

Western University of Health Sciences

College of Health Sciences

Doctor of Physical Therapy (DPT)
2025-2026 Catalog

Conditions of Accuracy

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College of Health Sciences

The College catalog serves as a supplement to the University catalog. The College faculty, staff, and students must abide by the content of the University catalog in addition to the College catalog. The 2025-2026 catalogs supersede previous versions, and all students are held responsible for the information contained in both the University and the College 2025-2026 catalogs.

Mission

The mission of the College of Health Sciences parallels the humanistic traditions of Western University of Health Sciences. We are a team of educators, clinicians, and researchers who prepare graduates to improve the health and wellbeing of all populations.

Goals

1. To educate an allied health workforce that helps to meet the healthcare and educational needs of the State of California and the west.
2. To achieve an environment and culture that supports all members of the College.
3. To ensure an environment and culture that empower all persons in the College to maximize their potential as contributing members in the education of students, in research and clinical activities, and in service to the community.

Doctor of Physical Therapy

Department of Physical Therapy Education

Accreditation

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

Accreditation indicates that the institution and program have been carefully evaluated and found to meet standards agreed upon by qualified educators. The Western University of Health Sciences Doctor of Physical Therapy program (Professional) is accredited through June 30, 2030.

Filing a Complaint with CAPTE

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

General Information

Mission Statement

Developing innovative physical therapists empowered with the art of humanism and the science of movement .

Vision

The WesternU Department of Physical Therapy Education will be nationally respected and recognized as an innovative and transformational leader in physical therapy education, clinical practice, and research. As humanistic change agents, our graduates will guide the profession in providing better care for individuals, better health for all populations and communities, and lowered cost of health care through continuous quality improvement.

The Physical Therapist Role

Physical therapists (PTs) are licensed healthcare professionals who diagnose and treat individuals across the lifespan with medical conditions, injuries, or other health-related issues that limit movement and function. Physical therapy services are provided by qualified PTs or by physical therapist assistants (PTAs) under supervision by a licensed PT. Licensure is required in every state where a PT practices.

PTs serve as **movement science experts**, utilizing **evidence-based approaches** to enhance physical function, restore mobility, reduce pain, and prevent disability. They play critical roles in **rehabilitation, prevention, health maintenance, and wellness programs**, ensuring patients achieve **optimal movement and functional independence**. Additionally, PTs contribute to **developing healthcare policy, establishing professional standards, and promoting community wellness initiatives**.

Scope of Physical Therapy Practice

PTs engage in **complex cognitive, psychomotor, and affective behaviors** to provide comprehensive patient care. The practice of physical therapy is **guided by five core elements of care** that maximize patient outcomes:

1. **Examination** – Conducting patient history, performing a systems review, and utilizing diagnostic tests and measures to assess movement impairments.
2. **Evaluation** – Synthesizing examination findings to determine **functional limitations and movement dysfunctions**.
3. **Diagnosis** – Identifying **movement-related conditions** within the scope of physical therapy practice.
4. **Prognosis & Plan of Care** – Establishing an individualized treatment plan, including **short- and long-term goals**, based on patient needs and expected outcomes.
5. **Intervention** – Implementing evidence-based **treatment strategies, therapeutic exercises, hands-on techniques, patient education, and assistive technologies** to improve function, mobility, and quality of life.

Additionally, PTs conduct **re-examinations and modify interventions as necessary** to align with treatment progress, develop **discharge plans**, and design strategies to **prevent the onset, progression, and symptoms of movement-related impairments** due to diseases, disorders, conditions, or injuries.

Clinical Applications & Settings

Physical therapy is a **doctoral-level profession** with a **strong scientific foundation** in movement science, anatomy, biomechanics, and pathophysiology. PTs work in a wide variety of settings, including but not limited to:

- **Hospitals and acute care facilities**
- **Private practices and outpatient clinics**
- **Home health agencies**
- **Schools and early intervention programs**
- **Sports and fitness facilities**
- **Workplaces and industrial health settings**
- **Skilled nursing and rehabilitation centers**

Impact on Healthcare & Patient Well-Being

Physical therapy services are **covered by federal, state, and private insurance plans** due to their well-documented benefits in **enhancing mobility, reducing pain, preventing disability, and improving overall health-related quality of life**. PTs play a key role in **preventative care**, helping individuals maintain mobility and functional independence while minimizing the impact of chronic conditions.

By integrating **scientific knowledge, hands-on clinical skills, and patient-centered care**, PTs are essential contributors to the **healthcare system**, improving movement, function, and quality of life across all populations.

About the Doctor of Physical Therapy Program

The Doctor of Physical Therapy (DPT) (Professional) program is a 3-year program (9 semesters) designed to provide students with a didactic and clinical education experience that provides the current knowledge and skills necessary to practice physical therapy in a variety of clinical settings. The courses included in this curriculum reflect and are consistent with the patient/client management model described in the Guide to Physical Therapist Practice and the curricular content for professional education in *A Normative Model of Physical Therapist Professional Education: Version 2004*, and meets criteria set forth by CAPTE.

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

In addition to the professional doctoral degree, the program offers a post-professional DPT degree to licensed physical therapists. The clinician who holds a certificate, bachelors, or master's degree in physical therapy may enter the DPT program as a student with Post-Professional standing to complete the requirements for the DPT degree. The required courses in the DPT (Post-Professional) program depend upon the student's previous academic coursework and clinical/professional experiences. The student with Post-Professional standing will take courses online. The mission and program goals are the same for both the Professional and Post-Professional students. Policies related to admissions, registration, and tuition and fees are different for students entering with Post-Professional standing. A description of the policies for students with Post-Professional standing is provided separately at the end of the section on the DPT (Professional) program. All other policies are the same for both Professional DPT students and those admitted to the DPT (Post-Professional) program.

Certification/Licensure

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

PTs are eligible for licensure after graduating from a Commission on Accreditation of Physical Therapy Education (CAPTE) accredited physical therapy education program and passing the National Physical Therapy Exam (NPTE) of the Federation of State Boards of Physical Therapy (FSBPT). The NPTE covers the

entire scope of practice for a physical therapist, including theory, examination and evaluation, diagnosis, prognosis, treatment intervention, prevention, and consultation that are consistent with the exam blueprint. The FSBPT Administrative Office phone number is 703-299-3100 and their website address is <https://www.fsbpt.org>. Candidates must apply for licensure to their state Board of Physical Therapy, which may require also passing a jurisprudence exam of the state's laws and rules. Contact information for individual state licensing authorities may be found at the following website address: <https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.aspx>.

Program Goals

The graduate of the DPT program will be a mature individual whose professional education is based on a foundation of the requisite preparation in the biological, behavioral, and social sciences and in humanities. The graduate will have the necessary knowledge, skills, and attitudes to function as a clinician generalist; will have an appreciation for the value of the research process; and will be a responsible member of the community and the profession.

Student/Graduate Goals

Upon completion of the DPT program, students will be able to:

1. Demonstrate appropriate clinical decision-making skills, including critical thinking, clinical reasoning, and problem solving to guide decisions regarding screening, examination, evaluation, diagnosis, plan of care, and intervention to achieve optimal outcomes.
2. Demonstrate entry level competence in establishing a safe and efficient physical therapy plan of care, to address movement dysfunctions and associated functional impairments, activity limitations, and participation restriction, for a variety of patients with varying ages, diagnoses, complications in the most common practice environments.
3. Demonstrate competency in oral and written communication by expressively and receptively communicating with patients/clients, family members, caregivers, practitioners, interdisciplinary team members, consumers, payers, and policymakers.
4. Function as a collaborative and effective member of an interprofessional team providing health care to meet the needs of patients, clients, and the public.
5. Demonstrate highest-level professionalism by expression of ethical and legal values, trust, integrity, as well as contribution to the community and the profession through altruistic service and leadership.
6. Provide physical therapy services for prevention, health promotion, and wellness as autonomous practitioner, educator, consultant, and collaborator and demonstrate a commitment to personal and professional growth and lifelong learning.
7. Critically evaluate and apply the best scientific evidence as a basis for physical therapy practice, determine the effectiveness of intervention, and participate in scientific inquiry.

8. Provide person-centered care that is compassionate and humanistic based on the understanding and appreciation of cultural, gender, socio-economic, ethical, and contextual factors that affect physical therapy practice.
9. Enhance the body of knowledge and may lead to additional program revenue.

Faculty Goals

1. Maintain contemporary knowledge/practice expertise in assigned teaching areas and create a collaborative model of education enriching student learning experience through innovative and evidence based instructional strategies and technologies.
2. Create a nurturing, professional relationship with student mentees to assist them with, navigating doctoral education, socializing into departmental and disciplinary culture, and providing a role model of professional identity, integrity, and responsibility.
3. Engage in one or more areas of professional growth and scholarly/creative activities: discovery, integration, and/or application of knowledge.
4. Demonstrate contemporary expertise in clinical practice.
5. Provide leadership and other contributions to service activities that benefit the universities, community, and physical therapy profession.
6. Initiate interdisciplinary collaborations and accompanying scholarly and creative activities across College and University endeavor.

Department of Physical Therapy Education and its DPT program Goals:

1. Recruit and develop students of all backgrounds who wish to pursue excellence through a career in physical therapy.
2. Create an academic environment that will prepare graduates to meet program outcomes, in accordance with current CAPTE criteria, in keeping within APTA Code of Ethics.
3. Attract and support a clinically and academically diverse core faculty who can meet the criteria of high-quality teaching, significant scholarly output and valuable service to the college and professional community.
4. Encourage and acknowledge continued professional development of faculty and assist faculty to successfully navigate tenure and promotion process.
5. Develop and foster clinical partnerships and professional alliances to enhance the quality of the graduate program and delivery of health care services by our graduates.

6. Develop and maintain a cadre of adjuncts with excellent clinical experience and proven teaching effectiveness that align and are committed to the department's mission and goals.
7. Identify and participate in research grant activities and entrepreneurial activities that enhance the body of knowledge and may lead to additional program revenue.

Curriculum Design

The curriculum model is a subject-centered, blended model, providing a combination of traditional, case, and problem-based learning. Initial courses are more traditional and focus on the foundational sciences and fundamental physical therapy techniques. The curriculum sequence is organized according to body systems, aligned to the Guide to PT Practice. Coursework includes study of the functional and psychosocial impacts of health conditions, relevant medical and surgical interventions and the physical therapy tests, measures, and interventions utilized within the patient/client management model. Additionally, curriculum includes the role of the physical therapist in disease prevention and health promotion, education, consultation, legislation and policymaking, and leadership. Students also engage in scholarly inquiry through a research capstone project.

The DPT faculty is comprised of scholars, researchers, administrators, and clinicians from the professions of physical therapy, rehabilitation science, neuroscience, psychology, and pharmacology. All faculty are committed to the preparation of the Doctor of Physical Therapy professional who will be well versed in all aspects of physical therapy and dedicated to their profession and the patients they serve.

Didactic education includes interactive classroom instruction, lab practice, and critical thinking opportunities. In addition, classes integrate patient experiences via utilization of standardized cases, simulation labs, and actual patient encounters which link didactic education to clinical practice and prepare students for clinical experiences. The integrated clinical experiences (ICE) occur in a variety of clinical settings within each year of the curriculum, as we believe that clinical education is an integral part of the curriculum and provides opportunities for students to integrate, synthesize, apply, and refine the knowledge, skills, and attitudes developed in the classroom. The year two curriculum includes one 12-week clinical experience, and year three includes two 12-week clinical experiences. In total, students complete 38 weeks of clinical experience in addition to the numerous clinical opportunities provided in the classroom via standardized patient or actual patients.

DPT students complete their education end of July or early August but participate in the University-wide graduation held in the prior May. The licensure examination can be taken following successful completion of the program. The licensure exam is computerized and offered four times a year. <https://www.fsbpt.org/Secondary-Pages/Exam-Candidates/National-Exam-NPTE>

Notice of Non-Discrimination and Equal Opportunity

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

- Race (including traits associated with race, such as hair texture and protective hairstyles)
- Ethnicity, Color, and National Origin
- Immigration Status and Ancestry

- Sex, Gender, Gender Identity, and Gender Expression
- Sexual Orientation
- Physical or Mental Disability
- Age
- Religion (including religious dress and grooming practices)
- Medical Condition and Genetic Information
- Marital Status
- Pregnancy (including childbirth, breastfeeding, or related medical conditions)
- Military or Veteran Status
- Perceived Characteristics - Discrimination is prohibited if an individual is perceived to have any of the above characteristics.
- Association with Protected Groups – Discrimination based on association with a person or group with one or more protected characteristics is also prohibited.
- Other Legally Protected Classes – WesternU complies with all federal, state, and local laws, regulations, and ordinances regarding discrimination.

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

Doctor of Physical Therapy (Professional)

The Department of Physical Therapy aims to educate **competent entry-level generalist physical therapists** capable of examining, evaluating, managing, and treating **patients** in contemporary healthcare settings. To complete both the **didactic and clinical components** of the program and practice as an entry-level physical therapist, students must possess specific **sensory, motor, cognitive, and behavioral competencies**, known as **Technical Standards**. These standards define the **minimum essential abilities** required for graduation and entry-level practice. Prospective students should review these standards before applying.

Personal Competencies for Admission and Matriculation

Candidates for admission must possess, or be able to achieve through reasonable accommodation, the **sensory and motor functions** necessary for completing program activities. Upon matriculation, students must maintain these competencies **throughout the program**. Graduation signifies that a student is prepared for **entry into clinical practice** and has demonstrated the **knowledge and skills** necessary to function across **diverse clinical settings**, integrating essential components of **examination, evaluation, diagnosis, prognosis, intervention, and patient-centered care**. Candidates must be able to **process and synthesize information accurately and efficiently** using all available senses and demonstrate the intellectual capacity to **analyze, apply, and integrate knowledge** for clinical decision-making.

To achieve the mission of the DPTE program, faculty have developed a curriculum designed to prepare entry-level clinicians, as described in part by the APTA. This document outlines the minimum required skills that every graduate of a professional physical therapy program must competently perform in clinical practice.

Minimum Required Skills of Physical Therapist Graduates at Entry-Level

The American Physical Therapy Association (APTA) has established guidelines to ensure that physical therapy graduates possess the competencies necessary for safe and effective practice. These competencies include:

- **Patient Examination and Evaluation**
 - Conducting comprehensive patient assessments, including history taking, systems review, and application of tests and measures.
- **Diagnosis and Prognosis**
 - Interpreting examination findings to establish a diagnosis and prognosis and formulating a plan of care.
- **Intervention Skills**
 - Implementing therapeutic interventions such as manual therapy, therapeutic exercises, functional training, and the use of physical agents.
- **Prevention and Health Promotion**
 - Promoting health and wellness through patient education and community initiatives.
- **Professional and Ethical Practice**

- Adhering to ethical standards and legal regulations while demonstrating accountability in practice.
- **Communication and Documentation**
 - Effectively communicating with patients, families, and healthcare professionals and maintaining accurate documentation.
- **Resource Management**
 - Utilizing resources efficiently to optimize patient care and service delivery.

