 missed sessions.
2. A course that meets twice per week for 15 weeks (30 total sessions) will have a 10% absence threshold after 3 missed sessions.
3. A course that meets four times per week for 15 weeks (60 sessions) will have a 10% absence threshold after 6 missed sessions.

#### Progressive Actions for Absences

The following progressive actions will apply based on the percentage of absences:

##### A. Student Absence of 10% or More but less than 20%

- A required meeting with the academic advisor.
- A required meeting with the Academic Progress and Standards Committee (APSC). The committee will review the student's attendance record including the number of excused and unexcused class sessions. The APSC will include an official warning (potential dismissal) documented in the student's file.
- Possible non-academic restrictions imposed by APSC, such as limitations on travel funding, participation in activities (e.g., Graduate Assistant or MUVIT Board), or other academic-related opportunities.
- Ongoing monitoring of the student by the course coordinator, academic advisor, and APSC.

## B. Student Absence of 20% or More

- Formal review by the APSC with the following potential recommendations:
  - Remediation of the missed course content (only at the discretion and recommendation of the course coordinator).
  - Retake of the course(s) with the following cohort.
  - Dismissal from the program.
  - Re-entry into the following cohort (at the discretion of APSC and Chairperson).

### Attendance for Examination and Testing

Attendance is mandatory to maintain the academic integrity of all assessments (quizzes, exams, skills checks, and practical exams). A student unable to attend a scheduled examination must notify the course coordinator as soon as possible (via email, phone, TEAMS, or in person). The student must submit the reason for their absence along with appropriate documentation (as outlined under absences).

If the absence is excused, the student may be allowed to take a make-up exam in an alternate format at the course coordinator's discretion. All make-up exams must be completed within one week after the student returns to class or as scheduled by the course coordinator. The ability to reschedule an exam or any penalties for unexcused absences are at the course coordinator's discretion.

Before receiving a make-up exam, a student absent due to illness must provide a written note from their physician via email as soon as possible, or at the latest by the first day they return to class. The note should explain the illness that caused the absence.

### Student Responsibilities

1. No communication of any kind between students will be allowed during an examination.
2. Each student must complete the examination before leaving the room, except for approved bathroom breaks.
3. Only the materials necessary to complete the exam should be at the student's desk.
4. Unprofessional conduct, such as cheating on examinations, plagiarism, or unprofessional behavior in classes, laboratories, or clinical settings, will result in disciplinary action as outlined in the graduate catalog.

### Clinical Education

Attendance and punctuality are mandatory for all clinical assignments. Absences must be rescheduled by the Director of Clinical Education (DCE) and/or Clinical Instructor (CI). A student who will be absent or tardy from a clinical assignment must notify both the DCE and clinical instructor as early as possible. Attendance at all scheduled examinations is also mandatory (see Examination Policy).

## Virtual Attendance Policy for Doctor of Physical Therapy Students

### Purpose

The Marshall University School of Physical Therapy recognizes that emergencies may occasionally prevent Doctor of Physical Therapy (DPT) students from attending in-person classroom sessions. This policy outlines the procedure for requesting virtual attendance via Microsoft Teams in emergency situations or when pre-approved by the Administrative Committee for special circumstances.

### Eligibility for Virtual Attendance

Students may request a virtual (Teams) link in the following cases:

- **Emergency Situations:** Acute illness, inclement weather when student safety is a concern, or other unforeseen circumstances preventing safe or reasonable attendance.
- **Pre-Approved Special Circumstances:** Requests approved in advance by the Administrative Committee, based on documented need.

### Request Procedure

1. **Notification:** Students must notify the course coordinator and the scheduled instructor via their university email at least three (3) hours before the start of the requested class session if it is not the course coordinator.
2. **Faculty Availability:** Faculty members may not be able to check email immediately before class. If a response is not received, the student should communicate with a classmate in attendance to ensure the request is relayed to the course coordinator or instructor leading the class session.
3. **Access to Virtual Link:** The course coordinator or instructor will provide a Teams link for virtual attendance.

### Additional Considerations

- Virtual attendance is intended as a temporary solution and should not be used as a substitute for regular in-person participation.
- Certain lab-based or interactive activities may not be effectively replicated in a virtual format. In such cases, students should consult with faculty regarding possible alternatives for participation or content review.
- Abuse of this policy or repeated requests without valid justification may be subject to review by the Academic and Professional Standards Committee.

### Effective Date

This policy is effective immediately and subject to periodic review and updates as needed.

## GENERAL SCHOOL OF PHYSICAL THERAPY POLICIES

1. Under no circumstance is anyone who has not obtained prior authorization from the

Department of Anatomy allowed to enter the gross anatomy laboratories. This includes, but is not limited to, visiting undergraduate college students, and friends or relatives of students enrolled in gross anatomy courses in any of the schools within the University. Under no circumstances are high school students allowed access into the gross anatomy laboratories.

