



WILSON COLLEGE

**DOCTOR OF
PHYSICAL THERAPY**

STUDENT HANDBOOK

WELCOME!

Dear students,

Congratulations and welcome to the Doctor of Physical Therapy (DPT) Program at Wilson College (WC). Having you join our mission truly excites us!

Acknowledging your accomplishments that got you here is a priority. We confidently anticipate that your success will continue! The pride of your success is born from the drive and competitiveness that led to your acceptance into the DPT Program and will be called upon to help you get through the upcoming transformation.

You are embarking on a DPT Program that is contemporary in content, innovative in delivery, and entirely focused on you, the student / learner. The next two years will challenge you in ways you have not yet experienced, which will also serve as some of the most rewarding times. Wilson College, the entire DPT faculty and staff are here for the sole purpose of providing you with an exceptional and transformative education. It is our mission that all of you become 'Doctors of Physical Therapy' who serve as principled leaders, revolutionize healthcare, and further transform the lives of the patients and communities to which you belong. We trust that inspires you as much as it does us.

As an adult learner, you have the autonomy, control, and responsibility over your educational experience. Seize this moment, lean into the challenges, and make the most out of every learning opportunity. Approach your education with adaptable determination that is flexible, humble, and mature. Enjoy the friendships forged, mentorship shared, individual achievements, collective progress, and marvel at your personal and professional transformation through this journey.

~ The Faculty and Staff of the WC DPT Program

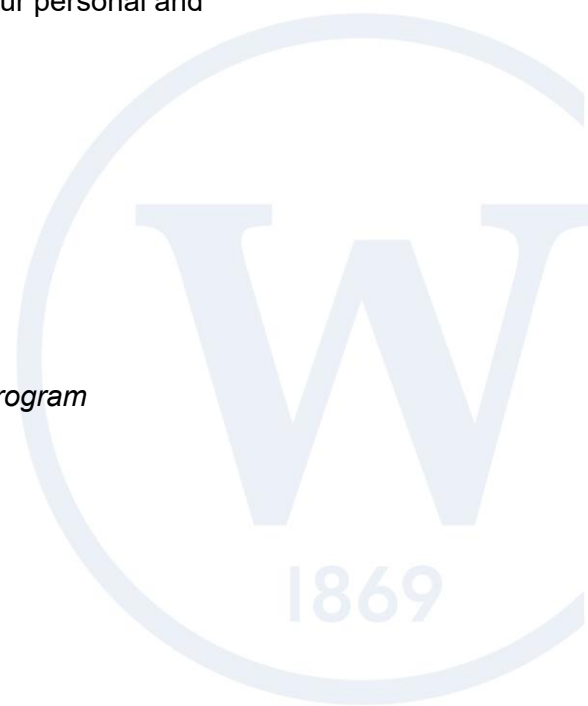


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1.0 INTRODUCTION

The DPT Program & Student Handbook is grounded by the belief that professional formation begins with clear **purpose**. The program's policies, procedures, and expectations are practical expressions derived from **first principles** and designed to support our purpose to develop physical therapists prepared to **lead** with competence, courage, and compassion.

This handbook provides a map for this journey of development. The practical expression of principled discipline establishes shared standards, responsibilities, and processes that promote a thriving learning community with **accountability** and **ownership**. The handbook is written with intentional clarity and consistency to support each student's growth as a developing professional.

At the same time, the map is not the terrain. Although this handbook offers direction and guide rails, the journey of becoming a physical therapist unfolds in the trenches, one step at a time, and often with a level of uncertainty. The handbook allows navigation. Moreover, this collection of policies, procedures, and expectations are expressions of our **commitment** to support you. *We are on the journey and in the trenches with you, all the way.*

Students are invited to engage this handbook as a framework for meaningful participation in a demanding and transformative professional journey.

1.1.0 Wilson College

1.1.1 Mission

Wilson College empowers students to be confident and critical thinkers, creative visionaries, effective communicators, honorable leaders, and agents of justice.

1.1.2 Vision

Creating possibilities.
Forging exceptional student success.
Transforming lives.

1.1.3 Honor Principle

Students enrolled at Wilson College live under an [Honor Principle](#) and within a system of shared, community-based governance. The Honor Principle states that:

“As a member of the Wilson College community, I will act with integrity in all personal, scholarly, and professional endeavors. I will respect the dignity and diversity of all persons and the rights and property of others. I will demonstrate concern for the well-being and needs of others by supporting an environment that enhances growth and development.”