Source: *Minimum Required Skills of Physical Therapist Graduates at Entry-Level BOD G11-05-20-49*

Essential functions are the aptitudes and abilities that allow physical therapy students (and physical therapists) to complete the professional curriculum and perform clinical skills consistent with the Patient/Client Management model as detailed in the *Guide to Physical Therapist Practice*.

The DPTE requires the performance of specific essential functions, including but not limited to the areas below. For candidates or students who require a reasonable accommodation to meet the competencies outlined below, please contact the Harris Family Center for Disability and Health Policy (^{HF}CDHP) at [Disability Accommodations \(e-mail\)](#) or (909) 469-5441 or visit the [^{HF}CDHP web site](#).

Under all circumstances, a candidate or student must have the capacity to manage their lives and anticipate their own needs and should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation.

Essential Functions of DPTE Students and Candidates

Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

Observation (includes functional use of vision, hearing, and somatic sensations)

Candidates and students must have sufficient vision to be able to observe patients and demonstrations accurately, close up and at a distance, to learn skills and to gather patient data (e.g., observe a patient's gait, appearance, posture, etc.). Candidates and students also must possess functional use of the sense of vision and somatic sensation. Observation is enhanced by the functional use of the sense of smell.

Communication

Candidates and students must have the ability to communicate orally and in writing with patients, families, groups, and other members of the health care team, as well as faculty and peers. Candidates and students must be able to communicate effectively and sensitively in English with other students, faculty, staff, patients, family, and other professionals, in both oral and written formats, and must be able to read, write, and communicate verbally in English. Candidates and students must be able to interpret communication of others effectively. Candidates and students must be able to read and comprehend written material and communicate clearly and audibly during interactions with classmates, professors, patients, and members of the health care team. Candidates and students must also be able to recognize and respond to soft voices or voices under protective garb, auditory timers, equipment/emergency alarms, joint noises, prostheses, and effectively use devices for the measurement of vital signs and

breathe sounds. Candidates and students must be able to hear patients and respond to patient critical needs when not in direct line of site.

Psychomotor Skills

Candidates and students must have sufficient motor function to be able to execute movements commonly required to provide assessment and physical therapy treatment procedures to patients/clients, as well as respond quickly to emergencies by lifting/pushing/pulling patients, applying force to perform CPR, and assisting with transporting patients. These actions require both gross and fine muscular movements, equilibrium, and functional use of the senses of touch, hearing, and vision.

Mobility and Stamina

Candidates and students must possess sufficient gross and fine motor skills and endurance to provide safe and effective physical therapy care in all health care settings. Candidates and students must have the ability to:

- function in an emergency situation; perform basic life support, including CPR;
- safely transfer a patient (e.g., from wheelchair to commode, from chair to bed, lift and transfer from floor etc.);
- calibrate and use equipment;
- perform treatments and procedures; apply pressure to stop bleeding; and/or manipulate diagnostic instruments to adequately perform all aspects of an assessment.

Candidates and students must demonstrate strong bilateral grasp during joint mobilization/manipulation and manually resisted exercise, bilateral gross and fine motor control, and strength to perform therapeutic massage, other manual techniques and fine motor control to manipulate testing instruments/equipment/writing instruments/computers. (See section C. *Specific Skills Needed to Complete These Essential Tasks* for additional details.)

Tactile

Candidates and students must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for physical therapy care. Candidates and students must have the ability to perform palpation, manual muscle testing, joint mobilization, percussion, massage, and other functions necessary for a physical exam; assess texture, shape, size, and vibration; note temperature changes in skin and equipment; and perform therapeutic functions associated with wound care. Candidates and students must be able to manipulate dials, sensors, and switches on all examination and therapeutic equipment.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Candidates and students must demonstrate **intellectual, conceptual, integrative, and quantitative abilities** essential for clinical decision-making. These competencies include the ability to **measure, calculate, reason, analyze, synthesize, integrate, and apply information** to make critical judgments. Problem-solving, a fundamental clinical skill, requires proficiency in these areas, as well as the ability to **comprehend three-dimensional and spatial relationships** necessary for evaluating human movement and function.

Behavioral and Social Abilities

Candidates and students must demonstrate the behavioral, emotional, and social competencies necessary to function effectively in professional and clinical environments. This includes maintaining emotional health, exercising sound judgment, managing stress, adapting to changing environments, and building effective relationships with patients, caregivers, colleagues, and other healthcare professionals. The Department of Physical Therapy Education remains committed to supporting qualified individuals with or without disabilities while ensuring the integrity of the curriculum and essential professional standards necessary for competent practice.

Specific Skills Needed to Complete These Essential Tasks

Attend classes and labs (20+ hours per week) and clinical rotations (40+ hours per week).

Capable of traveling to clinical rotations lasting 12 weeks. (May require commuting or relocating.)

Engage in twisting, bending, stooping, and repositioning for patient handling.

Balance self and support patients on various surfaces.

Lift and transfer patients, safely lifting up to:

50 lbs. independently

200+ lbs. with assistance

Push and pull up to 200 lbs.

Demonstrate manual dexterity and gross-motor coordination.

Apply critical thinking and decision-making in classroom and clinical settings.

Maintain professional hygiene, attire, and conduct.

Meet CPR and first aid certification requirements.

Demonstrate proficiency in English for professional communication and documentation.

Generic Abilities and Biopsychosocial Competencies

Generic abilities (GAs) and biopsychosocial competencies are essential for success in rehabilitation professions include:

Commitment to Learning – Self-assessment and lifelong learning.

Interpersonal Skills – Effective interaction with all populations.

Communication Skills – Proficiency in verbal and non-verbal communication.

Time and Resource Management – Efficiency in task completion.

Use of Constructive Feedback – Applying feedback for improvement.

Problem-Solving – Identifying and implementing effective solutions.

Professionalism – Ethical and professional conduct.

Responsibility – Accountability for actions.

Critical Thinking – Logical reasoning and analytical evaluation.

Stress Management – Identifying stressors and developing coping strategies.

Source: May, WW, et al. (1995). Model for Ability-Based Assessment in Physical Therapy Education. *Journal of Physical Therapy Education*, 9(1), 3-6.

The Department of Physical Therapy Education, along with all the other programs at WesternU, shares a commitment to develop creative ways of opening the PT curriculum to competitive, qualified individuals with disabilities who meet the personal competencies for admission and matriculation. In doing so, however, the Department of Physical Therapy Education must maintain the integrity of its curriculum and preserve those elements deemed essential to educating candidates to become effective physical therapists.

Ethical Standards

Candidates and students must uphold the core values of the physical therapy profession, as defined by the American Physical Therapy Association (APTA)*, by demonstrating integrity, accountability, altruism, compassion, excellence, professional duty, and social responsibility in all aspects of patient care and professional interactions. They must practice in an ethical and evidence-based manner, ensuring respect and refraining from all forms of bias in their engagement with patients, families, healthcare professionals, faculty, and peers. Ethical reasoning and professional conduct are essential to maintaining the highest standards of patient-centered care and advancing the profession's commitment to improving health and movement for all individuals.

Source: *Core Values for the Physical Therapist and Physical ... - APTA September 20, 2021 — Outlines core values that guide the behavior of PTs and PTAs to provide the highest quality of physical therapist services.

Admissions Policies and Procedures

Admission to the DPT program is on a competitive basis and is open to citizens and permanent residents of the United States and international students. WesternU is committed to admitting competitive, qualified individuals. The program will accept applications for admission from all qualified candidates for the Professional DPT degree. WesternU participates in the Physical Therapist Centralized Application Service (PTCAS) for its admissions process. A primary application must be filed with the PTCAS subject to designated deadlines.

Reasonable Accommodations During the Admissions Process

Candidates and students must be able to perform all essential functions of the program, with or without reasonable accommodation. The Harris Family Center for Disability and Health Policy (^{HF}CDHP) will engage in an interactive process with students to determine appropriate accommodations, ensuring equal access to the program while maintaining the integrity of its essential requirements. To facilitate timely accommodations, students who may require reasonable accommodations are encouraged to register with ^{HF}CDHP as soon as they accept their offer to the program. Accommodations must be approved by ^{HF}CDHP and is not provided retroactively (if approved after the start of the program/semester. Candidates seeking accommodations during the admissions process, including for Interview Day, must contact the Office of Admissions in advance to request accommodations. All requests for accommodations will be handled in a manner that is consistent with the university's policies and in full compliance with the ADA, ADAAA, Section 504 of the Rehabilitation Act, and applicable state laws). For further details regarding ^{HF}CDHP's registration process, please refer to <https://www.westernu.edu/cdhp/registration-process/>, or review the *Student Disability Accommodation Process* section.

Application Requirements

The application requirements shown in this catalog apply to applicants who are seeking entry for the 2025/2026 academic year. Current admission and application requirements for the DPT (Professional) program, including prerequisite coursework requirements, can be located on [our website](#).

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

The DPT (Professional) program seeks students with the baccalaureate degree obtained in any field of study other than physical therapy. The applicant should demonstrate a high degree of intellectual curiosity, academic ability and accomplishment, along with excellent verbal and written communication skills. The graduate of WesternU will be able to demonstrate critical thinking, problem solving in clinical practice, and will be able to communicate appropriately with the client/patient and other health care providers regarding the client/patient care plan.

1. Prerequisite Courses

Course	Units
English Composition	3 semester units
Psychology*	6 semester units
General Biology with Lab**	8 semester units
Human Anatomy with Lab**, ***	4 semester units
Human Physiology with Lab**, ***	4 semester units

Course	Units
General Chemistry with Lab**	8 semester units, a full year sequence
Physics with Lab**, #	8 semester units, a full year sequence

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

***All science courses must include laboratories and cannot be at an 'introductory' level. Laboratories may not be completed online. Laboratories must be on campus; virtual/online laboratories are not accepted. Online laboratories for courses taken during the COVID-19 pandemic while institutions were closed for in-person learning will be accepted. Laboratories taken prior to the pandemic must be in-person/on-campus.*

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

#Emphasis on mechanics, light, heat, sound, and electricity

A seven (7) year time limit is enforced for Human Anatomy and Human Physiology. Courses taken before 2018 will not be accepted for the 2026 entering class.

In addition, the following courses are recommended to enhance success in the program:

- Oral communication skills
- Computer literacy
- General biology
- Microbiology
- Kinesiology/biomechanics
- Exercise Physiology
- Nutrition
- Human/Child Development
- Additional Psychology courses

Grades of "C" or better are required in each prerequisite course. A grade of "C-" or less in any prerequisite course is not acceptable. Only one prerequisite course may be taken on an advanced-placement, pass/no pass, or credit/no credit basis. For courses completed in California, all science prerequisites must be University of California (UC) or California State University (CSU) transferable. Advanced Placement (AP) may be accepted for one prerequisite course; this will not be calculated into the GPA.

No more than one science (if semester-based course; two if the course is quarter-based) and one non-science prerequisite course can be in progress after the fall term prior to matriculation. All prerequisite courses must be completed by the end of the spring semester/quarter prior to matriculation. Official transcripts must be submitted directly to the Admissions Operations Office upon completion of coursework in progress and the Admissions Department notified. Final transcripts and/or final grades (including degree verification) for all coursework in progress must be received prior to orientation in early August.

2. Prerequisite and Cumulative GPAs

The minimum cumulative (overall) GPA and the minimum GPA for all prerequisite courses must each be 3.00 on a 4-point scale at the time of application. To be competitive, these GPAs should be consistent with current incoming class averages, which are above 3.30 on a 4-point scale.

3. Clinical Observation Hours

A total of 80 clinical observation hours are required to apply to the WesternU DPT program. A strong understanding of the physical therapy profession is beneficial for applicants.

4. Community Service

Competitive applicants should be able to demonstrate ongoing community service. This may include volunteering and all trends of community service and may include the following:

- Homeless shelters / soup kitchens / food banks
- Community outreach
- Veteran programs
- Clinical (emergency assistant, patient visitor/escort, etc.)
- Tutoring
- Youth mentoring
- Senior citizen home
- Church (missionary trips/outreach)

Although there is no minimum requirement, applicants tend to accumulate and continue to accumulate approximately 100 hours over the course of one to two years. Our more competitive applicants have accumulated well over 200 total hours within the same length of time and continue ongoing community service up until the time they matriculate.

5. Recommendations

Three (3) satisfactory recommendations are required as part of the admissions application. One is required from a licensed physical therapist and one from a college course instructor. The third letter may be from a licensed physical therapist, college course instructor, administrator, or a community service coordinator or administrator; a physical therapist is preferred. Letters of recommendation from family members even if they are a physical therapist or college course instructor are not considered in the application process.

Application Procedures and Deadlines

The DPT (Professional) program has an August orientation and matriculation date. The application submission opens in July and closes on November 1 of the year prior to anticipated enrollment. Students with complete application packets are encouraged to apply early. Applicants who do not meet the criteria by the time of matriculation and wish to reapply for the following year must submit new primary applications and will be considered with the new applicant pool. A primary application must be submitted to PTCAS with a response to the designated personal essay question contained therein. Three letters of recommendation forms must be obtained and submitted to PTCAS along with official transcripts from all

colleges attended. To initiate the primary application with PTCAS, visit the PTCAS website at www.ptcas.org.

To request an information brochure, contact the Admissions Office:

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

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

After receipt of the applicant's PTCAS application, as well as any required materials, the Office of Admissions will process the application and determine eligibility. Upon completion of processing and deeming of the application complete, the application file will be sent to the Admissions Committee for consideration for interview.

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

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

Decisions of the Admissions Committee regarding the admission of applicants to the Doctor of Physical Therapy (Professional) program are final and not subject to appeal.

Acceptance Deposit

Applicants accepted to the DPT (Professional) program must pay a non-refundable "acceptance" deposit of \$1,000.00. The deposit is payable in two \$500 payments due two weeks apart.

International Applicants

International applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our [web page for International Students](#).

Linkage Program(s)

The DPT program has developed a special linkage program with California State Polytechnic University, Pomona (Cal Poly Pomona) in which Cal Poly Pomona students meeting requirements, mandated by the pre-professional advisor from Cal Poly Pomona and the DPT program at WesternU, are given special

consideration for admission. This is not an early admissions process. Those interested in applying to the linkage program are encouraged to visit Cal Poly, Pomona's linkage website.

<https://www.cpp.edu/preprofessional/linkage-program/cpp-western-dpt-linkage.shtml>

Transfers from Other Schools

The Department of Physical Therapy Education does not accept transfer candidates to advance standing in the DPT (Professional) program.