2. The student is encouraged to see himself or herself as a perpetual learner and to respect the professional aspirations of the other class members. Each student is expected to participate and assist in creating a learning atmosphere in all classroom and laboratory sessions.
3. Students are expected to maintain professional behavior at all times. In the field of physical therapy, professionalism encompasses qualities such as altruism, honesty, integrity, respect for others, and courteous conduct in both classroom and clinical settings. This includes being helpful, punctual for all scheduled classes and meetings, and consistently demonstrating behavior appropriate for clinical and academic environments. Physical Therapy students are expected to be professional with other students, faculty, staff, patients, and other stakeholders. Students should demonstrate respect for others at all times.

Effective communication is a fundamental aspect of professionalism. Students must be able to communicate clearly and respectfully in person, over the phone, and in writing. As healthcare professionals, students will interact with a variety of individuals, including those with differing perspectives or personalities. Professional behavior should reflect both self-respect and respect for the profession. This extends to interactions on social media or any other public domain.

Students are required to uphold a professional demeanor at all times, with honesty and integrity being paramount. Respect for others must be demonstrated in all environments—classrooms, labs, and clinics. Failure to meet these standards may lead to disciplinary action, including possible dismissal from the program.

Students are encouraged to maintain a professional and friendly relationship with faculty members with the understanding that the faculty will be your colleague in a few years. It is common for students and graduate to need recommendations and endorsements from their DPT faculty for scholarships, licensure, employment, and insurance credentialing.

Additionally, students must adhere to the **Code of Ethics** and the **Guide for Professional Conduct** of the American Physical Therapy Association (see appendix).

4. Whenever you are in the presence of a patient, you are expected to respect the dignity, individuality, and privacy of that patient. All information regarding any patient is considered private and confidential and is not to be discussed outside of the academic or clinical setting.

5. Since certain materials, located at the American Physical Therapy Association (APTA) website and restricted to members only, will be utilized in various courses, all students will be required to join and maintain membership in the APTA.

6. Students will be provided with access to laboratory facilities after hours provided, they have been given clearance by a faculty member to utilize the equipment. At no time is a student to practice any technique or procedure on anyone other than a classmate. Physical Therapy students may be allowed to be in specific classrooms and study areas after hours and on weekends but only if the privilege is not abused and the premises are left clean and orderly. The doors must be locked upon departing from the room.
7. Textbooks are considered required unless otherwise stated. Students must purchase the required texts. A Textbook list will be sent to students within 1 month of the start of the next semester.
8. Students are required to purchase short white lab jackets (consultation length) during the first fall semester for the subsequent White Coat Ceremony to be held in the spring of that academic year. Any additional items that may be required will be outlined in the course syllabi.
9. Each student is assigned a faculty adviser who may be contacted by the student as needed. It is required that the student schedule a counseling session with his/her advisor twice a semester (after midterm and after finals – either directly after or at the beginning of the next semester). It is the student's responsibility to make appointments with his/her advisor as needed. In addition to the student's assigned advisor, all other members of the faculty are available for consultation.
10. Privacy of patients should be respected at all times. Students should obtain permission from the attending therapist before entering any treatment area.
11. Smoking and use of any form of tobacco is not permitted in the building. Students who find it necessary to do so may smoke in the designated "smoking areas" outside of the building.
12. Equipment and telephones in the SOPT Office are for business use and not for student use. Incoming calls to the P.T. Office should only be in case of an emergency.
13. Bringing firearms (or other weapons) is subject to state law and university policy. Because the safety and well-being of our faculty, staff, students, and visitors to our campus are of utmost concern, this message is a reaffirmation of our policy of no unauthorized firearms on the campus properties and at university- sponsored functions.
14. The calendar of scheduled classes for the School of Physical Therapy may vary from the College of Health Professions and University calendars published elsewhere. Students should contact the SOPT Chairperson for information concerning the actual dates of holidays, and when classes begin/end, etc. The academic calendar is posted on the SOPT website <https://www.marshall.edu/physical-therapy/students/>
15. Students are provided with a locker in which ALL personal items and valuables not carried with you should be secured at all times. Students may not apply stickers or tape to the lockers. Magnets may be used to post necessary messages. The SOPT is not responsible for any lost or stolen property.

16. Due to the disruptive nature of mobile phones and pagers, all phones and pagers must be turned off or kept in the silent/quiet mode during all class periods and during all patient care times (observations, clinical internships. If you are expecting an emergency-type call, place the phone/pager on the silent mode. Leave the room before answering it. Also, prior to the beginning of class, inform the faculty that you may be leaving the room due to a potential emergency call. Mobile phones are not to be utilized in any form or purpose during an examination. If you are expecting an emergency phone call during an examination, inform the proctor of the exam, and you may leave your phone with the proctor on silent or vibrate to receive the call. At this point, you may leave your exam with the proctor and leave the room to use your mobile phone. Your exam will be returned to you upon re-entering the examination room.