1.1.4 Values

Honor

Wilson upholds honesty and integrity as cornerstones of individual behavior in public and private.

Discovery

Wilson believes inquiry leads to a deeper understanding of ourselves, our disciplines, and the world around us. We encourage transformative exploration and risk-taking that produce personal and communal growth.

Inclusivity

Wilson cultivates a welcoming environment in which everyone or group is respected, supported, and valued. An inclusive climate embraces differences and offers respect in words and actions.

Community

Wilson thrives in a collaborative, relationship centered culture where we support one another in the broad range of high-level learning and work activities that we endeavor to achieve.

Service

Wilson embraces its role as an intellectual and artistic center in the region by providing programming, institutional outreach, service learning, and volunteerism, preparing our students to be active contributors in their communities.

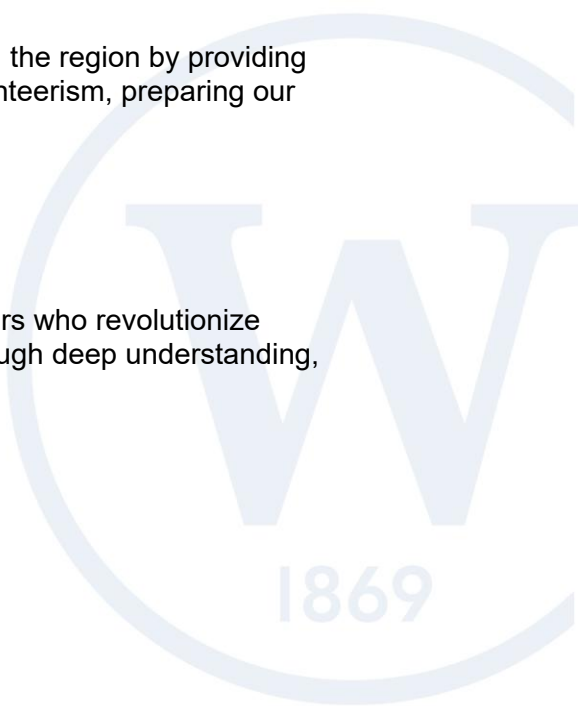
1.2.0 Doctor of Physical Therapy Program

1.2.1 Mission

Empower future physical therapists to become principled leaders who revolutionize healthcare outcomes and transform people's quality of life through deep understanding, bold advocacy, and dedicated service.

1.2.2 Vision

Integrate fully as compassionate healthcare providers.
Inspire empowerment within healthcare and those we serve.
Impact healthcare outcomes by transforming lives.



1.2.3 Values & First Principles

- Accountability
 - *We author the outcomes, not the narrators of circumstances.*
- Authenticity
 - *Our inner convictions and our outer expressions are identical.*
- Beneficence
 - *Every interaction is an opportunity to leave someone or something better than we found them.*
- Courage
 - *The cost of an action does not factor into the right decision.*
- Discipline
 - *Structure and systems earn us freedom.*
- Excellence
 - *The standard is set by those we serve rather than the minimum requirement.*
- Humility
 - *Our current understanding is the floor, not the ceiling.*
- Integrity
 - *We are identical in the dark as in the light.*
- Presence
 - *Attention is a commodity, embrace the moment fully.*

1.2.4 The Soul of the Program

BOLD MOVEMENT REVOLUTION

Providing the Movement that Healthcare needs

This is a calling for the bold!

The changes needed in healthcare require a revolution, which speaks to a transformation. That transformation starts with you, the student, as the next generation of physical therapists. The aim is set by the mission and vision while the journey to those targets is directed by values.

Values become first principles. In other words, values are actionable and sustain your journey. It's a worthwhile journey marked by the impact you have on healthcare, one patient at a time...

The soul of the DPT Program embodies this expression

1.2.5 Strategic Goals

Goal 1: The Doctor of Physical Therapy Program will be accredited by the Commission on Accreditation in Physical Therapy (CAPTE) with a unique narrative offering innovative pathways of entry and clinical experience.

Goal 2: The Doctor of Physical Therapy Program will pursue mission & vision aligned development that strengthens educational pathways, responds to workforce needs, and contributes to healthcare's evolution and further supports long-term institutional sustainability.