Transferability of Courses Taken at WesternU

Whether WesternU course credits transfer to another institution is at the complete discretion of the institution to which you may seek to transfer. Acceptance of the degree or certificate you earn at WesternU is also at the complete discretion of the institution to which you may seek to transfer. Further information regarding the transferability of courses taken at WesternU can be found in the University catalog.

Registration

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

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

Registration Late Fee Appeals

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

Student Health Insurance Requirement

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

New Student Orientation/Welcome Week

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

Student Initiated Changes in Enrollment Status

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. Students must be in good academic standing to be eligible for a Leave of Absence. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the University, please see 'Student

Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Full-Time/Half-Time Status

All Professional DPT students enrolled in at least 6.00 units are considered full-time students. DPT students enrolled in 4.50 to 5.99 units are considered three-quarters-time students. DPT students enrolled in 3.00 to 4.50 units are considered half-time students.

Time Limits

The DPT (Professional) program is designed to be completed in three (3) years of full-time study. The requirements for the degree must be fulfilled within 4 years, 6 months from the date of matriculation to the program. Students who are unable to complete the program within the maximum time allotted will be referred to the Student Performance Committee and may be subject to Administrative Withdrawal. Extensions of this time limit may be granted through petition to the faculty and Department Chair.

Tuition and Fees

By action of the Board of Trustees, Professional DPT tuition and fees for the 2025/2026 academic year (subject to change) are as follows:

Institutional Fees

\$51,816.00	Annual Tuition
\$40.00	Student Body Fee (Year 1)
\$20.00	Student Body Fee (Years 2 and 3)
\$350.00	Graduation Fee

Non-institutional Fees

\$1,300.00	Required and Recommended Texts
\$500.00	Personal PT Supplies and Equipment
\$250.00	Lab and Equipment Fees
\$2,000.00	Laptop Computer (Approx.)
\$40.00	Privacy Screen (Approx.)
\$60.00	Criminal Background Investigation (Approx.)
\$40.00	Drug Screen (Approx.)
\$30.00	Registration Late Fee (Per Business Day)
\$50.00	Late Payment Fee (Per Month)
\$235.00	Annual Parking Permit (Automobile)
\$118.00	Annual Parking Permit (Motorcycle) (optional)
\$40.00	Locker Key Replacement Fee
\$10.00	Official Transcript (Each)*
\$11.75	Official PDF Transcript (Each)*
\$21.00	Rush Transcript, First Class Mail (Each)*
\$25.00	Rush Transcript, Federal Express (Each)*
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

*Does not include National Student Clearinghouse (NSC) processing fee

Additional DPT Program Education Requirements

The DPT (Professional) program requires that each enrolled student have a laptop computer with internet access and computer privacy screen. Course assignments and exams will be given that necessitate access to a computer and the internet. Laptop specifications can be found at

https://support.westernu.edu/Laptop_Requirements.

Modified Curriculum/Repeated Coursework Tuition Rates

Students enrolled in a modified Professional DPT curriculum, or who are directed to repeat one or more courses but not the entire academic year, are charged a per credit hour tuition rate. This rate is calculated by dividing the total credit hours required for a class year by the annual tuition. The per credit hour rates for 2025/2026 are shown below:

\$942.11	DPT (Professional) Year 1 Modified Curriculum Per Unit Charge
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\$1,079.50	DPT (Professional) Year 2 Modified Curriculum Per Unit Charge
\$1,480.46	DPT (Professional) Year 3 Modified Curriculum Per Unit Charge

General Academic Policies and Procedures

Academic Advisement

Students will be assigned a faculty mentor upon matriculation. The DPT (Professional) program recognizes academic advising to be a central element of the educational experience. Advising is a collaborative relationship for which mentor and students share responsibility and through which students create academic, career, and personal goals. Faculty mentors are responsible for being accessible and responsive to students, and for providing accurate, timely information. Students are responsible for being prepared for advising sessions, and for understanding University and department requirements. The DPT (Professional) program recommends that students meet with their faculty mentors and Assistant Dean of Student Affairs on a regular basis, at least once a month or as otherwise recommended. A student on probation must meet with their faculty mentor at least twice a month, or as specified by the conditions of probation.

Either the student or faculty member may seek a change in advisement via a request to the Department Chair or the Assistant Dean of Student Affairs.

Student Employment

As the rigors of PT education are challenging, students are not permitted to work while in the PT program. Student employment may jeopardize a student's ability to remain in satisfactory academic standing and/or complete the program. Further, PT students are prohibited from working for the PT Program as instructional faculty or administrative staff. Although PT students may assist preceptors or administrative staff with various duties as a function of their participation in clinical experiences, students do not substitute for instructional faculty or administrative staff during supervised clinical experiences.

Attendance/Absences

Students are expected to attend all scheduled classes and activities, as face-to-face learning is an essential component of the curriculum. In the event of an absence or tardiness, it is the student's professional responsibility to notify both the faculty of record and the Assistant Dean of Student Affairs as soon as possible. The Assistant Dean may also inform the appropriate faculty if necessary.

If an absence, lateness, or early departure is **anticipated**, students must discuss this with the course instructor(s) and the Assistant Dean of Student Affairs **at the earliest possible opportunity** as a professional courtesy. In cases of **unanticipated absences** due to illness, accident, or emergencies, students are expected to notify both the **Assistant Dean of Student Affairs and the course instructor** immediately. **Unexpected lateness should be addressed with the instructor as soon as possible.**

Absences or tardiness do not relieve students of their **academic responsibilities**. They remain accountable for all material covered during their absence. If an absence, tardiness, or early departure occurs on the

day of an **examination, quiz, or assessment**, the decision to allow a **make-up exam or quiz** is at the **discretion of the course instructor**.

Professional Courtesy and Accountability

More than **three unexcused absences, tardiness, or early departures** are considered a **violation of the Standards of Academic Integrity, Professionalism, and Student Conduct**. Such violations are subject to review under the **General University Academic Policies and Regulations** outlined in this catalog. Additionally, **three or more unexcused absences, tardiness, or early departures may impact the student's final course grade**.

If there is a **dispute** regarding whether an absence is excused or unexcused, the **Department Chair serves as the final authority** in determining its classification.

Student Test Taking Protocol and Guidelines

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

Video or audiotaping of an exam, lab practical, meeting, and conversation with another is not only against DPT policy but is also illegal.

1. Backpacks/bags and all personal belongings will be left at the front of or outside of the room.
2. Cell phones/electronics, including smartwatches, must be on "silent" or "off" and be placed within a backpack/bag in front of or outside the room.
3. Students will come to the examination with a charged laptop computer or tablet and computer privacy screen. Laptop/tablet must possess the ability to download and run the required software needed to take all exams in the curriculum. Any device issues experienced by the student are to be addressed by the student before the next scheduled exam.
4. Students will sit spaced apart every other seat if the room is of sufficient size to accommodate this seating arrangement. Each row of students should sit directly behind the student in the row in front of them.
5. Students who have their gaze elsewhere except on their own computer can give a false appearance of seeking help. If students tend to move their heads around, they need to sit in the front rows.
6. If water is needed during the examination session, the student needs to bring a bottle with the labels removed.
7. During scheduled examination hours, students are highly discouraged from going to the bathroom, but will be allowed to go one at a time. If a student needs a bathroom break, the following steps should be taken: (1) ask the instructor/proctor for a bathroom break; (2) Bring

computer/laptop to the front of the room, (3) Make your visit to the restroom brief and efficient; (4) an escort of the same gender may be assigned at the discretion of the instructor/proctor; and (5) only one student may be out of the room at a time.

8. In the case of a lab practical exam, read all provided instructions carefully. Arrive 30 minutes before the scheduled exam.
9. Upon completion of the exam, students must present the instructor/proctor the screen on their laptop. The instructor/proctor will give the student authorization to save and continue. The student will proceed to the green screen and present the instructor/proctor the screen. The instructor/proctor will then give the student authorization to select quit/close. Once the student has selected quit/close the program will close and the student can close their computer and leave the classroom/lab.

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

Children in the Classroom/Labs

The DPT classroom is an environment for learning and should be free from unnecessary distractions. For this reason, children are not permitted in the classroom. During the Pediatrics Course, children will be invited to class to participate in the pediatric workshop under faculty supervision.

Confidentiality of Medical Records and Health History Information

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

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

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

Communications: Lockers, Email, Mail

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

- Email should be checked at least twice daily. It is suggested to check in the morning and in the evening.
- Correspondence from the program will occur as either traditional mail or e-mail, with e-mail being the preferred delivery choice.

- During any portion of the program for which the student is out of town (e.g., clinical site, holidays) correspondence from the program will be mailed or electronically mailed to the student.
- Lockers are available to students, if desired. Please inquire with the Assistant Dean of Student Affairs.

Telephone

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

Use of Physical Therapy Equipment and Laboratories

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

1. No one is to use the PT equipment except DPT students who have received education and have had practice on the equipment in the laboratory.
2. A faculty member must clear a student as being competent to use the equipment.
3. DPT students using the equipment should be doing so in conjunction with a class they are taking, in preparation for a clinical experience or to conduct a clinical research project.
4. If equipment is used for a research project, the DPT faculty research mentor will be responsible to check out the student's competency in using the equipment.
5. Physical therapy skills labs are available Monday through Sunday after regular class hours and during regular building access hours. Students will also have access to lab equipment during faculty and/or staff supervised open labs scheduled after hours on weekdays and weekends.
6. Students wishing to use specific equipment, such as goniometers or assistive devices, for off-campus activities or personal practice must go through a checkout process. This process involves obtaining approval from the Department Staff, who will determine which pieces of equipment are eligible for removal from the laboratory and unsupervised use.
7. The students will be expected to participate in lab activities that simulate clinical environments. Please inform the course instructor and/or Assistant Dean of Student Affairs if you have any concerns about any allergies and/or other adverse reactions with the use of creams, gels, tape, or other clinical supplies.

Clinical Education Policies and Procedures

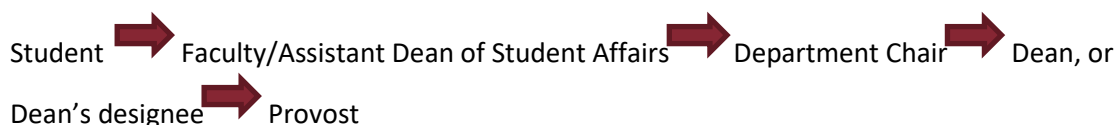
Students should refer to the current Department of Physical Therapy Education "Clinical Education Manual" for all policies and procedures governing physical therapy clinical education. If a difference in language is found between the two documents, then the current WesternU Student Catalog will take precedent.

Returning from Leave of Absence

A student returning from a leave of absence must notify the Office of the Dean and the Chair at least forty five days (45) before the start of the semester. The student must return in the corresponding semester following the academic year due to the nature of the PT curriculum.

Protocol for Input on Matters of Student Concern

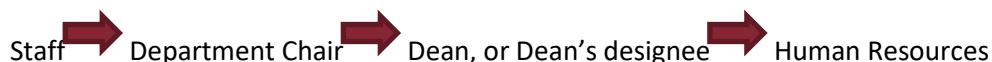
When an issue or dispute arises between students, the issue/dispute resolution process starts with communication among the involved students. If a satisfactory resolution is not arrived at that level, the matter should then be addressed with the **faculty advisor if academic in nature** or the **Assistant Dean of Student Affairs if non-academic**. If the problem is not resolved at the faculty advisor/course director level, the matter should be brought to the Department Chair, then the College Dean, or Dean's designee. If the matter has not been resolved at those levels, the final arbiter is the Provost.



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



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



Failure to follow this sequence of steps will only serve to delay the appropriate resolution of the issue or dispute as the matter will only be referred back to the correct level in this chain of responsibility. Specific college policies regarding issue/dispute resolution are indicated in the appropriate sections of this catalog.

This protocol does not apply to concerns involving discrimination, harassment or retaliation. For information related to complaints involving discrimination, harassment and retaliation, including community resources, emergency and on-going assistance; mental health services; reporting options and other available support are as follows and can be located on the University's Title IX resource website.

Tutorial Assistance Program

A Tutorial Assistance Program (TAP) has been established to assist students experiencing academic difficulty. Students will be recommended for this program by a faculty advisor, the Assistant Dean of

Student Affairs, or professor. Students may self-identify to TAP to receive assistance. The tutors will be chosen on the recommendation of the faculty in each discipline. Group tutoring is the methodology most used by the TAP department. TAP support is contingent upon availability of tutors and the support of the college program. For assistance, contact the Learning Enhancement and Academic Development Office (LEAD).

Student Injuries and Illnesses in Clinical Settings

If a student is injured or is exposed to potentially infectious (includes blood borne pathogens) or hazardous substances during a clinical rotation the student is required to notify the clinical instructor immediately and seek assessment and/or treatment per facility policy. Follow-up care should be continued at the contracted clinical facility as needed and ordered by the evaluating health care professional. Expenses incurred are to be submitted to the student's personal insurance as the primary coverage and to the university as the secondary insurance, for the reported incident only. The Incident Report Form can be found on the university website and must be completed by the student and/or faculty and submitted electronically. There may also be a requirement to fill out a more detailed report within the student's program of study (please refer to specific program clinical handbook).

Drugs and Alcohol on Campus Policy

The Drugs and Alcohol on Campus Policy can be located in the University Catalog. Students will be required to complete a drug screening along with a background check on an annual basis to be permitted to begin any clinical practice experiences. This is in addition to what is outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Student Disability Accommodation Process

The Harris Family Center for Disability and Health Policy (HFCDDHP) values the uniqueness of each student as an integral member of our diverse WesternU community and is the designated office to determine and approve academic modifications or accommodations. Given HFCDDHP's role in the accommodation process is to provide students with disabilities with the legally mandated and necessary support to work toward a higher education, any requests made directly to instructional personnel related to their academic courses, even if implemented, are not considered a reasonable accommodation. Additionally, a student's disclosure of a disability or health-related condition, or the submission of documentation related thereto, in response to a process or procedure established by their respective college, does not constitute formal notification of a request for accommodations. Students must be able to perform all the essential functions of the program with or without reasonable accommodations.

Students must adhere to the enrollment procedures set forth by HFCDDHP to formally request accommodation. In the event a student discloses a disability in such a manner, they will be referred to HFCDDHP for further guidance on the accommodations request process. Requests for accommodations related to circumstances other than the student's own disability (e.g., family bereavement or common illness) shall not be considered requests for reasonable accommodations under HFCDDHP Provision of Academic Accommodation(s) Policy and Procedure or the Americans with Disabilities Act (ADA).

To request accommodations and start the interactive process at WesternU, students are encouraged to visit the HFCDDHP webpage (<https://www.westernu.edu/cdhp/>) to learn more about the registration process, requirements for disability documentation, and to complete the Student Intake Form. All

inquiries are confidential, and students are welcome to obtain general information without registering. The University will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. To schedule an appointment with HFCDHP, please email disabilityaccommodations@westernu.edu. Students are welcome to call the office at (909) 469-5441, or visit the Pomona office in person at 309 E. Second Street, Pomona CA, 91766, Building 390. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. For more information, please visit the website: <https://www.westernu.edu/cdhp/>.