17. Standards of Conduct for the Use of Electronic/Social Media: The School of Physical Therapy recognizes that social networks and other electronic media can be beneficial to the delivery of quality healthcare. However, inappropriate use of electronic media such as social networks, chat rooms, forums, etc., violates a patient's right to confidentiality and privacy. It may also cross the professional boundary between a therapist and his/her patient. Therefore, the School of Physical Therapy has adopted the following guidelines to minimize the risks associated with the use of social networks and all other electronic media:

- Students must recognize they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Students are strictly forbidden from transmitting any patient-related image via electronic media.
- Students must not share, post, or otherwise transmit any patient information, including images, unless there is a patient care related need to disclose information or other legal obligation to do so.
- Patients should not be identified by name or any other method (such as nickname, room number or diagnosis) that could lead to the identification of the patient. Limiting access to postings through privacy settings is not sufficient to protect the patient's privacy.
- It is not acceptable to post any information about a patient even if their name is not identified.
- Students should never refer to a patient in a derogatory or disparaging manner, even if the patient is not identified.
- No photos or videos of patients may be taken on a personal device, including cell phones.
- Students must always maintain appropriate professional boundaries with patients. On-line contact with patients or former patients blurs the distinction between a professional and personal relationship. Inappropriate communication via electronic media is discouraged. This includes instances where the patient contacts the student first. If this should happen, the student should notify their instructor as soon as possible.
- Students should understand patients, colleagues, institutions, and prospective employers may view postings on social media websites. Students should not make threatening, harassing, profane, or other offensive comments or disparaging remarks about patients, instructors, other students, or facilities, even if they are not expressly identified.
- Students should bring content that could harm a patient's privacy,

- rights, or welfare to the attention of the faculty.
- If the student has any doubt about the appropriate use of electronic/social media, they should contact their instructor for further guidance.

Inappropriate use of electronic/social media can lead to disciplinary action including but not limited to formal reprimand, suspension, or dismissal from the program. Students can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws.

### **ADA Accommodations:**

Students who need “Reasonable Accommodations” through the Federal Americans with Disabilities Act (ADA) should contact the Office of Disability Services (<http://www.marshall.edu/help/>) or 304-696-2288 to request disability testing and/or examination accommodations. A written confirmation of specific accommodations from the Office of Disability services must be received by the School of Physical Therapy and placed in the student’s academic file prior to implementation of the accommodation. Depending on the specific accommodation granted, those students who are allowed accommodations for written examinations may have additional time for written exams or written components of practical examinations, as indicated by the Office of Disability Services. In an effort to reduce distractions, students allowed extra examination time may be placed in a seminar room, or another quiet environment to take the exam, with signage placed outside indicating a quiet testing zone. In order to ensure adequate time is allowed, a video recording system may be used to monitor time elapsed. Psychomotor examination skills and clinical application of skills during Practical examination time is not subject to additional time, as indicated in the Technical Standards policy below.

In order to ensure that the appropriate academic accommodations are met the SOPT faculty will adhere to the accommodations granted by the Office of Disability Services.

Should any student have any problems related to their academic accommodations they should immediately speak directly to faculty with whom they have the issue, or if they prefer, speak to the Chairperson of the SOPT to address the issue with the faculty and/or student.

### *Student Employment During PT School*

Due to the demanding requirements of *the Physical Therapy curriculum*, it is strongly recommended that students limit work outside of the SOPT. The School does not specifically restrict employment but does definitely discourage working extensive hours that have the potential to impact student learning. Students are strongly advised to avoid work during the first two semesters of the DPT curriculum.

### *Student Attire*

- Students are required to wear attire which conforms to the image of the professional physical therapist. The School of Physical Therapy is a setting where patients, other professionals, and the general public form an impression of us which is based on our appearance and conduct.

- The trunk region should be covered at all times, except when exposure is required for laboratory purposes in the classroom. This includes classroom and clinical situations.
- Clinical attire – this applies to dress to be worn during clinical work or during class visits to different clinical settings. Minimally appropriate clinical attire consists of Marshall University polo shirts, name tags, cotton twill full-length slacks, and flat shoes with closed heels and toes. The students are responsible for contacting their clinical instructors in advance for any other dress requirements that the clinic might have (e.g., lab coats, neckties, scrubs, etc.). Any specific clinic dress code requirements supersede the Marshall University SOPT dress code while at that facility.
- Classroom attire –students are not permitted to wear t-shirts, flip-flops, hats, short skirts, sweatpants, athletic shorts or pants or yoga pants in the classroom during normal working hours. Faculty members may require specific dress for a specific class related to activities during class that supersedes the SOPT dress code. On days you have a guest speaker: you should wear clinical attire, which is: a polo shirt or buttoned shirt or a nice blouse, nice slacks, close-toed shoes. Instructors will inform students of specific dress codes and subsequent enforcement policies for those classes.
- Laboratory attire – the following attire is required for all physical therapy laboratory settings. Males and females should wear loose-fitting gym shorts with an elastic waist band; those with sewn-in underwear are preferred. In order to expose the spine for observation, palpation, etc., females should wear a two-piece bathing suit top or may wear a sports bra with a back strap of no more than two inches in width. Students should obtain several sets of lab clothes so that one set is at school at all times. The lab instructor may have other specific instructions for lab attire in a specific lab (e.g., must wear low, closed, stable shoes, etc.). Students in lab attire should remain in the laboratory except when going to and from the dressing room or student lounge. Students should not go into the reception room or stand in the halls while dressed in laboratory attire. Students may come to school or leave school in their lab clothes if the lab session begins or ends the day. If the lab ends the morning session and then begins the afternoon session and students wish to go to the student lounge, they may keep their lab clothes on as long as they are appropriately covered. Lab attire needs to be covered any time the student leaves the SOPT with the attire on.
- Marshall University identification should be worn or carried at all times.