Goal 3: The Doctor of Physical Therapy Program will empower dedicated, diverse, reflective faculty who are student centric, mission oriented, and committed to promoting the Wilson culture, exemplifying commitment to life-long learning, and diligently strive to produce career-ready and doctoring level students that serve the dynamic and turbulent healthcare needs in surrounding regions and for underserved communities.

Goal 4: The Doctor of Physical Therapy will contribute to the transformation of healthcare as doctoring professionals through sustainable, reciprocal, and mission-aligned educational and clinical education experiences who fully understand population health, mechanisms of entry into healthcare, embrace direct access and primary care through initiatives that enhance student learning and generate meaningful community and healthcare impact.

1.2.6 Program Philosophy and Educational Principles

The DPT Program exists to produce physical therapists who can serve as the first point of entry into the healthcare system. Clinicians who examine, treat, decide, advocate, and refer with sound judgment in broad spectrum, primary care practice across the lifespan and continuum of care including prevention. As such, the DPT Program is an evolution of **an intentional and innovative doctoral healthcare professions education**. The accelerated hybrid model is rigorous and responsive to the diverse life circumstances of today's learners. **This model is founded on the principles of** the neuroscience of teaching and learning, the realities of contemporary healthcare, and an unwavering commitment to transforming students into competent clinicians.

What we believe about Learning. Learning is a transformative process that changes the learner's brain. Transformation occurs with disciplined effort rather than exposure.

Learning transforms through the retrieval of content that is revisited over time. The transformation is delineated when predictions meet feedback in a realistic context and through practice. The personal challenges with transformation are protected when learners feel safe with the struggle and through the provision of reflection. The curriculum is designed around these facts.

What we believe about the clinician. The core competence of a physical therapist is clinical reasoning that prioritizes safety, person-centered decisions, and problem solving in the presence of uncertainty. The application of scientific knowledge through hands on skills that is filtered through clinical reasoning build professional character by exemplifying professional judgement. A graduate is ready when they can earn the trust of the patient whom they've never seen, effectively determine the needs of that patient, and explain their reasoning for the plan of care.

What we believe about faculty and learners. Faculty are designers of learning, clinical advisors, and models of clinicians we expect learners to become. Faculty make their own reasoning visible including the uncertainty while continuing to learn through scholarship, practice, and service. Faculty provide safety for students to own their learning. The example faculty set is marked by arriving prepared, engage in effortful practice, seek feedback, and evolve with the student. A partnership is forged by faculty and learners working together with established high expectations in a supportive environment.

The connection. Three commitments give these beliefs structure; excellence in evidence-based clinical education, access across learner profiles and life circumstances, and the professional formation of physical therapists who embody therapeutic alliance, clinical wisdom, and compassion. Each commitment is measured through the Program Assessment Plan. Together, these commitments serve the program's mission, vision, and values (Accountability, Authenticity, Beneficence, Courage, Discipline, Excellence, Humility, Integrity, and Presence).

How the Curriculum is Built. The accelerated hybrid curriculum ensures clinical expertise develops through the deliberate integration of foundational science, applied clinical reasoning, reflective practice, and repeated exposure to real and simulated patient complexity across progressively demanding contexts. The didactic curriculum provides conceptual and scientific architecture. The laboratory immersions use this frame to deepen psychomotor competency that reinforces clinical reasoning. The clinical

education experiences provide a bridge between academic preparation and the development of professional identity.

Educational Principles

The following six educational principles define the intellectual and pedagogical foundation of the DPT Program's curriculum. The 6 educational principles are collectively considered the 6-Rs. They are interconnected and mutually reinforcing. Each principle is embedded in the curricular design, instructional methods, and assessment processes.

Relationship - Faculty-Student

Students learn best when challenged in a supportive environment. Productive struggle and adaptive learning require psychological safety provided by strong, collaborative, and mutually respectful relationships with faculty. The DPT Program's accelerated model encourages and supports students to take on the leadership required for their own learning. Faculty serve as skilled facilitators and advisors who build students' adaptive capacity and guide self-discovery with supportive reinforcement. This relationship is assessed by advising records, early-alert and promediation outcomes, student culture and belonging data, and professional behavior outcomes.