Standards of Academic Integrity, Professionalism and Student Conduct ("Standards of Student Conduct")

The University Standards of Academic Integrity, Professionalism and Student Conduct can be located in the University Catalog. The standards outlined below are in addition to those outlined in the University Catalog. Students are expected to be aware of, and abide by, both University and applicable College policies.

Students are also expected to be aware of, and abide by, the American Physical Therapy Association (APTA) Code of Ethics for the Physical Therapist and the APTA Guide for Professional Conduct. Additionally, students are expected to demonstrate behavior consistent with the APTA Core Values for the Physical Therapist and Physical Therapist Assistant. [Link: Code of Ethics for Physical Therapists](#).

Student Performance Committee (SPC)

The **Student Performance Committee (SPC)** is composed of **voting members** based at the **Pomona campus** and may include **non-voting, ex-officio members** as needed. The **Chair and Vice-Chair**, both elected by committee members, serve as **voting members**. **Alternate members** are designated to ensure quorum requirements are met and committee functions are carried out efficiently. The SPC convenes **at the request of the Chair or Vice-Chair** to address matters related to student performance and academic progress.

The Committee is charged with the following responsibilities:

1. Periodically review the performance and comprehensive evidence of progress of all students who are pursuing degrees in the CHS. Particular attention will be given to the students in academic difficulty. For the purposes of clarification, "performance" is defined as those activities of a behavioral-conduct and/or academic nature. Further, this committee is responsible for handling alleged violations of the Standards of Academic Integrity, Professionalism and Student Conduct.
2. Receiving reports from the Department Chairs or administration regarding any student who professional/personal conduct or behavior is deemed unsatisfactory. Appropriate and personal contact shall include, but is not limited to, compliance with the student conduct policies, student attendance at all required activities, completing all assigned coursework and examinations on time, and a cooperative attitude toward fellow students, WesternU employees, and personnel of affiliated clinical rotation sites. It additionally includes ethical decision making, appropriate demeanor and personal appearance, and interactions with patients.
3. Reviewing the academic/professional records of the students who appear before the committee and making a recommendation to the CHS Dean, or the CHS Dean's designee, regarding appropriate actions. Actions may include promotion, probation, remediation, repeat, suspension, dismissal, administrative withdrawal. Additional action(s) may be recommended as deemed appropriate to the situation. Referrals to student support services may also be recommended.
4. Recommending to the college faculty as a whole, the awarding of the degree pursued upon satisfactory completion of all requirements for graduation is stated in the College Catalog.

Evaluation of Student Academic Performance – SPC Procedures

The CHS Student Performance Committee (SPC) reviews matters of academic performance, professionalism, and conduct for students enrolled in the DPT program. A student may be referred to the SPC based on trigger events such as academic probation, failure to meet course or clinical requirements, professionalism concerns, or violations of university or college policies. While the University Catalog governs student conduct hearings, academic matters are governed by CHS procedures as outlined here.

When a matter is referred to the Student Performance Committee (SPC), the student will be notified in writing that a review has been initiated. The student will be provided *an* opportunity to submit *any information they deem relevant, in writing, for the SPC's consideration*. If potential outcomes include suspension, repeating a year, dismissal, or any action that could delay academic progress or incur financial costs, the student will be invited to appear before the SPC *and present any information they deem relevant for the SPC's consideration*. The student may be accompanied by a mentor for support at the SPC. It is the student's responsibility to make the request to the Chair of the Committee in writing, and to identify the proposed mentor. The role of the mentor is to advise the student. A mentor is not permitted to ask questions of witnesses or to participate directly in the hearing.

The SPC will forward its recommendations to the CHS Dean or CHS Dean's Designee. The CHS Dean or CHS Dean's Designee has the authority to accept the recommendations or make other decisions they deem appropriate under the circumstances. The CHS Dean or CHS Dean's Designee will issue a decision, in writing, to the student. A student may appeal the decision of the CHS Dean or CHS Dean's Designee to the Provost. The CHS Dean's decisions (or CHS Dean's Designee) related to the imposition of academic probation and any associated terms or conditions of such probation are considered final and non-appealable to the Provost. (See University Catalog Student Appeal Process).

While the SPC addresses situations that cover academic performance, professionalism, and student conduct; there may be times where the hearing process in the University catalog supersedes the College catalog. Generally, this occurs when a student is alleged to be in violation of the University's Standards of Student Conduct. In the event that the University Catalog applies, the College will follow all University hearing policies and procedures as applicable. For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog.

Reporting Alleged Violations of Standards of Student Conduct

Witnesses or individuals who become aware of potential violations academic integrity, professionalism, or student conduct are required to submit a written report to the Department Chair. The report will include the following information:

- a. Name and signature of the reporting party; date, time, and location of the alleged incident(s);
- b. Name of the student involved;
- c. Description of the alleged violation(s).

The Department Chair has the discretion to resolve minor infractions (i.e. through coaching or counseling) or refer the matter to the Office of the Dean or Dean's designee for handling consistent with the process outlined in the "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct", located in the General Section of the University Catalog. Where applicable, input may be sought from the relevant course instructor, Clinical Instructor, Field Supervisor, or Faculty Advisor.

In resolving the matter, the Department Chair will meet with the student, the instructor or field coordinator, and/or the student's faculty advisor, individually or in a group, to discuss the nature of the reported violation(s) and potential actions. The Department Chair will provide written notification of the violation(s), and any resulting resolution to the involved student, with copies to the SPC, Department Chair, and Faculty Advisor within five business days. A copy of this notification will be placed in the student's file, subject to removal if no further violations occur before graduation. For purposes of this section, minor infractions are defined as matters that can be resolved through a coaching or counseling session.

Matters that could not be resolved at the program level through a coaching or counseling, will be referred to the Office of the Dean, or Dean's designee, for review and referral to the SPC. The Department Chair may issue a recommendation to the Office of the Dean of the College of Health Sciences for referral to the SPC. Conduct issues include, but are not limited to, (a) attendance, (b) cooperation with faculty, (c) interest shown in assigned work, (d) attitude towards fellow students and associates or toward personnel of the University or its affiliate organizations, (e) approach to and interaction with patients, research subjects and all other colleagues, as well as (f) personal appearance appropriate to the circumstances. Please note: Notwithstanding the protocol above, the Dean reserves the right to refer a matter directly to SPC.

For a full account of the hearing process applicable to allegations of the Standards to Student Conduct and associated College conduct policies and procedures, please refer to "Information for Students about Hearings Involving Alleged Violations of the Standards of Conduct," located in the General Section of the University Catalog.

Appeals Procedures

In accordance with the University catalog, the Dean, or Dean's designee, shall have authority to make decisions regarding a student's status in matters of academic progression/promotion, suspension, student conduct, dismissal, and graduation. The decision will be based on input from appropriate sources that may include the following: individual instructors, faculty, and appropriate committees.

The Dean, or Dean's designee, will issue a decision, in writing, to the student. A student may appeal the decision of the Dean, or Dean's designee, to the Provost. Dean's, or Dean's designee, decisions related to grades or related to the imposition of academic probation and any associated terms/conditions of such probation are considered final and not appealable to the Provost (See University Catalog, Student Appeal Process).

Standards of Academic Progress

Good academic standing implies that a student maintains a minimum GPA of 2.80 or higher. All grading and evaluation is based on the student's ability to attain the competencies within the objectives outlined for each area of study.

The semester and cumulative GPA will be calculated at the end of each semester. A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course and Department Chair as soon as evidence of such substandard performance is available.

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

Academic progression of students will be discussed among faculty in weekly faculty meetings. A student whose performance falls below the minimum acceptable standard(s) for any area of study will be notified of such deficiency by the instructor of the course, the Assistant Dean of Student Affairs, or Department Chair as soon as evidence of such substandard performance is available. Students who exhibit deficient academic performance may be referred to the Student Performance Committee (SPC), based upon the recommendation of the Department faculty and/or at the request of the student.

Promotion

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

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

Graduation

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

1. Has satisfactorily completed a minimum of three years education in the DPT curriculum, unless the student has been granted Post-Professional standing in the program.
2. Is not on probation, has completed all prescribed academic and clinical requirements with a cumulative grade point average of above 2.80 and has no outstanding grade of "I," "NCR" or "U."
3. Has demonstrated no serious deficiencies in ethical, professional, or personal conduct, as defined in Probation guidelines, which would make it inappropriate to award the degree of Doctor of Physical Therapy.
4. Has complied with all the legal and financial requirements of the University as stated in the University Catalog.
5. Has attended in person and participated in the Commencement ceremony at which time the Doctor of Physical Therapy degree is conferred. Unless special permission has been granted by the Dean, or Dean's designee, each student must participate in their respective commencement ceremony. If the Dean, or Dean's designee, grants special permission for excusal from commencement, the graduate may be required to present themselves to the Dean or their designee at another specified date to take their profession's oath before their diploma will be released. Requests for excusal will only be granted for extenuating circumstances, such as a prior military commitment.

Students may participate in commencement activities provided they will complete all requirements of the program by December 31 of that calendar year. No student will receive their degree until the student has completed all requirements for graduation. Degrees will be dated as appropriate to completion date.

Adverse Actions

Academic Warning

The student who demonstrates unacceptable performance in any unit of study during any portion of the program is notified in writing of such performance by the course instructor as soon as it becomes evident. This constitutes an academic warning. Continued poor academic performance can lead to academic probation and/or dismissal.

Probation

The student who demonstrates unacceptable performance in any unit of study during any phase of the program is notified of such performance by the instructor of the course, faculty advisor, the Assistant Dean of Student Affairs, or Program Chair as soon as it becomes evident. The student is notified that continued poor academic performance can lead to academic probation and dismissal.

Students whose performance is considered unacceptable because of not meeting the Standards of Academic Progress will be placed on probation. The duration and conditions of the probationary period will be set by the Department Chair or designee of the Chair on an individual basis and reviewed by the CHS SPC. The Committee may recommend remedial study and/or repetition of a unit of study. This may

result in extending the length of the program beyond 3 years consistent with the guidelines in the DPT portion of the catalog.

Probation is defined as a period specified by the Dean or designee of the CHS during which the student's progress will be closely monitored by CHS SPC, faculty advisor, the Department Chair, and the Assistant Dean of Student Affairs. In order to monitor students on probation, the DPT (Professional) program reserves the right to assign their clinical education experiences. A student will be recommended for probation and may be asked to appear at a SPC meeting for any of the following reasons:

1. For first year students first semester, achieving a score of less than 77% in two or more courses by the end of the first nine weeks of the semester.
2. Immediately upon receiving a course grade of "U" or "NCR" in any course.
3. A semester and/or cumulative GPA of less than 2.80.
4. When directed to repeat a year for academic reasons.

Students are removed from probation when any of the following occur:

1. At the end of the first semester of the first year, provided that the student has attained a GPA of 2.80 or more.
2. After one semester, provided the student has regained both a semester and cumulative GPA of 2.80.
3. When all "U" or "NCR" grades have been satisfactorily remediated according to the Remediation section of the Catalog (below).
4. When the specified terms of probation for ethical, professional, or personal conduct are met.
5. When students are on probation for a clinical education experience grade of "U," they will be removed from probation when they have met the terms of their probation.

Terms of Probation

1. A student on probation may not serve as an officer of any official University club or organization and shall not engage in time-consuming extracurricular activities.
2. A student on probation must meet with their faculty advisor at least twice a month.
3. A student on probation must visit the LEAD office for an Adult Learner's Assessment and obtain a tutor for the necessary areas of study to help ensure program success.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on “Financial Aid Warning” status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, grants, and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their college, it is the policy of the Financial Aid Office (FAO) that the student be placed on “Financial Aid Warning” status.

The financial aid warning for a conduct probation is a status that is assigned to the student who fails to meet the College’s standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges’ professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Remediation and Repeating

Academic competence is demonstrated through satisfactory performance in coursework, assignments, and practical exams. Students must pass all safety requirements on practical examinations in order to progress and must score at least 77% (C+) on all other requirements to pass a course. Students may repeat an exam or practical only one time. If a student must repeat an exam or practical for any reason, the highest grade the student may obtain for that exam is 77% (C+). However, if the entire course is repeated the following year, the new course grade will be used in calculating the student’s cumulative GPA. If a student does not pass on the second attempt, it will result in an “U” for the course.

Consequences of failure in a Didactic Course:

1. A student who receives a “U” grade (<77%) in a didactic course must remediate the course successfully to progress in the curriculum.
2. Remediation is at the discretion of the course instructor and is to be regarded as a privilege, which must be earned by a student through an active participation in the educational program

as demonstrated by regular attendance, individual initiative, professional behaviors, and utilization of resources available to the student.

3. If granted the privilege of remediation the student will be required to remediate or retake the course.
4. A student must pass the remediation examination and all other required assignments in order to pass the course. The highest grade a student can receive through the remediation process is a “77% or C+” (passing grade).
5. If a student repeats a course the next time the course is offered in the DPT curriculum, the student will have the new grade for the course recorded in the semester in which it was repeated. Both grades will remain on the student’s transcript; however, only the grade achieved for the most recent repeat of the course will be included in the student’s GPA.
6. A grade of “U” in a didactic course will prevent participation in a clinical experience until the course is successfully remediated and requires that the Director of Clinical Education (DCE) determine an appropriate clinical placement.
7. As in all cases in which remediation of a course is required, this requirement may extend the length of the program beyond 36 months. Students will be charged full tuition for repeated coursework.
8. Failure to earn a grade of “C+” when remediation of a course is attempted will render the student subject to dismissal from the program and referral to the Student Performance Committee (SPC). The SPC hearing process, as outlined in this Catalog, governs all academic actions including dismissal. All matters referred to the SPC for academic actions will be handled in accordance to the Evaluation of Student Academic Performance - SPC Procedures

Consequences of failure in Clinical Courses (PT 7020, PT 7030, PT 7040):

1. A student who is unsuccessful on a clinical experience will receive a grade of “NCR” for that experience.
2. If at any time, a CI or SCCE request that the student not continue at the site because of performance or professional issues, the student will be assigned a “NCR” grade for the experience. The failure of any clinical experience will necessitate review by the faculty and SPC.
3. Students receiving a “NCR” grade for a clinical experience course will be required to repeat the entire clinical experience.
4. Students may not be allowed to restart the clinical experience until the Director of Clinical Education (DCE)/Assistant Director of Clinical Education (ADCE) has determined if the student must remediate any specific physical therapy competencies, whether through an Independent Study course or the use of Standardized Patient experience.