Enforcement – if an instructor believes that a student is not dressing appropriately in his or her class or lab, the following will occur 1). The student will first be given a verbal warning by the faculty member who realizes that you are not dressed correctly. 2). If it occurs again, the student will then be given a written warning, and it will be noted as unprofessional behavior in your record. 3. If it occurs a third time, the student will be told to leave the class—that class absence will be regarded as an unexcused absence and therefore could result in % points taken off your final grade in the class.

### *Classroom and Seminar Room Computers*

Computers in the classroom and seminar rooms MUST be used carefully and with courtesy for all students. The following are rules for using SOPT or University computers:

1. The person to use a computer last is responsible for appropriately shutting it down before he/she leaves the room.
2. No food or drinks may be near the classroom or seminar room computers for obvious reasons. Drinks may be brought into classrooms and seminar rooms only if with a lid or cap. Any spills must be reported to the SOPT faculty or staff IMMEDIATELY. NO FOOD is allowed in the classrooms or seminar rooms.
3. No one may change the programs or layout of the departmental computers without the written approval of the SOPT Chairperson.
4. No one may load or download any programs onto departmental computers without the written approval of the SOPT Chairperson.
5. No one should be using any departmental computer which has not been trained and authorized in its specific use.
6. Only professional uses of the Internet or other programs will be allowed.

### *Laptop /Tablet Computer Use*

Students are required to purchase a laptop computer that meets program specifications that are outlined in the orientation package. Computers are used in the classroom or laboratories for school class-related activities only. In addition, students should not communicate (e-mail, instant message, blog, etc.) with others (including professors) during class time or review other lectures or materials other than that being covered in the class in which they are participating.

Students failing to comply with this policy will be reported to the SOPT Chairperson and / or appropriate designee for disciplinary action (including the APSC) and may be subject to dismissal from continuing their education at the COHP. It may also be the decision of the APSC or faculty member to prohibit the student from utilizing their laptop during designated classes for a designated period of time.

### *Email Use*

Faculty, students, and staff are expected to use the Marshall assigned e-mail system for university communications. The use of electronic mail should be consistent with the instructional, research, public service, and administrative goals and mission of the COHP. Failure to use the Marshall e-mail system is not an excuse for students to be unaware of important university and SOPT messages.

### **Prohibited Uses of Email**

1. Copyright and Intellectual Property  
Sending, sharing, or including documents, files, or content created by others in violation

of copyright or other applicable laws is strictly prohibited.

#### 2. Unauthorized Access

Accessing, attempting to access, or intercepting the files or email communications of others without authorization is prohibited. Limited access may only be permitted for authorized IT staff when diagnosing and correcting system or delivery issues.

#### 3. Harassment and Misuse

Using email to harass, intimidate, threaten, or interfere with another person's ability to conduct University-related business is prohibited.

#### 4. Illegal or Prohibited Activities

Email systems may not be used for any activity that is illegal, unethical, or otherwise restricted by law, regulation, or University policy.

#### 5. Email Spoofing

Sending email that falsely appears to come from another individual, account, or organization (commonly known as "spoofing") without proper authorization is prohibited.

#### 6. Spam and Bulk Emailing

Sending unsolicited bulk email (spam) is prohibited. Bulk email related to university business may be permitted but must:

- Receive appropriate prior approval (e.g., messages to all members of a college should be approved by the Dean's office).
- Be distributed in a way that does not negatively impact email system performance.

#### 7. Chain Letters and False Information

Forwarding chain letters, hoaxes, or mass-distributed misinformation (including unverified virus warnings) is prohibited.

### Violations

Violations of this policy may result in disciplinary action, including but not limited to suspension of email and computer privileges, formal disciplinary measures, or, in severe cases, termination of employment or academic dismissal.