Retrieval - Active Learning and Engagement

Students learn what they actively recall. Our student-centered education reinforces the reorganization of memory, which is accomplished through retrieval and generated knowledge. Students are challenged as active participants in low-stake assessments; case presentations require predictions and collaborative discussions. Collaborative and Interactive discussions develop clinical and critical reasoning that promote self-efficacy in advocacy, communication, and professional problem solving. Collaborative learning is encouraged so that students acquire knowledge, share ideas, think strategically, and develop skills. This educational principle is assessed by summative assessment outcomes and Student Course Evaluations.

Revisit – Relevant Returns to Content

Effective learning builds on students' prior knowledge and experience to deepen comprehension, application, and skill development. New knowledge is gained and understood when it connects to existing knowledge. The accelerated curriculum has a built-in safeguard through spaced and interwoven practice where complexity increases. An evidence-based approach delivers foundational and applied science with immediate clinical applicability. Faculty create teachable moments with progressive complexity with

online, lab, and clinical activities that connect didactic content to clinical practice that sustain professional transformation. This educational principle is assessed by review of curricular mapping, summative examinations, and practical examinations.

Revise – Predict, Test, & Revise

Clinical reasoning develops and progresses when students are challenged to commit to a professional judgement, test it, and revise it according to feedback. The gap between the student's prediction and the outcome is where learning occurs. The faculty are committed to timely and specific feedback. This learning loop also mirrors clinical reasoning that requires a hypothesis, examination, and re-evaluation after treatment. This is where learning to learn turns into learning to reason. The revising principle is assessed by assignment outcomes, review of reflection assignments, formative and summative assessments, and practical examinations.

Rehearse – Practice

Competence is gained through deliberate practice within specific contexts. Practical application unites psychomotor skills and clinical judgments when active engagement meets feedback. Deliberate practice is accomplished through online case-based learning, immersive lab immersions, and applied in contemporary practice through full-time clinical education experiences. These opportunities are planned and timed within courses and across the curriculum to validate student understanding and skill development while building confidence and competence for entry-level practice. The rehearsal principle is assessed through skills checks, practical examinations, and clinical performance assessment.

Reflect – Know Your Thinking

Metacognition is one of the highest forms of learning and encourages self-directed learning. Learning is enhanced when students engage in frequent, intentional self-reflection. Students develop the skills of reflective practice, which are modeled by faculty and cultivated throughout the program. Regular opportunities for self-assessment allow students to monitor their own growth as clinicians, recognize gaps in their understanding, and take deliberate action to address them. Reflective practice is a commitment to professional identity. The self-reflection principle is assessed by self-reflection assignments, review of advising records and faculty assessments.

1.2.7 Expected Outcomes

GRADUATES: *The following goals describe the aspirations, competencies, and professional identity expected of every graduate of the Wilson College DPT Program at*

the point of program completion and beyond. These goals align with the Program's Strategic Pillars 1, 3, and 4.

1. Graduates will demonstrate entry-level clinical competence as doctoring physical therapy professionals, providing evidence-based, patient-centered care across the lifespan, diverse populations, and a range of diagnoses, consistent with APTA professional standards and the evolving demands of healthcare.
2. Graduates will demonstrate a commitment to life-long learning, reflective practice, and scholarly inquiry, continuously advancing their professional knowledge.
3. Graduates will demonstrate the knowledge, clinical reasoning, and professional competencies necessary for entry-level physical therapist practice and eligibility for licensure.
4. Graduates will serve as principle-based leaders who boldly advocate for patients, the physical therapy profession, and healthcare outcomes with a special commitment to underserved, rural, and vulnerable populations.

STUDENTS: *The following goals articulate expectations for students enrolled in the DPT Program, addressing clinical readiness, community service, professional development, and scholarly engagement. These goals align with Strategic Pillars 3 & 4.*

1. Students will engage in structured community service, health outreach, and service-learning experiences that promote awareness of population health needs, primary care access, and the physical therapy profession's role in healthcare transformation.
2. Students will demonstrate active professional membership, engagement, and leadership within the American Physical Therapy Association (APTA) and their respective state physical therapy associations, reflecting the program's commitment to professional identity and advocacy.
3. Students will develop the clinical reasoning, diagnostic readiness, and professional competencies required of doctoring-level physical therapy practitioners through active engagement with the program's integrated curricular threads and mentoring model.
4. Students will demonstrate reflective self-assessment, proactive engagement with the program's coaching and advising model, and professional accountability as participants in an accelerated hybrid educational environment.