5. Remediation will delay the student's progress to graduation and extend the program completion date. Additional tuition may be charged for remediation of physical therapy competencies that require enrollment in an Independent Study course and/or the use of a Standardized Patient Experience. Students who must repeat a clinical experience course will be charged full tuition for the repeated course.
6. The location, length, and type of clinical experience that will be used to substitute for the remediation clinical experience will be determined by the DCE/ADCE in consultation with the core faculty, faculty advisor, and Program Chair. Assignment dates and location will be based on availability of sites.
7. Students that are afforded an opportunity to repeat a failed clinical experience may be required to complete weekly check-in assignments with the DCE for the length of the experience.
8. The student will be referred to the Student Performance Committee as outlined in the Evaluation of Student Academic Performance – SPC Procedures section.
9. Once the committee meets, these findings will be forwarded to the Dean, or Dean's designee, following the University guidelines, outlined in the catalog. Recommendations may include enrollment in the remediation independent study course, starting the program over, returning the following year to progress with a different cohort, or dismissal from the program.
10. The student will be permitted to continue didactic work with their cohort the semester following the unsuccessful clinical experience.
11. During the next regularly scheduled clinical experience, the student will register for the same clinical experience that was previously failed. Course syllabus and requirements will remain the same. The student will be financially responsible for repeating the course.
12. If successful, the student will continue to progress with their cohort and will continue to take clinical education courses sequentially. The final clinical experience will occur following the completion of didactic work in the summer of the final (3rd) year of the program.
13. The highest grade a student may achieve by obtaining a score of 77 percent or higher through remediation of a course is a grade of "CR." The "CR" grade achieved by this means will be recorded on the official transcript next to the original course grade of "NCR."
14. If the student receives 2 "NCR" grades in any 2 clinical experiences, the student will be subject to dismissal from the PT program and follow due process procedure outlined in the University Catalog.

Semester/ Cumulative GPA

1. Students must attain a semester GPA of 2.80 and maintain a cumulative GPA of 2.80. The semester and cumulative GPA will be calculated at the end of each semester.
2. A student whose semester or cumulative GPA falls below 2.80 must meet with their faculty advisor.
3. If the semester or cumulative GPA falls below 2.80, a student will be placed on academic probation immediately for the following semester. If a student has two didactic semesters in the same academic year with a GPA of less than 2.80 and a cumulative GPA at or greater than 2.80, they may be required to repeat the entire academic year.

Academic Suspension

Students who are deemed unable to continue in the curriculum due to inadequate performance and are required to repeat a given academic year or portion thereof will be placed on academic suspension through such time as they can resume their studies by starting the courses the student is required to repeat. Throughout the time the student is academically suspended, they are also on academic probation, and remain on academic probation until all coursework has been satisfactorily remediated/repeated. A student may not receive financial aid during any time of suspension.

Conduct Suspension

A conduct suspension is a period of time when a student is barred from enrollment in an academic program because of a violation of applicable University or College conduct policies, as implemented through the procedures outlined in the University Catalog. A student may not receive financial aid during any time of suspension.

Summary Suspension

Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the College or University are cause for immediate disciplinary action. Either the University President, Provost, or Dean, or Dean's designee, has the authority to summarily suspend a student when the student admits to guilt or when, in the opinion of these entities, such action is appropriate to protect the health or safety of any individual, or to preserve the orderly operation of the University. Further details regarding the summary suspension action can be found in the University Catalog.

Dismissal

A student will be subject to dismissal from the program for substandard academic or professional performance as follows:

1. A grade of "U" or "NCR" in two (2) different required courses (didactic or clinical experiences) throughout the 3-year program.
2. A second grade of "U" or "NCR" in the same required course (didactic or clinical experiences) whether earned by repeating the course or because of unsatisfactory performance upon attempted remediation via examination.

3. Attainment of a semester and/or cumulative GPA less than 2.80 and two (2) or more grades of "U" within the same semester.
4. Attainment of a semester and/or cumulative GPA less than 2.80 for two or more consecutive didactic semesters.
5. Failure to attain a cumulative GPA of 2.80 or higher at the end of the academic year.
6. Lack of professional or personal attributes considered appropriate for continuance in the program and profession.
7. Violation of the terms of probation, whether academic or professional, as stated in a letter at the time the student is placed on probation.

Evaluation and Grading

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

Evaluation Methods

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

1. **Written examinations:** Written examinations will vary based on the content of the individual course. A combination of multiple choice, matching, true/false, short answer, essay, and patient problem-solving questions are used.
2. **Practical or Laboratory Examinations:** In selected courses, students will be observed performing components of physical therapy practice activities on lab exams. They also may be asked to "problem solve" based on a patient database, and in some cases, students will be videotaped for evaluation and/or self-evaluation. Audio-visual media may also be used in examinations.
3. **Student Presentations:** Students may be asked to orally present individual or group projects, patient cases, research papers, etc. These oral presentations may or may not be accompanied by a written report.
4. **Written reports:** At various times, students will be evaluated on written reports of assigned or selected topics, special projects, patient care documentation, evaluations, treatment plans, and home programs.
5. **Professional Development Assessments:** Assessments of each student's academic, professional, and interpersonal growth and development are shared with them on an individual basis periodically during each phase of training.
6. **Clinical Evaluations:** Supervising Clinical Instructors (CI's) are asked to assess the student's level of attainment of competencies related to selected parameters within the domains of knowledge, skills, and attitudes; and to evaluate the student's overall performance while on clinical education experiences. The Clinical Performance Instrument (CPI), which incorporates physical therapist clinical performance criteria, is one of the clinical evaluations utilized. Students are responsible for completing the requirements for use of the PT CPI Web prior to starting a 12-week clinical experience and ensuring that the PT CPI is completed, and all supporting documents are returned to the DCE and/or the ADCE after each clinical experience. CI's or Site Coordinators of Clinical Education (SCCE's) are encouraged to discuss the student's performance and progress throughout the clinical assignment and to discuss the final evaluation prior to completion of the experience. The CI will indicate whether the clinical experience was successful or unsuccessful in accordance with designated clinical objectives. While the CI may recommend success or failure of the clinical experience, the DCE and/or ADCE determines and administers the actual course grade.

Professional Performance

Ability-Based Assessment

The faculty supports the concept of development of professional behaviors throughout the program. The behaviors that have been identified include: (1) commitment to learning; (2) interpersonal skills; (3) communication skills; (4) effective use of time; (5) use of constructive feedback; (6) problem solving; (7) professionalism; (8) responsibility; (9) critical thinking; and (10) stress management.

Professional behavior is vital to the success of each student, the WesternU Physical Therapy program, and the physical therapy profession. The process of becoming an effective physical therapist involves attaining competency in professional knowledge, skill, and behavior. Thus, the ten Generic Abilities that exemplify the professional behaviors valued by the physical therapy profession will be used as a guide throughout this program. To facilitate development of competency in the Generic Abilities, the faculty will provide the students opportunities to practice them and provide formal and informal feedback throughout the program. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty, clinical instructors, and fellow students.

Students' progress through the program is based upon successful completion of expected competencies and demonstration of expected professional behavior and attitudes. At the completion of each semester/year of the program, before the student is allowed to progress to the next semester/year, the student's record of achievement is reviewed by the faculty. The quality of professional behavior expected of WesternU DPT graduates is exemplified by the Generic Abilities and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting beginning-level criteria by the end of the first year, developing-level criteria by the end of the second year, and entry-level criteria by the end of the final clinical internship.

The faculty collectively determine if the student has demonstrated the knowledge, skills, and attitudes necessary to be eligible for progress for the next semester/year. In special instances, the faculty may be convened at other than scheduled times to consider cases of unusual circumstances, such as probation or dismissal.

Grading Scale

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

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

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

ADMINISTRATIVE GRADES

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

Grade Reports

Final course grades are issued at the completion of each semester and will be available on the Student Portal within 10 business days of the final day of the course. Due to the nature of the curriculum, some semester completion dates may not coincide with traditional grading periods. In those courses when final grades are not available at grade reporting time, a grade of "M" (Missing) is submitted to the Registrar in lieu of the course grade. "M" grades are entered on the grade reports and are converted to student achieved grades at the earliest possible opportunity. An up-to-date summary of student performance is maintained in the Department Office and is available to each student for review.

Grade Appeals Process

Review of Examinations

Examinations are graded within two (2) weeks of completion unless otherwise notified by the class instructor.

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

Appealing a Course Grade

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

1. Within three (3) business days of the date the course grade is posted to Self-Service (BanWeb), student must make an appointment to talk with the course instructor(s) who issued the grade and submit a written request for review. Upon receipt of a written request from the student, the course instructor(s) shall review the case and a decision shall be made by the course instructor(s) to affirm or modify the grade. Within five (5) business days of the student's written request, the course instructor shall notify the student in writing of the decision. A copy of the letter shall be sent to the student and the Department Chair.
2. Within three (3) business days following written notification to the student regarding the instructor's decision, the student may appeal the decision in writing to the Department Chair. The written appeal request must be accompanied by a narrative explaining the basis of the appeal. The narrative should fully explain the student's situation and substantiate the reason(s) for advocating a reversal of the instructor's prior decision. The Department Chair may grant an appeal only if a claim of (1) bias, (2) the appearance of new material and documentable evidence that

was not available at the time of the instructor's decision, or (3) procedural error that unfairly affected the decision-making process as substantiated by the Department Chair. Upon written request from the student with a valid appeal rationale, the Department Chair shall review the case and within five (5) working days shall issue a decision in writing to the student, which may affirm, modify, or reverse the previous action. A copy of that decision will be provided to the instructor. The Chair's decision is final in all course grade appeals (didactic and clinical), except when the Chair is also the official instructor of the course in question. In such a case, the student will direct their appeal to the Dean or designee of the CHS, following the same guidelines for an appeal to the Department Chair. In addition, in such a case, the decision of the Dean or designee is final and not subject to appeal.

Audit

An "AU" (Audit) is assigned to a student who attends class activities but does not complete examinations and does not receive course credit. However, under certain circumstances, at the discretion of the College Dean, or Dean's designee, a student who is repeating or undergoing remediation may be required to complete course examinations and/or other required work products while auditing the course for no grade.

Missing Grades

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

Incomplete

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

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

Credit Hour Calculation

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

Curriculum Organization

Year 1

Year 1, Fall Semester		
Course	Title	Credit Hours
IPE 5000	An Interprofessional Approach I	1.00
PT 5015	Professional and Practice Issues in Physical Therapy	3.00
PT 5030	Anatomy I	4.00
PT 5050	Kinesiology I	3.00
PT 5070	Patient Care Skills I	3.00
PT 5100	Physiology and Pathophysiology	5.00
PT 5130	Research Methodology in Health Care	3.00
Semester Total:		22.00
Year 1, Spring Semester		
Course	Title	Credit Hours
IPE 5100	An Interprofessional Approach II	1.00
PT 5000	Psychosocial and Ethical Aspects of Health Care	3.00
PT 5035	Anatomy II	4.00
PT 5055	Kinesiology II	5.00
PT 5075	Physical Agents and Procedures	4.00
PT 5140	Evidence Based Practice: Application of Research to Clinical Practice	3.00
PT 5141	Professional Development and Reflective Practice	1.00
PT 5230	Screening for Medical Referral I	2.00
PT 8100	Introduction to Pharmacology for Physical Therapists	1.00
Semester Total:		24.00
Year 1, Summer Semester		
Course	Title	Credit Hours
PT 5120	Human Life Sequences	2.00
PT 5215	Motor Control and Motor Learning	2.00
PT 5233	Foundations of Patient Examination	2.00
PT 5235	Screening for Medical Referral II	2.00
PT 8110	Structural Imaging: Musculoskeletal	2.00
PT 8400	Capstone Project	1.00
Semester Total:		11.00
Year 1 Total:		57.00

Year 2

Year 2, Fall Semester		
Course	Title	Credit Hours
IPE 6000	Interprofessional Team Training in Health Care I	1.00
PT 5205	Examination and Management of Musculoskeletal Dysfunction I	5.00
PT 6008	Neuroscience	5.00
PT 6030	Physiological Basis of Therapeutic Exercise	4.00
PT 6040	Evaluation and Treatment of Problems Cardiopulmonary System	4.00
PT 6060	Prosthetics and Orthotics	2.00
PT 6630	Structural Imaging II: Neurological	1.00
Semester Total:		22.00
Year 2, Spring Semester		
Course	Title	Credit Hours
IPE 6100	Interprofessional Team Training in Health Care II	1.00
PT 5142	Professional Development and Clinical Education	1.00
PT 5210	Examination and Management of Musculoskeletal Dysfunction II	5.00
PT 5220	Principles of Teaching, Learning, and Communication	2.00
PT 6010	Examination and Management of Neurological Disorders I	5.00
PT 6045	Differential Diagnosis of the Integumentary System/Wound Care	2.00
PT 6065	PT Care Skills II	2.00
PT 6075	Prevention and Management of Problems in the Pediatric Population	4.00
Semester Total:		22.00
Year 2, Summer Semester		
Course	Title	Credit Hours
PT 7020	Clinical Education II	6.00
Semester Total:		6.00
Year 2 Total:		50.00

Year 3

Year 3, Fall Semester		
Course	Title	Credit Hours
PT 5143	Professional Development and Clinical Practice	1.00
PT 6015	Examination and Management of Neurological Disorders II	5.00
PT 6050	Principles of Administration and Management	3.00
PT 6070	Prevention and Management of Problems in the Aging Adult	3.00
PT 6090	Differential Diagnosis and Management of the Complex Patient	3.00
PT 8401	Capstone Project II	1.00
Semester Total:		16.00
Year 3, Spring Semester		
Course	Title	Credit Hours
PT 7030	Clinical Education III	6.00
Semester Total:		6.00
Year 3, Summer Semester		
Course	Title	Credit Hours
PT 7040	Clinical Education IV	6.00
PT 8402	Capstone Project III	3.00
PT 8500	Selected Topics	2.00
PT 8600	Community Service	2.00
Semester Total:		13.00
Year 3 Total:		35.00

Additional Course(s)

Students who have not met a minimal level of proficiency in the clinical education experience may be required to enroll in an independent study to fulfill course remediation requirements prior to assignment to a repeated clinical experience.

Doctor of Physical Therapy (Post-Professional)

General Information

Offered completely online, the DPT (Post-Professional) program offered by WesternU, gives practicing clinicians (holding an entry-level degree at either the baccalaureate or master's level) an easy access to make their formal education congruent with students graduating from entry-level DPT programs. The program's goal is to educate clinicians to achieve practice consistent with the American Physical Therapy Association (APTA) Vision 2020 and beyond, "...physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other health care professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health." This program is also designed to provide educational opportunities for physical therapists educated outside of the United States to develop the additional knowledge, skills, and clinical reasoning required to meet entry-level US standards.

The DPT (Post-Professional) program is designed for clinicians to improve their clinical skills and enhance their personal growth and career opportunities. Graduates will possess the requisite knowledge, skills, and behaviors to practice physical therapy in a truly scientific manner (i.e., using evidence-based practice).