### Use of Classroom During and Outside Scheduled Class Time

The Classrooms in the School of Physical Therapy are available to faculty, staff, and students for educational purposes. Those classes which are scheduled to meet in the room have priority for the use of the space and anyone wanting to use the space during this class time must have the permission of the class instructor. If the classroom appears vacant, those persons wishing to use the room or its equipment must first obtain permission from the instructor who is scheduled to use the space.

If the classroom is scheduled to be vacant, SOPT faculty, staff, and students may use the room for educational purposes, with the faculty and staff having priority over student use. After hours, students will be able to gain access to the SOPT using an ID Keyless Entry. Once in the SOPT, students will have open access to the classrooms but will need to request from the appropriate faculty, that specific equipment be made available. The Anatomy laboratory at the MU Medical School VA location will be able to be accessible by students on a 24/7 basis with an ID key entry.

All persons who use the classrooms must maintain the appearance of the space and return any items to their original location after use. Any linen used during classes or for study purposes must be placed in the laundry baskets. No eating, drinking, or smoking is allowed in the classrooms. No storage of food or drink is allowed on shelves, desks, countertops, or cabinets. Any concerns about the classroom environment (e.g., water leaks, inoperable or damaged equipment) should be immediately communicated with the administrative staff (Chairperson or office staff) or faculty member.

To protect the equipment from tears or marks, no shoes are to be worn on the examination mats. All students using the lab must be dressed appropriately according to the Marshall University School of Physical Therapy Student Handbook.

Personal belongings should be stored in individual lockers or removed from the classroom at the end of each day.

### *Clinical Research Laboratory*

The primary function of the laboratory is to provide equipment and space for research, and to that end, research activities have absolute priority over all other activities.

To gain access to the laboratory area, the area and equipment must first be reserved. Admittance is possible only via a faculty member who has agreed to be responsible for activities to be performed, and that the lab is locked at all times.

Each research advisor/investigator is responsible for providing student investigators with all necessary materials and supplies, including computer disks, printer paper, and videotapes. No individual is permitted to use any equipment before properly trained on said equipment by a faculty member or designate. Students must have faculty supervision, either directly or indirectly when utilizing SOPT equipment. All equipment will be maintained as specified in the user's manual for each piece of equipment. Originals of all equipment manuals will be kept in the research laboratory.

A faculty member must be accessible during all data collection, and no data collection on human subjects may proceed prior to Institutional Review Board (IRB) approval.

All lab users are responsible for their own computer files or data banks. It is necessary that data be saved to external storage disks or drives to avoid overloading the computers' own hard drive. All subject files are the responsibility of the principle investigator/advisor. All subject information is confidential and is to remain in a locked area when not in use. The lab director will survey the faculty annually to determine the needs for space and

equipment and present this information to the SOPT Chairperson for budgetary consideration.

Equipment should be calibrated and recalibrated only with the presence of appropriate faculty and labeled to indicate the action performed and dated and initialed by faculty.

### Complaints

The public or any other stakeholder of the program has the right to file a complaint that falls outside the realm of due process. At this time, the policy, and procedures for filing such complaints can be found in the SOPT Policy and Procedures Manual, and the Clinical Education Student Handbook, and is posted online at the SOPT website and includes the following statement:

“The College of Health Professions School of Physical Therapy encourages any individual who is unhappy with their experience or encounter with any student, faculty, or staff member of the School of Physical Therapy to file a written complaint against the school or program. The school takes all program related complaints seriously and will act upon any complaints in an expedient manner. Once a complaint has been made, the SOPT Chairperson will be directly involved in gathering information and addressing the complaint. The complaint and resolution will be kept on file in the School Chairperson’s files under “Program Complaints for a period of 5 years.”

Complaints should be addressed to:

SOPT Chairperson  
School of Physical Therapy  
2847 5th Avenue

A Quality Improvement Process and Tracking Form (Appendix: Quality Improvement Process and Tracking Form) will be completed anytime a problem, complaint, or opportunity for improvement of the SOPT or program presents itself. Once initiated, this form serves as a record and tool for ensuring that identified problems, complaints or opportunities are addressed by the proper entities in a timely and efficient manner. These forms are available in the SOPT Policy and Procedures Manual, the Clinical Education Manual, and in the School of Physical Therapy Reception Office.

### Procedures for handling a complaint against the School:

When possible, the SOPT Chairperson will discuss the complaint directly with the party involved within 14 business days. If at all possible, the matter is reconciled at this point. A letter from the SOPT Chairperson acknowledging the resolution of the complaint will be filed with the complaint and a copy sent to the complainant.

If dissatisfied with the discussion with the SOPT Chairperson, or if the complaint is against the SOPT Chairperson, the involved party may submit a written complaint to the Dean of the College of Health Professions. The SOPT Chairperson will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter out-

lining the resolution by the Dean shall be filed with the complaint in the SOPT Chairperson's office.

If the party feels that additional complaint is necessary, then the last line of complaint is then to the Vice-President of Academic Affairs.