FACULTY: *The following goals articulate expectations for DPT Program faculty in the areas of pedagogy, scholarship, mentorship, service, and professional conduct. These goals align with Strategic Pillars 2, 3 & 4.*

1. Faculty will implement innovative, evidence-based, and student-centered teaching strategies that develop clinical reasoning, diagnostic readiness, and doctoring-level professional competence in all students.
2. Faculty will serve as coaches, advisors, and advisors within the program's structured mentoring model, fostering student accountability, reflective practice, professional formation, and early identification of academic or professional risk.
3. Faculty will demonstrate sustained commitment to professional service and leadership within Wilson College, the physical therapy profession, and the surrounding community, embodying the program's values of humility, integrity, and beneficence.
4. Faculty will actively cultivate a cohesive, inclusive, and mission-aligned program culture defined by retention, scholarly productivity, and shared ownership of continuous quality improvement processes consistent with CAPTE accreditation standards.

PROGRAM: *The following goals articulate institutional-level commitments of the DPT Program related to accreditation, curriculum, operational sustainability, clinical education, and community leadership. These goals align with all four (4) Strategic Pillars.*

1. The program will achieve and maintain CAPTE accreditation with a distinctive narrative that reflects innovative admissions pathways, accelerated hybrid delivery, and a mission-driven approach to producing doctoring-level physical therapy professionals prepared to transform healthcare.
2. The program will establish and sustain a robust, diverse clinical education network spanning the Northeast, surrounding regions, and rural or medically underserved communities, providing students with breadth of experience across patient populations, diagnoses, and innovative practice settings.
3. The program will sustain a fully integrated, outcomes-driven curriculum in which clinical reasoning, diagnostic readiness, primary care, mental health literacy, and community health threads are deliberately woven across all coursework and clinical education experiences.
4. The program will maintain a comprehensive, data-driven assessment system to drive continuous improvement, accreditation readiness, and accountability to all stakeholders.

1.2.8 Accreditation Status

Wilson College is seeking accreditation of a new physical therapist education program from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on November 1st, 2026. Submission of this document does not ensure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation. The Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, VA 22305-3085; Telephone: 703-706-3245; email: accreditationsupport@APTA.org.

Additionally, in October of 2026, Wilson College submitted a substantive change request to the Middle States Commission on Higher Education (MSCHE) to offer the Doctor of Physical Therapy degree. MSCHE requires submission for a substantive change request to be submitted less than one year prior to launching the substantive change. The DPT Program is scheduled to launch the first cohort on August 23, 2027. The MSCHE review and pending decision is expected in the month of January 2027.

2.0 ADMISSIONS POLICIES

Admission to the DPT Program aligns with the Wilson College mission and policies. We seek candidates who demonstrate academic excellence, compassionate responsiveness, and dedication to service. Admission is granted on a space-available basis following a competitive, holistic, and transparent review of each applicant's complete submitted materials through PTCAS.

2.1.0 Admissions Standards

The DPT Program is committed to identifying candidates who reflect the values, intellectual capacity, professional character, and mission alignment required of a doctoring physical therapist. Applicants designated for the priority pool are processed before general pool applicants. General pool processing begins after priority pool processing is completed. Applications eligible for formal admissions review receive one of the following determinations:

1. Full Admission
2. Contingent Admission
3. Waitlist
4. Deferred Decision
5. Denial of Admission

(See full policy [POLICY APPENDICES](#)
Appendix 1)

2.2.0 Application Requirements

REQUIREMENT	DPT PROGRAM – Holistic Approach
Pathways into Program (Degree Requirements)	Undergraduate pathway with bachelor's degree from a regionally accredited institution and prerequisites from a degree-granting accredited institution Bachelor's degree & active professional license with a minimum of 1-year patient facing experience (Prerequisites waived)
Holistic Considerations:	1) Current or Former Military Service 2) Rural Community Location 3) First generation College Professional 4) Recommended Completed Questionnaire(s) - (Self-regulation, Grit, Personality, Psychological Profile) 5) Returning College Student – Previous Workforce Experience. 6) Documented Service experience
Academic Requirements [Minimum GPA]	Minimum GPA Overall = 3.0 Minimum GPA Pre-requisite / core sciences = 3.0
GRE	Not Required
Guided Observation Hours	50 hours total completed across at least two practice settings
Letters of Recommendation (LOR)	Two LORs are required
Personal Statement Essay	Essay / Composition Authenticity & Quality
[Virtual] Interview Asynchronous	Kira Talent. Answer / Authenticity & Creativity Quality
Behavioral Attributes	Demonstration of professionalism, communication skills, curiosity, self-regulation, compassion, anti-fragility, and leadership.
Attend Info-session Webinar	Minimum of one

Prerequisite Courses

Bachelor's degree pathway with a completed bachelor's degree from a degree-granting accredited institution and completed prerequisites.