The curriculum of this program is designed to accommodate the DPT (Post-Professional) adult learner who endeavor to complete a doctoral level degree while continuing to participate in their professional and personal responsibility. The curriculum offers a full spectrum of educational opportunities whose content meets or exceeds that described by the American Physical Therapy Association's (APTA) Preferred Curricular Guide for the DPT (Post-Professional) program. These content areas include medical screening, medical imaging, pharmacology, ethical and legal issues in practice, clinical decision-making using the patient client management model, wellness and prevention, leadership and professional issues, professionalism in an autonomous profession, evidence-based practice, and research/professional scholarship.

Prior to initiating course work students are required to attend a mandatory orientation course, PT 6600 Strategies for Successful Learning, in order to prepare them for the on-line learning experience. Web-based learning begins the first day of the first semester allowing students to be online, engaged in program curriculum and learning activities from the beginning of their academic experience. The DPT Learning Management System (Elentra) is designed to provide the learner with the direction required to be successful in each course including learning objectives, course content, learning activities, evaluation methods, and grading criteria.

Every course is structured differently based on the content area that is taught. Cooperative learning is emphasized throughout the program and students get an opportunity to work with professional colleagues who bring a wealth of experience in the physical therapy field. Students may be assigned to groups in order to apply their collaborative problem-solving skills toward the resolution of case-based scenarios. The learning materials are available electronically and synchronous ("live" audio and/or video discussion) and asynchronous (discussion board) participation gives students the benefit of real-time collaborative learning.

Admissions Policies and Procedures

Admission to the DPT (Post-Professional) program is conducted through the Admissions Office. Students have two opportunities to enter the DPT Post-Professional program; one in the fall, and one in the spring. Students may apply at any time and will then register and begin class at the start of the next available entry term.

Notice of Non-Discrimination and Equal Opportunity

In accordance with all applicable federal, state, and local laws, Western University of Health Sciences (WesternU) is committed to ensuring a campus community free from unlawful discrimination.

WesternU strictly prohibits unlawful discrimination in all its programs, activities, admissions, and employment. WesternU prohibits discrimination based on the following characteristics:

- Race (including traits associated with race, such as hair texture and protective hairstyles)
- Ethnicity, Color, and National Origin
- Immigration Status and Ancestry
- Sex, Gender, Gender Identity, and Gender Expression
- Sexual Orientation
- Physical or Mental Disability
- Age
- Religion (including religious dress and grooming practices)
- Medical Condition and Genetic Information
- Marital Status
- Pregnancy (including childbirth, breastfeeding, or related medical conditions)
- Military or Veteran Status
- Perceived Characteristics - Discrimination is prohibited if an individual is perceived to have any of the above characteristics.
- Association with Protected Groups – Discrimination based on association with a person or group with one or more protected characteristics is also prohibited.
- Other Legally Protected Classes – WesternU complies with all federal, state, and local laws, regulations, and ordinances regarding discrimination.

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

Reasonable Accommodations During the Admissions Process

Candidates and students must be able to perform all essential functions of the program, with or without reasonable accommodation. The Harris Family Center for Disability and Health Policy (^{HF}CDHP) will engage in an interactive process with students to determine appropriate accommodations, ensuring equal access to the program while maintaining the integrity of its essential requirements. To facilitate timely accommodations, students who may require reasonable accommodations are encouraged to register with ^{HF}CDHP as soon as they accept their offer to the program. Accommodations must be approved by ^{HF}CDHP

and is not provided retroactively (if approved after the start of the program/semester. Candidates seeking accommodations during the admissions process, including for Interview Day, must contact the Office of Admissions in advance to request accommodations. All requests for accommodations will be handled in a manner that is consistent with the university's policies and in full compliance with the ADA, ADAAA, Section 504 of the Rehabilitation Act, and applicable state laws). For further details regarding ^{HF}CDHP's registration process, please refer to <https://www.westernu.edu/cdhp/registration-process/>, or review the *Student Disability Accommodation Process* section.

Application Requirements

Current admission and application requirements for the DPT (Post-Professional) program, including prerequisite coursework requirements, can be located on [our website](#).

The Western University of Health Sciences DPT (Post-Professional) program is committed to admitting individuals with a disability provided they meet all of the qualifications listed for the Professional students above as well as the technical guidelines listed in the previous section with reasonable accommodations.

Application Procedures and Deadlines

Students are advised to submit application materials as early as possible prior to the semester in which they wish to begin their program of studies. Students are allowed to take up to two classes prior to enrolling but must submit electronically their application for admission to the admissions office before the end of their second class in order for those classes to count toward their degree.

To request an informational brochure and/or an application, contact the Admissions Office at

Office of Admissions
Western University of Health Sciences
309 E. 2nd Street
Pomona, CA 91766-1854
(909) 469-5335
<https://www.westernu.edu/health-sciences/ppdpt/>

In addition to submitting an application, the applicant must submit a non-refundable application fee of \$60.00 and official transcripts from all undergraduate and graduate institutions attended.

Proficiency in English

All students are required to demonstrate proficiency in English upon application to the WesternU DPT (Post-Professional) program. Proficiency can be demonstrated via one of the following methods:

1. English is your first language.
2. Graduation from a regionally accredited University or college in the United States.
3. Demonstration of English proficiency by submission of acceptable scores from International English Language Testing Systems (IELTS) or Test of English as a Foreign Language (TOEFL)
 - a. Acceptable Scores
 - i. IELTS: 6.5
 - ii. TOEFL:

1. Paper-based total score = 550
 - a. Minimum 56 on Reading Skills
 - b. Minimum 61 on Writing Skills
2. Computer-based total score = 213
 - a. Minimum 22 on Reading Skills
 - b. Minimum 26 on Writing Skills
3. Internet-based total score = 80
 - a. Minimum 21 on Reading Skills
 - b. Minimum 24 on Writing Skills

Conditional Admission

Conditional admission may be granted to Post-Professional DPT applicants with the stipulation that the student achieve and maintain a 3.00 GPA in the program.

Readmission

Students with Post-Professional Standing who have not been enrolled for more than one calendar year must submit a new application form and fee unless other arrangements have been made at the time of withdrawal/leave from the program. The application will be assessed according to the current admissions policies, and students will be required to fulfill all program requirements in place at the time of readmission.

Requirements for Completion of the DPT (Post-Professional) Program

The maximum number of graduate units that may be waived from past education is 133 units. Upon review of transcripts and course descriptions, the program will design an individualized plan of study for each student to meet the requirements of the DPT (Post-Professional) program, which must be in alignment with the Professional DPT curriculum. Coursework not meeting alignment with the content or credit requirements of the WesternU Professional DPT curriculum will need to be made up and will be addressed in the individualized plan of study. Applicants currently holding an advanced board certification in Orthopedics, Neurology, or Cardiology (OCS, NCS, or CCS) through the American Board of Physical Therapy Specialties, or who have completed an APTA accredited residency or fellowship in one of these areas, may be eligible to waive the corresponding Post-Professional DPT Advanced Differential Diagnosis course. Documentation must be provided for this consideration. A minimum of 12 units must be completed with coursework offered by the DPT (Post-Professional) program at WesternU.

Continuing Education and Non-Degree Students

An applicant holding a bachelor's or master's degree in Physical Therapy and a license to practice in the United States, who does not wish to pursue the Post-Professional DPT degree at WesternU at the present time, but who wishes to engage in graduate study for personal development, continuing education, or other professional development needs, may consider enrollment as a non-degree student. Foreign-trained physical therapists must be licensed to apply to the program or enroll in courses. The department registration procedures must be followed.

Admission as a non-degree student does not assure acceptance as a degree candidate, should the student later wish to change enrollment status. A maximum of two courses may be taken while in non-degree status. Should the student wish to change enrollment status, the usual admissions procedures must be followed. No more than two courses taken as a non-degree student at WesternU can be applied towards the Post-Professional DPT degree. A minimum of 12 units, including the two prior courses (if applicable)

must be completed after acceptance to the program to meet degree requirements. All criteria for admissions to the DPT (Post-Professional) program and the admitted student's degree requirements are based on the catalog in place at the time of application and acceptance to the program. Questions about changing from non-degree to degree status should be directed to the program.

International Applicants

International students and any other applicants who are not U.S. citizens and who are living in the U.S. should be prepared to provide proof of legal U.S. residency at the time of interview. Proof of legal U.S. residency is required prior to any offer of acceptance. For detailed information, please visit our web page for [International Students](#). International applicants are to be licensed to practice in the United States prior to applying to the post-professional program

Registration

New Students

New students admitted with Post-Professional Standing are notified by email of their admission status. Classes may fill quickly; therefore, the student is encouraged to register early. The registration dates are set by the Registrar. A Post-Professional DPT student, who is registering for the first time, whether they are accepted or non-degree seeking, will register through the DPT Program's Administrative Assistant. Course information and schedule of classes are available from the Department Manager.

Continuing Students

All WesternU students are required to register by the registration deadlines specified by the University Registrar. Registration dates are posted on the [Registrar's Office](#) website. Failure to register by the deadline may be grounds for administrative withdrawal. All students registering after the posted deadline will be assessed a \$30.00 per business day late fee.

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

Registration Late Fee Appeals

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

Student Health Insurance Requirement

All full-time students at WesternU are required to have active health insurance while enrolled. All students are automatically assessed half of the entire year's insurance premium and will be enrolled in the student health insurance plan until they submit proof of coverage that meets the University's requirements. For additional information on student health insurance requirements and/or waiving out of the student health insurance plan, please see the [Student Health Insurance](#) page on the Registrar's Office website. Online students may elect to enroll in the student health insurance offered by the university while enrolled. Students in online programs are not required to enroll in the student insurance offered by the university.

Student Initiated Changes in Enrollment Status

Course Drop/Withdrawal

Students may voluntarily drop a class by working with the Director of the Post-Professional program and completing the necessary paperwork. Course drops are processed as follows:

0-20% of Course Completed (Based on Course Start/End Dates)	Course is removed from student's registration and will not appear on the student's academic transcript.
20-99% of Course Completed (Based on Course Start/End Dates)	Course is assigned a grade of 'W' to indicate the student withdrew from the course. 'W' grades will

	appear on the student's academic transcript but will not be included in the student's GPA calculation.
100% of Course Completed (Based on Course Start/End Dates)	Course is assigned the grade earned.

Leave of Absence

A student may request a Leave of Absence (LOA) with the occurrence of a medical emergency or illness, personal issues, financial hardship, or military service. For additional information on requesting a Leave of Absence, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies and Procedures section.

Withdrawal from University/Academic Program

Matriculation at the University is a privilege granted in consideration of specified levels of performance and of maintaining the established standards of scholarship and personal and professional conduct. The University reserves the right to require withdrawal at any time it deems necessary to safeguard its standards of scholarship, conduct, and orderly operation. The student concedes this right by act of matriculation. For additional information on withdrawing from the University, please see 'Student Initiated Changes in Enrollment Status' in the University Catalog, General Academic Policies, and Procedures section.

Full-time/Half-Time Status

All DPT students enrolled in at least 6.00 units are considered full-time students. DPT students enrolled in 4.50 to 5.99 units are considered three-quarters-time students. DPT students enrolled in 3.00 to 4.50 units are considered half-time students.

Residency Requirements

A minimum of 12 units must be completed with coursework offered by the DPT (Post-Professional) program at WesternU.

Time Limits

The DPT (Post-Professional) program may be completed within 2 ½ years of half-time study. All requirements for the degree must be fulfilled within 3 years, 3 months from the date of acceptance to the program. Students who are unable to complete the program within the maximum time allotted may be subject to Administrative Withdrawal. Extensions of this time limit may be granted through petition to the faculty and Department Chair.

Tuition and Fees

By action of the Board of Trustees, DPT (Post-Professional) tuition and fees for the 2025/2026 academic year (subject to change) are as follows:

\$599.00	Per Credit Hour Tuition
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Other Fees and Expenses:

\$30.00	Registration Late Fee (per business day)
\$50.00	Late Payment Fee (per month)
\$350.00	Graduation Fee
\$1,000.00	Laptop Computer (Approx.)
\$10.00	Official Transcript (Each)
\$21.00	Rush Transcript, First Class Mail (Each)
\$25.00	Rush Transcript, Federal Express (Each)
\$10.00	Student ID Replacement Fee
TBD	Breakage Fee (Replacement Cost)

Additional DPT Program Education Requirements

The DPT (Post-Professional) program requires that each enrolled student have a laptop computer with internet access and computer privacy screen. Course assignments and exams will be given that necessitate access to a computer and the internet. [Laptop specifications](#) along with other technology resources may be found on <https://support.westernu.edu>. Information for new students is available at <https://www.westernu.edu/computing/new-students/>.

General Academic Policies and Procedures

Unless otherwise stipulated in this section, all other Academic Policies and Procedures, Standards of Academic Progress, and Standards of Professional Conduct of the DPT (Professional) program must also be met.

Standards of Academic Progress

All students admitted to the DPT (Post-Professional) program are expected to make reasonable progress each year toward the degree objective. Students with Post-Professional Standing are considered to be making reasonable academic progress when they maintain a cumulative GPA of at least 2.80 and complete four to six units during the academic year.

Post-Professional DPT students are subject to the same Student Performance Committee (SPC) review procedures as outlined for the Professional DPT program. This includes SPC referral for academic or professional conduct concerns, and the opportunity to respond and participate in the review process. In matters involving student conduct, PPDPT students are also subject to the University's Standards of Student Conduct and associated hearing procedures as outlined in the University Catalog.

Financial Aid Warning Policy (Title IV and Title VII)

Academic Probation Policy

If a student is not making Satisfactory Academic Progress (SAP) they will be placed on "Financial Aid Warning" status for the next payment period and continue to receive financial aid for that period. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants and stipends (based on the criteria of the stipend). Students who fail to make SAP by the end of that payment period lose financial aid eligibility.

It is the policy of the Financial Aid Office (FAO) that once a student has been placed on academic probation for not meeting SAP standards as defined by the College, the Financial Aid Office will automatically place the student in a Financial Aid Warning status. During the next academic term if the student does not meet SAP standards and the College places the student on academic suspension the student will no longer be eligible for financial aid. If the student appeals the academic suspension and the appeal is approved, financial aid will be reinstated. If the student is directed to audit courses, those courses will not be charged tuition for the audited courses. Students that are required to repeat coursework are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Conduct Probation Policy

If a student has been placed on conduct probation by their College, it is the policy of the Financial Aid Office (FAO) that the student be placed on "Financial Aid Warning" status.

The financial aid warning for conduct probation is a status that is assigned to the student who fails to meet the College's standards for professional/personal conduct, as defined by the College. If the student does not meet the Colleges' professional/personal conduct standards and the College places the student on conduct suspension the student will no longer be eligible for financial aid. Financial Aid is any financial assistance offered to the student for paying for their education, such as loans, scholarships, Federal Work-Study, Grants, and stipends (based on the criteria of the stipend). If the student appeals the conduct suspension and the appeal is approved, financial aid will be reinstated.