Outside of the institution, a complaint can also be filed with the physical therapy accrediting body: Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria VA. 22314.

With regard to problems, complaints or opportunities identified through the Quality Assurance Process Form, all Quality Improvement Forms will be routed through the Administration committee to be distributed to the appropriate party for resolution. The committee will also follow-up with the resolving party within a reasonable amount of time for a progress report on any action taken.

This information will be shared during student orientation, will be available in the Student Handbook, and Clinical Educational Manual, and may be obtained through the SOPT Chairperson at any time.

### ***Education Records: Rights of Parents and Students (FERPA)***

As Per the Marshall University Student Handbook, the Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within forty-five days of the day the University receives a request for access.
  - Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
  
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
  - Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want to be changed, and specify why it is inaccurate or misleading.
  - If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional

information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Marshall University to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of  
Education 600  
Independence Avenue,  
SW Washington, DC  
20202-4605

The Marshall University office that coordinates FERPA issues is Student Affairs, Room 2W38, 304- 696-6422.

## Class Officer Election, Responsibilities, and Procedures

### I. Class Officer Election Process

Class officers are elected at the start of the **fall semester in the first year** of the DPT program. The **Class Faculty Liaison** oversees the election process and will solicit nominations from the class during the **end of the summer semester** prior to the election. Students who are on the Declaration Plan of Study are not eligible for Class Officer positions.

#### Elections follow this process:

- If a candidate for any office does **not receive more than 50% of the votes**, a **runoff election** will be held between the **two candidates with the highest number of votes**.
- All voting must be conducted confidentially and fairly.

**Class Officer Positions**

The following officer positions will be filled by elected class members. Unless otherwise noted, each position is held by **one student**, and the term of office is **three years** (the duration of the program), unless the officer resigns, is recalled, or is removed:

- President (1)
- Vice President (1)
- Treasurer (1)
- Social Chair (2)
- Yearbook Committee (2)
- APTA Liaison (1)

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**II. Class Officer Responsibilities****President**

- Serves as the primary liaison and representative between the class and faculty.
- Attend faculty meetings (when invited and available) to communicate class feedback or concerns.
- Organizes and leads officer and class-wide meetings.
- Oversees and supports the work of all other class officers.

**Vice President**

- Reports directly to the President.
- Assists the President with leadership duties.
- Represents the President at meetings when the President is unavailable.
- Supports other officers in their roles when needed.

**Treasurer**

- Reports to the President and the class.
- Manages class finances, including:
  - Setting up a class account (either independently or through the MU Foundation).
  - Tracking and reporting class funds.
  - Managing money raised from fundraisers and event fees.
  - Paying for approved class expenses.
- Provides periodic financial updates to the class.

**Social Chair (2)**

- Report to the President.
- Foster an inclusive and welcoming social environment.
- Plan and coordinate class events, including fundraisers and social gatherings.
- Ensure broad class participation in events.

**Yearbook Committee (2)**

- Report to the President.
- Collect and compile photographs and videos throughout the program (both candid and professional).
- Produce a slideshow and/or yearbook at the end of the program.

**APTA Liaison**

- Reports to the President and the class.
- Represents the class at state and/or national APTA and WVPTA meetings.
- Communicates relevant APTA/WVPTA policy updates to the class via email, social media, or verbal announcements.
- Encourages class participation in APTA/WVPTA initiatives and events.

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**III. Recall of an Elected Officer**

An elected officer may be recalled (i.e., removed by vote) through one of the following two processes:

**a. Student-Initiated Recall**

- A recall petition may be initiated by at least 20% of the class.
- The Class Faculty Liaison will facilitate a recall vote.
- At least 75% of the class must participate in the vote, and more than 50% must vote in favor of recall for the officer to be removed.

**b. Faculty-Initiated Recall**

- The Class Faculty Liaison may petition for an officer's recall, with support from a majority of the faculty.
- The Program Director serves as appeals officer and will make the final decision on the matter. The Program Director does not vote with the faculty during the recall process.

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**IV. Removal of an Officer (Non-Electoral Grounds)**

Serving as a class officer is a privilege. An officer will be **automatically removed** from their position under either of the following conditions:

- The officer is placed on **academic or professional probation** due to a violation of university or program standards.
- The officer is **not promoted** with their class to the next academic phase of the DPT program (e.g., moves to the Declaration Plan of Study).

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**V. Reelection Procedures**

In the event that a class officer is recalled or removed as outlined in Sections III or IV, a **reelection must be held within two weeks** to fill the vacant position. The election will follow the same procedures as the initial vote.

### Technical Standards (Essential Functions) Policy

**Effective Date:** [Insert Date of Approval]

**Reviewed by Faculty on:** [Insert Date]

#### I. Purpose and Policy Statement

The Marshall University School of Physical Therapy (MUSOPT) is committed to providing a learning environment that supports the academic and clinical success of all students, including those with disabilities, in accordance with applicable federal and state laws, including the **Americans with Disabilities Act of 1990 (ADA)**, as amended, and **Section 504 of the Rehabilitation Act of 1973**.