1. Applications will be accepted if specific prerequisite courses are in progress.
 1. At the time of application submission, prospective students must have at least six of the nine required prerequisites completed to be considered.
 2. All nine prerequisite courses must be completed prior to matriculation, reflected by official transcripts

Completion of the following prerequisite courses with a grade of B or higher is required.

1. Human Anatomy & Physiology I (with lab)
 - a. Must have been completed in last 10 years
2. Human Anatomy & Physiology II (with lab)
 - a. Must have been completed in last 10 years
3. General Biology I (with lab)
4. General Chemistry I (with lab)
5. General Physics I (with lab)
6. General Physics II (with lab)
7. Two Psychology Courses (i.e., General, Abnormal, Developmental)
8. One Statistics (i.e., General Statistics, Biostatistics, Research Design)

Encouraged and Recommended Prerequisites:

1. Pathophysiology
2. Neuroscience
3. Medical Terminology (certificate or course)
4. Kinesiology

Holistic Considerations

A holistic admissions approach is utilized for all applicants and considers admissions on an individual basis for provisional acceptance. The holistic considerations account for specific experiences such as:

- Current military service or veteran
- Rural community location
- First generation college professional
- Completed psychosocial questionnaire(s) - (self-regulation, grit, emotional intelligence, resilience)
- Returning college student – previous workforce experience.
- Documented substantive service experience

Academic Requirements

Degree requirements: Prospective students must have a bachelor's degree from a regionally accredited institution. Official transcripts from all institutions attended are required for submission.

1. A minimum cumulative GPA and prerequisite course GPA of 3.00 and 3.0 or greater, respectively, is required for admissions."
 - a. Course Forgiveness Repeats for Course Science Prerequisites = 1 time is preferable.
2. The Admissions Committee uses a holistic review process and may consider applicants with a GPA below 3.00 in limited circumstances when clear and substantive evidence of readiness for the rigor of the program is determined (i.e., Emotional intelligence, strong prerequisite/science performance, upward academic trend, rigor of coursework, and / or substantial professional/clinical education experience).
3. Applicants whose academic record does not fully reflect their potential are invited to provide additional context, background or life circumstances that influenced their academic performance.

Observation Hours

A minimum of 50 observation hours, volunteer or work, with a licensed physical therapist is required. Observation at two separate practice type locations is required unless the experience provided extensive work hours well exceeding the minimum requirement. A document describing the observation hours must be uploaded electronically and must contain the applicant's name, number of hours, the clinic director's or supervising PT's name(s), PT(s) license number(s), and signature(s).

Recommendations

The applicant must submit two letters of recommendation: one from the applicant's choice such as an employer, supervisor, or advisor and the other from a professor or licensed physical therapist whom they observed. Recommendations cannot be provided by clergy, family, or friends.

Personal Statement

The applicant is required to submit a personal one-to-two pages statement that provides a genuine reflection of personal motivations for pursuing the physical therapy profession and readiness for the academic demands of an accelerated hybrid Doctor of Physical Therapy Program. The statement is encouraged to share authentic experiences that inspired the decision to pursue physical therapy, highlight personal values, and demonstrate the capacity for meaningful communication (graduate level writing). Applicants must write in their own voice. The use of AI including generative AI systems, Grammarly, or similar automated writing or editing services is not permitted. The admissions committee prioritizes original work, and any evidence of AI-generated or edited content may result in denial. Genuine reflection is the emphasis of the personal statement, and the holistic admissions approach is built on trust.

Virtual Interview

The asynchronous video interview, through the Kira Talent platform, is a required component of the admissions selection process for all qualified applicants in all pools and pathways. Applicants will receive advance notice regarding interview platform requirements, prompt format, submission deadlines, and technical instructions. This interview allows applicants to respond to a series of structured questions designed to assess professionalism, communication skills, reasoning, and alignment with the values of Wilson College and the DPT Program. Applicants record a timed video response after a brief preparation period for each question. The asynchronous format allows candidates a designated time window to complete the interview while providing the Admissions Committee a standardized method to evaluate applicants. Applicants are expected to independently complete the interview.