Students are encouraged to meet with a financial aid counselor with respect to their financial aid eligibility.

Curriculum Organization

Students must meet all the requirements for the DPT (Professional) program as listed in the previous section. Credit may be given for previous coursework. It is anticipated that students will be required to complete at least the following courses, unless their portfolio shows evidence of mastery of course content:

Course	Title	Credit Hours
PT 6600	Strategies for Successful Learning	0.00
PT 8101	Pharmacology for the Physical Therapist	3.00
PT 8111	Structural Imaging in Physical Therapy Diagnosis	3.00
PT 8120	Medical Screening and Differential Diagnosis	4.00
PT 8130	Advanced Differential Diagnosis I	2.00
PT 8133	Advanced Differential Diagnosis II	2.00
PT 8135	Advanced Differential Diagnosis III	2.00
PT 8140	Application of Research to Evidence-Based Practice	3.00
Total:		19.00

Additional Courses

These additional courses have been specifically designed for students with Post-Professional standing who may not have met a minimal level of proficiency in these areas prior to admission to the program. Proficiency level will be determined through a review of the applicant's portfolio. Students may opt to take an equivalent course offered in the first professional DPT degree program to fulfill content not obtained through previous academic programs, continuing education, or clinical experience. Another option offered to students is to complete a group or individual independent studies course to fulfill course requirements.

Course	Title	Credit Hours
PT 8200	Professional Leadership and Ethics	2.00
PT 8210	Documentation and Health Care Financing	2.00
PT 8230	Wellness and Prevention/Community Education	3.00
PT 8698	Group Independent Studies	1.00 – 3.00
PT 8699	Individual Independent Studies	1.00 – 3.00

Exemption from Individual Course (Post-Professional Students Only)

Students with advanced work or degrees in a particular subject may formally petition the course instructor and Department Chair for credit in an individual course. The petition must include the reasons for the request and all necessary documentation. If enrolled in the course, the petition must be submitted before the first week of the course; however, it is highly recommended to submit a petition for exemption prior to registering for the course. If enrolled in the course, the student must comply with the course attendance policy until notification of exemption has been granted. Once the course instructor and Department Chair have reviewed the petition and determined the student is a candidate for exemption, the student is required to complete, successfully, a comprehensive examination for which there is an examination fee.

Course Descriptions

All courses are awarded letter grades, except when indicated otherwise. Prerequisite course requirements refer to the successful completion of a designated course(s) or approval/permission of the individual course instructor prior to enrollment. A student is required to petition the faculty in writing if they wish to be considered for advancement without successfully meeting the course prerequisite(s). The faculty may waive compliance of successful completion of a course prerequisite in order to progress to the next required course(s). The Department Chair/designee will provide the student with written approval or denial of the requested waiver within two working days of receipt of the petition. The student may remain in class or on a clinical education experience pending notice of the outcome from the Department Chair/designee.

IPE 5000 – An Interprofessional Approach I (1.0 credit hour, CR/NCR) This course is a required university seminar for all first-year health professional students. This course will introduce professions across various fields with content related to roles, responsibilities, team, teamwork, communication, values and ethics. Introductory level content related to cultural humility, social determinants of health, and health systems will be explored. Activities in this course may include exposure level asynchronous lectures, interactive health professions program exposure, and in-person group/team experiences. Experiences will integrate elements common to all professionals such as ethical, behavioral, social, and psychological. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

IPE 5100 – An Interprofessional Approach II (1.0 credit hour, CR/NCR) This course is a required university seminar for all first-year health professional students. Working in interprofessional teams, this course builds upon the knowledge and experience gained in the IPE 5000 course. Activities in this course may include asynchronous lectures, clinical scenario role-playing, synchronous discussion sessions, in-person/group team experiences, health events. Experiences will integrate elements common to all professionals such as ethical, behavioral, social, and psychological with increasing levels of complexity. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

IPE 6000 Interprofessional Team Training in Health Care I (1.0 credit hour, CR/NCR) IPE 6000 will continue to build upon the knowledge from the IPE 5000 series but will elevate learning activities deeper in the immersion phase expanding upon knowledge gained in previous IPE courses with additional community health event planning experiences to apply advanced tools and strategies that are crucial in working as a collaborative healthcare team. Activities in this course include immersion phase level activities such as asynchronous recorded lectures, mock patient experiences, synchronous discussion sessions, in-person/group team experiences related to health systems, patient advocacy, health event planning, and/or interprofessional research exposure. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

IPE 6100 Interprofessional Team Training in Health Care II (1.0 credit hour, CR/NCR) This course continues to build on experiences in IPE 6000. In a culminating semester for the foundational IPE course series, students will deepen their knowledge gained in prior IPE courses and the current IPE 6100 entry-level content via asynchronous lecture and through activities that can include health event planning, community health learning event, team/group in-person experiences related to health systems, patient advocacy, and/or interprofessional research exposure. This course is a graduation requirement for all health professional programs with attendance required. Absences may be excused but this does not exclude students from the responsibilities associated with the course and required for its completion.

OM 5001 Summer Preparedness and Readiness Course (SPaRC) (0.0 credit hours, CR/NCR)

In an interprofessional environment, the SPaRC prepares incoming students for the rigors of their program with an introduction to various curriculum topics including the skeletal system, gross anatomy lecture and cadaver lab, and pharmacology. The anatomy component focuses on the skeletal, muscular, cardiovascular, and nervous systems, yet provides a brief overview of other body systems as well. Additional lecture overviews to program-specific content are also provided. Academic skills presentations focus on enhancing study, test taking, and the development of EQ skills. Acceptance into this program is at the discretion of the coordinating office. The course is elective and does not meet any specific requirements of the program curriculum. A separate tuition of \$400 is charged. For additional information, contact Learning Enhancement and Academic Development (LEAD).

PT 5000 Psychosocial and Ethical Aspects of Health Care (3.0 credit hours)

Prerequisite: Acceptance to program. Introduction to the psychological, sociological, and cultural aspects of acute, chronic, terminal, traumatic, and congenital medical problems on the patient, family, and therapist. Includes impact of verbal and non-verbal communication and patient advocacy. Overview of basic legal and ethical principles, as well as application of ethical decision-making in relationship to professional health care dilemmas. Lecture.

PT 5015 Professional and Practice Issues in Physical Therapy (3.0 credit hours)

Emphasis on elements of the professional therapeutic relationship and concepts presented in the *Guide to Physical Therapist Practice*. This course will cover a broad perspective of world, national and state health care issues, professional advocacy, and professional aspects of physical therapy practice, including reimbursement in a variety of practice settings. Lecture.

PT 5030 Anatomy I (4.0 credit hours)

Prerequisite: Acceptance to the program. The first of two courses covering normal human anatomy, including thorax, abdomen, and the upper extremities. Incorporates surface palpation of the entire body. Cadaver dissection is included. Lecture and Laboratory.

PT 5035 Anatomy II (4.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5050. The second of two courses covering normal human anatomy, including lower extremities, spine, head, and neck. Emphasis is placed on the Neuromusculoskeletal system. Cadaver dissection is included. Lecture and Laboratory.

PT 5050 Kinesiology I (3.0 credit hours)

Prerequisite: Acceptance to the program. Introduction to the theoretical principles and clinical applications of kinetics and kinematics to the axial and extremity joints and muscles, with an emphasis on normal function. Pathokinesiology is addressed as an aid to identify major concepts and to introduce

clinical relevance. The course includes basic evaluation of the musculoskeletal system. Lecture and Laboratory.

PT 5055 Kinesiology II (5.0 credit hours)

Prerequisites: Successful completion of PT 5030 and 5050. Continuation of PT 5050 on the theoretical principles and clinical applications of kinetics and kinematics to the axial and extremity joints and muscles, with emphasis on normal function and the specific joint analysis in complex tasks. Lecture and Laboratory.

PT 5070 Patient Care Skills I (3.0 credit hours)

Prerequisite: Acceptance to program. Introduction to the basic physical therapy skills of transfers, mobility, soft tissue mobilization, and medical terminology. Introduction to documentation in a variety of physical therapy settings. Lecture and Laboratory.

PT 5075 Physical Agents and Procedures (4.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5100. This course will cover tissue healing and impairments with didactic and clinical application of selected physical agents used in physical therapy practice. Emphasis on clinical decision making in the selection, application, and evaluation of modalities within a comprehensive plan of care to address impairments and functional limitations. Additionally, this course provides practical clinical application of electrotherapeutic strategies in the physical therapy management of dysfunction. This will include basic foundational concepts, parameters, electrical safety, and instrumentation. Lecture and Laboratory. Lecture and Laboratory.

PT 5100 Physiology and Pathophysiology (5.0 credit hours)

Prerequisite: Acceptance to program. This course is designed to elucidate the functional characteristics of human physiology. Principles of emphasis include structural basis of function as well as integrational elements underlying homeostatic regulation. The course is also designed to elucidate the characteristics and pathophysiology of certain common and significant diseases that are encountered by physical therapists. Lecture.

PT 5120 Human Life Sequences (2.0 credit hours)

Prerequisites: Successful completion of PT 5000, 5030, 5035, 5050, 5055, and 5100. The developmental process from conception to adulthood with the emphasis on human motor performance. Sequence of study includes fetal life, infancy, early and middle childhood, late childhood, adolescence, early and middle adulthood, and the aging adult including neuroanatomical and neurophysiological mechanisms in relationship to developmental changes in performance, and musculoskeletal development in relationship to the human life span. Lecture and Laboratory.

PT 5130 Research Methodology in Health Care (3.0 credit hours)

Prerequisite: Acceptance to program. This course will cover basic quantitative, qualitative, and epidemiologic methods and designs of research. Topics include ethical issues related to research, validity, and reliability of measures, sampling methods and appropriate statistical analysis for various types of research. Lecture.

PT 5140 Evidence-based Practice: Application of Research to Clinical Practice (3.0 credit hours)

Prerequisite: Successful completion of PT 5130. This course provides students with an opportunity to apply principles and concepts from research methodology in the critical analysis of clinical literature. Emphasis is placed on the practical application of research principles and the scientific process as utilized by an evidence-based practitioner. Lecture.

PT 5141 Professional Development and Reflective Practice (1.0 credit hour)

Overview of clinical education in physical therapy to include the APTA guidelines, legal aspects, and professional development through reflective practice and self-assessment. Lecture.

PT 5142 Professional Development and Clinical Education (1.0 credit hour)

Prerequisite: Successful completion of PT 5141. Continuation of PT 5141 on various aspects of professional development and clinical education, including expectations and evaluation of clinical performance and utilization of the clinical evaluation tool, the CPI. Portfolio management, scheduling, and assignment for Clinical Education II are incorporated. Lecture.

PT 5143 Professional Development and Clinical Practice (1.0 credit hour)

Prerequisite: Successful completion of PT 5141, and 5142. Continuation of PT 5142 on various aspects of professional development and clinical practice to include completion of the portfolio, resume writing and interview skills, and an overview of the licensure process. Scheduling and assignment for Clinical Education III and IV are included herein. Optional opportunity for an extended internship via application and interview process. Lecture.

PT 5205 Examination and Management of Musculoskeletal Dysfunction I (5.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, 5233, 5235, and 8110. Regional, problem-solving approach to neuromusculoskeletal problems in the adult population including underlying foundational principles. Emphasis is on clinical examination and management skills, including physical therapy differential diagnosis, causal factors, impairments, symptoms, and evidence-based treatment. Introduction of applicable pharmacology used in the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and Laboratory.

PT 5210 Examination and Management of Musculoskeletal Dysfunction II (5.0 credit hours)

Prerequisite: Successful completion of PT 5205, 6030, 6040, and 6060. Continuation of PT 5205.

PT 5215 Motor Control and Motor Learning (2.0 credit hours)

Prerequisite: Successful completion of PT 5030, 5035, 5050, 5055, and 5100. Introduction to the theories, structures, and processes of motor control and motor learning. Lecture and laboratory.

PT 5220 Principles of Teaching, Learning, and Communication (2.0 credit hours)

Prerequisite: Successful completion of PT 5215 and 5233. Communication and teaching-learning theory applied to clinical practice. Includes teaching techniques for being a Clinical Instructor, functioning as a member of an interdisciplinary team and delivering clinical and professional presentations. Lecture.

PT 5230 Screening for Medical Referral I (2.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5100. This course uses a systems approach to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management, and issues related to PT screening, examination, interventions, and appropriate referral to other medical practitioners. Lecture and Laboratory.

PT 5233 Foundations of Patient Examination (2.0 credit hours)

Prerequisite: Successful completion of PT 5000, 5030, 5035, 5050, 5055, 5070, and 5230. Foundational principles and practice of evidence based clinical physical therapy examination and management of

persons with orthopedic and neurologic disorders. Emphasis on critical thinking though focused patient communication in a culturally sensitive manner. Lecture and Laboratory.

PT 5235 Screening for Medical Referral II (2.0 credit hours)

Prerequisite: Successful completion of PT 5230. This course continues from PT 5230 with a focus on screening for the complex patient. A systems approach is utilized to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management, and issues related to PT screening, examination, interventions, and appropriate referral to other medical practitioners. Lecture and Laboratory.

PT 6008 Neuroscience (5.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, and 5233. Systematic, problem-solving approach to the anatomical and physiological structure and function of the normal and injured central, peripheral, and autonomic nervous systems. Students will develop sufficient knowledge of neurophysiological principles to comprehend nervous system function and alternations resulting from damage. Three-dimensional relationships and functional connectivity will be examined in detail with the ultimate goal of developing the ability to diagnose lesions of CNS based on presenting deficits. Assessment of numerous case studies will familiarize students with organized, logical strategies for differential diagnosis, deduction of deficits and localization of lesions. Lecture and laboratory.

PT 6010 Examination and Management of Neurological Disorders I (5.0 credit hours)

Prerequisite: Successful completion of PT 5025, 5215, 5233, 6008, 6030, 6040, 6060, and 6630. This course will present a systematic, problem-solving approach to neurological disorders in the adult population, including underlying foundational principles. Emphasis is on clinical examination and management skills, principles related to movement/task analysis, including physical therapy differential diagnosis, causal factors, impairments, symptoms, and evidence-based treatment. Introduction of applicable pharmacologic principles appropriate for this population including drug actions and screening for signs of toxicity and adverse effects is included. Introductions to specialized durable medical equipment, seated wheeled mobility, and other neurological rehabilitation technologies Lecture and Laboratory.

PT 6015 Examination and Management of Neurological Disorders II (5.0 credit hours)

Prerequisite: Successful completion of PT 5210, 6010, and 6065. Continuation of PT 6010.