The purpose of this policy is to define the essential technical standards required for admission, progression, and graduation from the Doctor of Physical Therapy (DPT) program. These standards ensure that all students, with or without reasonable accommodation, can perform the essential functions necessary for clinical practice and patient safety.

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#### II. Policy on Reasonable Accommodation

Applicants and students who disclose a disability and request accommodations must do so through the **Office of Disability Services** at Marshall University. Reasonable accommodations will be provided as long as it does not:

- Compromise the safety and well-being of patients or others,
- Impose an undue hardship on the institution,
- Fundamentally alter the nature of the program or curriculum (including academic, laboratory, and clinical education components), or
- Interfere with the assessment of essential skills or competencies.

Students are encouraged to contact the **School of Physical Therapy Chairperson (304-696-5614)** for guidance and referral. Procedures for requesting accommodations are outlined in the Student Handbook.

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#### III. Attestation Requirement

All admitted students are required to complete a signed affidavit confirming their ability to meet the technical standards of the program, with or without reasonable accommodation. This document is kept on file by the School of Physical Therapy and may be revisited if a student's status changes.

**IV. Technical Standards: Essential Functions for DPT Students**

Students in the DPT program must possess the following cognitive, psychomotor, communication, and affective skills to succeed in both academic and clinical settings.

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**A. Cognitive Skills**

Students must be able to:

1. Comprehend, analyze, interpret, synthesize, and apply complex information from written, auditory, and visual sources, including medical records, scientific literature, patient evaluations, and diagnostic tools.
  2. Perform clinical reasoning and decision-making in a timely manner, based on the integration of physiological, psychological, and environmental factors.
  3. Develop, implement, and adjust plans of care consistent with the norms of contemporary physical therapy practice.
- 

**B. Psychomotor and Sensory-Motor Skills**

Students must be able to:

**1. Gross Motor Skills:**

- Attend and actively participate in academic, laboratory, and clinical activities.
- Physically navigate clinical and academic environments, including patient care spaces and equipment-laden treatment areas.

**2. Fine Motor and Manipulative Skills:**

- Perform precise manual tasks such as palpation, joint mobilization, therapeutic handling, and application of modalities.
- Operate diagnostic and therapeutic tools, including but not limited to goniometers, reflex hammers, blood pressure cuffs, and electronic devices.
- Document clinical and academic work legibly and efficiently, both in handwritten and electronic formats.

**3. Strength and Endurance:**

- Safely assist with patient transfers, gait training, and therapeutic exercise programs.

- Demonstrate physical stamina to work full shifts in clinical education settings and perform repetitive or sustained tasks.

#### **4. Sensory and Visual Acuity:**

- Accurately observe patient posture, movement, skin integrity, facial expressions, and other visual cues.
  - Detect subtle changes in muscle tone, temperature, or joint movement.
  - Interpret visual and auditory data from monitoring devices, written instructions, and alarms.
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### **C. Communication Skills**

Students must be able to:

1. Effectively and respectfully communicate with patients, families, colleagues, and instructors using oral, nonverbal, and written forms in English.
  2. Explain conditions, procedures, and treatment plans in a clear and professional manner.
  3. Respond appropriately and promptly in urgent or emergency situations.
  4. Interpret and relay information accurately in medical documentation and electronic health records.
- 

### **D. Affective and Interpersonal Skills**

Students must demonstrate:

1. Professionalism, integrity, compassion, and respect in interactions with diverse individuals and groups.
2. Emotional resilience and maturity to manage stress, adapt to change, and provide patient-centered care under demanding academic and clinical conditions.
3. Commitment to ethical standards consistent with the **APTA Code of Ethics** and applicable laws governing physical therapy practice.
4. The ability to receive and integrate feedback, self-assess performance, and seek support or remediation when needed.
5. Cultural humility and responsiveness to individual differences, including race, gender identity, religion, socioeconomic background, and disability.

**V. Consequences of Non-Compliance**

Failure to meet these technical standards, with or without reasonable accommodation, may result in administrative action, including remediation, delay in program progression, or dismissal, in accordance with the program's academic and professional standards policies.

Students who experience a change in health or functional ability during their enrollment must notify the SOPT Chairperson and may be referred to the Office of Disability Services for evaluation.

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**VI. Acknowledgment and Agreement**

By signing below, I acknowledge that I have read and understand the Technical Standards for the Marshall University School of Physical Therapy. I understand that if I am unable to meet these standards, and I do not seek reasonable accommodations through the proper institutional process, my ability to succeed in the program may be adversely affected.