PT 6030 Physiological Basis of Therapeutic Exercise (4.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, 5233, and 5235. The physiological basis of therapeutic exercise is the foundation for this course, as well as the application of therapeutic exercise to treat acute, sub-acute, and chronic conditions. This course addresses bioenergetics, basic nutritional principles, therapeutic exercise, and exercise prescription based upon the acute and chronic physiological responses of the human body during exercise and other special conditions. Lecture and laboratory.

PT 6040 Evaluation and Treatment of Problems of the Cardiopulmonary System (4.0 credit hours)

Prerequisite: Successful completion of PT 5233, 5235, and 8110. This course serves as an introduction to evaluation and treatment of diseases of the cardio-pulmonary system. It will include physiology and pathophysiology, evaluation methods, treatment methods, and prevention with a focus on differential diagnosis. Introduction of applicable pharmacologic principles for the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6045 Differential Diagnosis of the Integumentary System/Wound Care (2.0 credit hours)

Prerequisite: Successful completion of PT 5233, 5235, and 6060. This course introduces screening for pathological conditions of the integumentary system including examination and interdisciplinary medical management. Emphasis on wound healing and intervention techniques. This course also introduces aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6050 Principles of Administration and Management (3.0 credit hours)

Prerequisite: Successful completion of PT 5015, 5220, and 5233. Organization and administration of a physical therapy department including budget considerations, hiring-interviewing techniques, marketing, and medical-legal issues. Lecture.

PT 6060 Prosthetics, Orthotics, and Gait (3.0 credit hours) DPT 2021 & DPT 2022

Prerequisite: Successful completion of PT 5120, 5125, 5233, 5235, 6008, and 8110. Assessment, appropriate selection, and application of prosthetic and orthotic devices to physical therapy clients with common neurological and musculoskeletal impairments. Analysis and differentiation of pathological gait patterns related to use of prosthetic and orthotic devices. Lecture and laboratory.

PT 6060 Prosthetics and Gait (2.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5125, 5233, 5235, 6008 and 8110.

This course will involve introduction to rehabilitation use of prosthetics and orthotics, including assessment, appropriate selection, and application of spinal, upper and lower-extremity prosthetic and orthotic devices, and shoe/gait modifications to physical therapy clients with common neurological and musculoskeletal impairments. Introductions and overviews of interprofessional collaboration with prosthetic and orthotic specialists will be presented. Lecture and laboratory.

PT 6065 Patient Care Skills II (2.0 credit hours)

Prerequisite: Successful completion of PT 5215, 5233, 5235, 6030, and 6040. Continuation of PT 5070. A case-based approach to patient care with a focus on the acute care setting. Emphasis is on examination and patient care skills of complex patients in an interdisciplinary setting. Critical thinking elements focus on effective communication and patient care documentation. Lecture and Laboratory.

PT 6070 Prevention and Management of Problems in the Aging Adult (3.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5210, 5233, 6010, 6020, 6030, 6040, 6045, 6060, and 6065. Systematic, problem-solving approach to the elderly patient/client with emphasis on prevention, etiology, clinical manifestations, evaluation and treatment, and resources. This course also introduces aspects of pharmacology used in this patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture.

PT 6075 Prevention and Management of Problems in the Pediatric Population (4.0 credit hours)

Prerequisite: Successful completion of PT 5120, 5215, 5233, 5235, 6008, 6040, 6060, 6630, and 8100. Systematic, problem-solving approach to the pediatric client with emphasis on prevention, etiology, clinical manifestations, evaluation, and treatment. This course also introduces aspects of pharmacology used in the patient population, including drug actions and screening for signs of toxicity and adverse effects. Lecture and laboratory.

PT 6090 Differential Diagnosis and Management of the Complex Patient (3.0 credit hours)

Prerequisite: Successful completion of PT 5210, 5215, 5233, 5235, 6010, 6020, 6030, 6040, 6045, 6065, and 6075. This course employs a mixed traditional and problem-based approach using a case study context. Students learn to differentially diagnose and manage patients with multisystem dysfunction within the scope of physical therapy practice. Lecture and laboratory.

PT 6600 Strategies for Successful learning (0.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. This course provides new students entering with Post-Professional Standing an introduction to the DPT program. Following an overview of the most important services, policies, instructional methods and resources, students will have an opportunity to assess their readiness for the program. The awareness, knowledge, and skills derived from this part of the course will help ensure successful completion of the program. This course is provided on campus only and must be taken prior to beginning the first semester in the program.

PT 6630 Structural Imaging in Physical Therapy Differential Diagnosis – Neurologic (1.0 credit hour)

Prerequisite: Successful completion of PT 5233 and 8110. This course will introduce indications, instrumentation, and clinical interpretation of various medical imaging techniques. The focus will be on test selection, clinical interpretation, and practical integration of imaging data into diagnosis of neurological conditions for planning and communication with other medical professionals. Lecture.

PT 7020 Clinical Education II (6.0 credit hours, CR/NCR)

Prerequisite: Successful completion of Semesters I, II, III, IV and V. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of course content in Semesters I through V (musculoskeletal and/or cardiopulmonary pathologies) will be emphasized in this clinical experience.

PT 7030 Clinical Education III (6.0 credit hours, CR/NCR)

Prerequisite: Successful completion of Semesters I, II, III, IV, V, VI and VII. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I through VII will be emphasized in this clinical experience.

PT 7040 Clinical Education IV (6.0 credit hours, CR/NCR)

Prerequisites: Successful completion of Semesters I, II, III, IV, V, VI, VII and VIII. Forty hours per week for twelve weeks under the direct supervision of a physical therapist serving as the clinical instructor. Application of all course content in Semesters I through VIII will be emphasized in this clinical experience.

PT 8100 Introduction to Pharmacology for the Physical Therapist (1.0 credit hour)

Prerequisite: Basic and applied pharmacology for the physical therapist. Includes pharmacokinetics, pharmacodynamics, classes of drugs, screening for drug toxicities and adverse effects related to physical therapy. Lecture.

PT 8101 Pharmacology for the Physical Therapist (3.0 credit hours)

Basic and applied pharmacology for the physical therapist. Includes the effects of pharmacotherapy on the health and well-being of patients, and clinical incorporation of pharmacologic information into treatment selection and delivery. Open to students enrolled in the DPT (Post-Professional) program only.

PT 8110 Structural Imaging in Physical Therapy Diagnosis- Musculoskeletal (2.0 credit hours)

Prerequisite: Successful completion of PT 5030 and 5035. This course will introduce indications, instrumentation, and clinical interpretation of various medical imaging techniques. The focus will be on test selection, clinical interpretation, and practical integration of imaging data into diagnosis of musculoskeletal conditions for planning and communication with other medical professionals. Lecture.

PT 8111 Structural Imaging in Physical Therapy Diagnosis (3.0 credit hours)

This course will familiarize the DPT student with the indication, instrumentation, and clinical interpretation of orthopedic imaging techniques, including plain film x-ray, magnetic resonance, computerized tomography, and radioisotope imaging. Selection protocols for each will be discussed to acquaint the student with advantages and disadvantages of each method and what type of information each technique best presents. This course will focus on the clinical interpretation and practical integration of imaging data into rehabilitation regimen design and communication with other medical professionals. Open to students enrolled in the DPT (Post-Professional) program only.

PT 8120 Medical Screening and Differential Diagnosis (4.0 credit hours)

Prerequisite: Acceptance to the program as a student with Post-Professional Standing. The course uses a systems approach to discuss common medical conditions, their epidemiology, etiology, clinical manifestations, medical management and issues related to PT screening, examination, interventions, and red flags. An introduction to differential diagnosis and systems review in physical therapy is provided with emphasis on the integumentary system. Includes labs on physical exam related to visceral structures for purposes of medical screening and indications for referral to medical practitioner or other appropriate health care providers. May include online lectures/discussions and in class laboratory.

PT 8130 Advanced Differential Diagnosis I (2.0 credit hours)

Prerequisites: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies within the musculoskeletal system as described in the *Guide to Physical Therapist Practice*. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher-level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations, multi-systems involvement, and will encompass the life span.

PT 8133 Advanced Differential Diagnosis II (2.0 credit hours)

Prerequisite: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies within the cardiovascular and pulmonary systems as described in the *Guide to Physical Therapist Practice*. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher-level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations, multi-system involvement, and will encompass the life span.

PT 8135 Advanced Differential Diagnosis III (2.0 credit hours)

Prerequisites: Licensed physical therapist with at least one year of clinical experience. This course includes detailed skills for differentiating pathologies with the neurologic system as described in the *Guide to Physical Therapist Practice*. The reliability and validity of relevant PT tests and measures will be explored. The physical therapist will develop higher-level clinical reasoning skills related to developing a PT diagnosis and interventions. Cases will include those with complex presentations or multi-system involvement and will encompass the life span.

PT 8140 Application of Research to Evidence Based Practice (3.0 credit hours)

Prerequisite: PT 5130 or equivalent. Examines research methods used for the objective and systematic study and evaluation of clinical practices. Applies evidence in the area of physical therapy administration and management to current practice settings following the five steps of evidence-based practice. Includes individual reviews and group on-line discussions.

PT 8200 Professional Leadership and Ethics (2.0 credit hours)

Potential leadership roles of the physical therapist will be discussed. Issues related to professional development and reflective practice, collaboration with other health care providers, and knowledge of advocacy will be examined. Group discussions will include legal/ethical issues experienced in the clinical setting and in relation to the role of the physical therapist in primary care/direct access.

PT 8210 Documentation and Health Care Financing (2.0 credit hours)

Government, private insurance, and managed care changes in health care financing will be presented. Students will review and critique documentation as a means to developing their own skills in this area.

PT 8230 Wellness and Prevention/Community Education (3.0 credit hours)

The application of primary, secondary, and tertiary prevention and the therapist's role in wellness and health promotion will be discussed. Teaching/learning principles are applied to community education programs including those related to wellness, prevention, and health promotion.

PT 8400 Capstone Project I (1.0 credit hour, CR/NCR)

Prerequisite: Successful completion of PT 5130 and 5140. This course provides the opportunity to select a capstone project in one of three areas: a community service partnership project; a comprehensive case study from a clinical education experience; or an empirical research project. It is expected that the final product will contribute to the community, clinical practice, or professional literature at a level consistent with presentation to a professional audience. Completed projects will be presented as posters or platform presentations prior to graduation.

PT 8401 Capstone Project II (1.0 credit hour, CR/NCR)

Prerequisite: Successful completion of PT 5233 and 8400. This course provides the continued development of the capstone project. Continuation of PT 8400.

PT 8402 Capstone Project III (3.0 credit hours)

Prerequisite: Successful completion of PT 8401. This course is a continuation of PT 8400 and 8401. Completed projects will be presented as posters or platform presentations prior to graduation.

PT 8500 Selected Topics (2.0 – 4.0 credit hours, CR/NCR)

Prerequisite: Approval of instructor. Special topics in physical therapy presented in workshop format. Laboratory experiences may be included.

PT 8600 Community Service (2.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. Contributions students make beyond their professional role through interaction and service are experienced through practical application. Emphasis on developing the role and responsibility of the physical therapist within a given community.

PT 8697 Individual Independent Studies (1.0 – 3.0 credit hours, CR/NCR)

Prerequisite: Acceptance to program. Students will work on individual assignments/projects to obtain standards in a specified area of the physical therapy curriculum. Course content and assignments will be individualized to address needed topic competency.

PT 8698 Group Independent Studies (1.0 – 3.0 credit hours)

Prerequisite: Acceptance to program as a student with Post-Professional Standing. Students will work in small groups to fulfill competency in a specified area of physical therapy practice. Course content and assignments will be individualized to meet the group's needs.

PT 8699 Individual Independent Studies (1.0 – 3.0 credit hours)

Prerequisite: Acceptance to program. Students will work on individual assignments/projects to fulfill competency in a specified area of physical therapy practice. Course content and assignment will be individualized to meet the student's needs.

Honors and Awards

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

- Alpha Eta Honor Society (Professional Students)
- Alumni Award (Post-Professional Students)
- Bertha Oliver Memorial Award
- Class Morale Award
- The Dean's Award
- Leadership and Service Award (Post-Professional Students)
- Physical Therapy Academic Achievement Award
- Physical Therapy Faculty Award
- Physical Therapy Outstanding Clinical Performance Award
- Physical Therapy Outstanding Service Award
- President's Society Award
- Rebecca E. Pabst Memorial Scholarship Award

Academic Calendar

Fall 2025	
August 4-8, 2025	New Student Orientation
August 8, 2025	White Coat Ceremony
August 11, 2025	Fall Classes Begin (Years 1 and 2)
August 18, 2025	Fall Classes Begin (Year 3)
September 1, 2025	Labor Day – No Classes*
October 13, 2025	Indigenous People’s Day – No Classes
November 11, 2025	Veterans Day Observed– No Classes
November 26, 2025	Thanksgiving Recess Begins @ 5:00 p.m.*
December 1, 2025	Fall Classes Resume
December 12, 2025	Fall Classes End (Years 1 and 2)
December 19, 2025	Fall Classes End (Year 3)
Spring 2026	
January 5, 2026	Spring Classes Begin (Years 1-3)
January 19, 2026	Martin Luther King Day – No Classes*
February 16, 2026	President’s Day – No Classes*
March 16, 2026	Spring Break Begins (Years 1-2)
March 23, 2026	Classes Resume (Years 1-2)
March 27, 2026	Spring Classes End (Year 3)
May 8, 2026	Spring Classes End (Year 2)
May 15, 2026	Spring Classes End (Year 1)
May 18-20, 2026	WesternU Commencement
Summer 2026	
April 6, 2026	Summer Classes Begin (Year 3)
May 18, 2026	Summer Classes Begin (Year 2)
May 25, 2026	Memorial Day – No Classes*
May 26, 2026	Summer Classes Begin (Year 1)
June 19, 2026	Juneteenth – No Classes
July 3, 2026	Independence Day Observed – No Classes*
July 24, 2026	Summer Classes End (Year 1)
July 31, 2026	Summer Classes End (Year 3)
August 7, 2026	Summer Classes End (Year 2)

**Students in clinical rotations observe their preceptors’ hours, which may include working on federal holidays*

Oath for Physical Therapists

As a physical therapist dedicated to providing the highest quality care and services, I solemnly pledge I will:

Respect the rights and dignity of all individuals who seek my services or with whom I work;

Act in a compassionate and trustworthy manner in all aspects of my services;

Exercise sound professional judgment while abiding by legal and ethical requirements;

Demonstrate integrity during interactions with colleagues, other health care providers, students, faculty, researchers, the public, and payers for the enhancement of patient care and the advancement of the profession;

Enhance my practice through life-long acquisition and application of knowledge, skills, and professional behavior;

Participate in efforts to meet physical therapy and health care needs of local, national, and global communities.

Thus, with this oath, I accept the duties and responsibilities that embody the physical therapy profession.