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**Printed Name:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student ID Number:** \_\_\_\_\_

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**Marshall University Notice of Non-Discrimination**

Marshall University is an Equal Opportunity/Affirmative Action institution and does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, national origin, age, disability, or veteran status in any program or activity. Allegations of discrimination should be reported to:

**Office of Disability Services**

Prichard Hall 117, Huntington, WV 25755

(304) 696-2271

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**References**

1. APTA Board of Directors. **Minimum Required Skills of Physical Therapist Graduates at Entry-Level.**
2. **CAPTE Standards and Required Elements for Accreditation** of Physical Therapist Education Programs.

3. Ingram D. **Opinions of Physical Therapy Education Program Directors on Essential Functions.**  
*Phys Ther.* 1997;77:37–45.

**Marshall University School of Physical Therapy**

## Appendix

## APTA Code of Ethics for the Physical Therapist

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17.  
HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27.  
Initial HOD 06-73-13-24]

## Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient/client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive, nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. All students will publicly sign the APTA Code of Ethics during the White Coat Ceremony; however, all students are expected to follow the APTA Code of Ethics upon matriculation in the program.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values of the profession, and the multiple realms of ethical action (individual, organizational, and societal). Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document, the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

## Principles

**Principle #1:** *Physical therapists shall respect the inherent dignity and rights of all individuals.*

*(Core Values: Compassion, Integrity)*

**1A.** Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

**1B.** Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

**Principle #2:** Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients/clients. *(Core Values: Altruism, Compassion, Professional Duty)*

**2A.** Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients/clients over the interests of the physical therapist.

**2B.** Physical therapists shall provide physical therapy services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients/clients.

**2C.** Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapy care or participation in clinical research.

**2D.** Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.

**2E.** Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Principle #3:** Physical therapists shall be accountable for making sound professional judgments.

*(Core Values: Excellence, Integrity)*

**3A.** Physical therapists shall demonstrate independent and objective professional judgment in the patient's/client's best interest in all practice settings.

**3B.** Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient/client values.

**3C.** Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals.

when necessary.

**3D.** Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.

**3E.** Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

**Principle #4:** 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. *(Core Value: Integrity)*

**4A.** Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.

**4B.** Physical therapists shall not exploit persons over whom they have supervisory, evaluative, or other authority (e.g., patients/clients, students, supervisees, research participants, or employees).

**4C.** Physical therapists shall discourage misconduct by health care professionals and report illegal or unethical acts to the relevant authority, when appropriate.

**4D.** Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

**4E.** Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

**4F.** Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.

**Principle #5:** Physical therapists shall fulfill their legal and professional obligations.

*(Core Values: Professional Duty, Accountability)*

**5A.** Physical therapists shall comply with applicable local, state, and federal laws and regulations.

**5B.** Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.

**5C.** Physical therapists involved in research shall abide by accepted standards governing protection of research participants.

**5D.** Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

**5E.** Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.

**5F.** Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient/client continues to need physical therapy services.

**Principle #6:** Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors. *(Core Value: Excellence)*

**6A.** Physical therapists shall achieve and maintain professional competence.

**6B.** Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.

**6C.** Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.

**6D.** Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

**Principle #7:** Physical therapists shall promote organizational behaviors and business practices that benefit patients/clients and society. *(Core Values: Integrity, Accountability)*

**7A.** Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.

**7B.** Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.

**7C.** Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.

**7D.** Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients/clients.

**7E.** Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapy services accurately reflect the nature and extent of the services provided.

**7F.** Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients/clients.

**Principle #8:** Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally. *(Core Value: Social Responsibility)*

**8A.** Physical therapists shall provide pro bono physical therapy services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.

**8B.** Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.

**8C.** Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or underutilization of physical therapy services.

**8D.** Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Verification of Receipt of Student Handbook

Student Handbook Acknowledgment and Commitment Statement

The students, faculty, and staff of Marshall University affirm their commitment to fostering the professional development of student physical therapists. The program is dedicated to graduating individuals who are prepared to pursue licensure in physical therapy and to uphold the ethical and professional standards established by the physical therapy profession.

I, \_\_\_\_\_, hereby acknowledge receipt of the Marshall University College of Health Professions, School of Physical Therapy Student Handbook. I understand that it is my responsibility to review the contents of the handbook and to comply with the policies and procedures outlined therein throughout my enrollment in the Doctor of Physical Therapy (DPT) program.

By signing below, I further affirm the following:

1. I have been provided the opportunity to ask questions and seek clarification regarding the policies and procedures contained in the handbook.
2. I understand that my signature below constitutes acknowledgment of receipt of the handbook.
3. I understand that the handbook outlines the expected professional conduct and responsibilities of students, faculty, and staff during the course of the educational program.
4. I agree to adhere to the policies and procedures set forth in the handbook for the duration of my enrollment in the Marshall University School of Physical Therapy.

\_\_\_\_\_

\_\_\_\_\_  
DPT Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson (Program Director) Signature

\_\_\_\_\_  
Date

Notice:

All students enrolled in the Marshall University School of Physical Therapy are required to sign this acknowledgment form. Failure to sign and return this form will result in ineligibility to participate in the Doctor of Physical Therapy program.