Info Session Attendance

The admissions committee has the expectation that a minimum of one info-session or webinar was attended as a reflection of awareness specific to Wilson College and the Doctor of Physical Therapy Program.

2.3.0 Admissions Selection

Admission to the DPT Program is selective, space-available, and determined through a competitive, rubric-based, holistic review of each qualified applicant's complete application. The program uses a structured admissions rubric to evaluate and rank qualified applicants in a fair, consistent, and mission-aligned manner. Each application component is scored according to predefined criteria, and a total weighted score is calculated for each applicant. Qualified applicants are ranked from highest to lowest weighted score within their respective applicant pool.

Individuals participating in the admissions selection process shall disclose any actual or perceived conflict of interest involving an applicant. Any individual with a conflict shall recuse themselves from the review, scoring, discussion, and admissions determination involving that applicant to ensure fairness and impartiality throughout the selection process.

Application materials, admissions rubric scores, interview evaluations, committee discussions, and admissions determinations are confidential and shall be accessed only by individuals with a legitimate educational interest in accordance with institutional policy and applicable privacy regulations.

(See Full Policy [Appendix 2](#))

2.3.1 Transfer Credit and Advanced Placement

The DPT Program follows a cohort model, with students progressing through a scaffolded curriculum together. Because the curriculum is intentionally designed to build knowledge, skills, clinical reasoning, and professional identity across each semester neither transfer credits nor advanced placement is offered for students.

3.0 OVERVIEW OF THE DPT PROGRAM

3.1.0 Introduction to the Professional Curriculum

The DPT Program's curriculum is contained in a 2-year period and requires successful completion of 108 credit hours. The curriculum requires 6 continuous academic semesters that are broken into 2 terms each. The core curriculum of foundational science, clinical science, and patient and practice management courses is delivered in an accelerated, hybrid learning environment that optimizes technology and web-based teaching strategies for foundational didactics, integrates critical psychomotor skill development during onsite lab immersion sessions, and incorporates a structured and collaborative clinical education program. The DPT curriculum integrates course content and assignments that emphasize collaboration, critical thinking, evidence, and student development and accountability. The curriculum is a balance between foundational, theoretical, practical, and analytical instruction that prepares the learner for the unique challenges of dynamic healthcare system.

3.2.0 Doctor of Physical Therapy Plan of Study

YEAR 1			
Semester 1	Course #	Course Title	Credit
			Lecture-Lab
1.1 / 1.2	DPT-600	Human Anatomy	7 (5/2)
1.1 / 1.2	DPT-601	Physical Therapy Fundamentals	3 (2/1)
1.1 / 1.2	DPT-602	Human Physiology and Pathophysiology	3 (3/0)
1.1	DPT-605	Evidenced Informed Practice 1	2 (2/0)
1.1	DPT-611	Health Promotion & Wellness	2.5 (2/.5)
1.2	DPT-608	Professional Competencies	1 (1/0)
1.2	DPT-614	Therapeutic Interventions 1	2.5 (2/.5)
Total Semester Credits			21

Semester 2	Course #	Course Title	Credit
			Lecture-Lab
2.1 / 2.2	DPT-629	Clinical Neuroscience	3.5 (3/.5)
2.1	DPT-615	Movement Science	2.5 (2/.5)
2.1	DPT-620	Musculoskeletal Practice 1	4 (3/1)
2.1	DPT-622	Integrative Pain Science	2 (2/0)
2.2	DPT-623	Musculoskeletal Practice 2	3 (2/1)
2.2	DPT-625	Evidence Informed Practice 2	2 (2/0)
2.2	DPT-627	Therapeutic Interventions 2	1.5 (1/.5)
Total Semester Credits			18.5
Semester 3	Course #	Course Title	Credit
			Lecture-Lab
3.1 / 3.2	DPT-640	Cardiopulmonary Practice	3.5 (3/.5)
3.1	DPT-630	Musculoskeletal Practice 3	4 (3/1)
3.1	DPT-632	Management of the Aging Adult	3.5 (3/.5)
3.1	DPT-633	Neuromuscular Practice 1	2.5 (2/.5)
3.2	DPT-635	Musculoskeletal Practice 4	3 (2/1)
3.2	DPT-637	Neuromuscular Practice 2	2.5 (2/.5)
Total Semester Credits			19
YEAR 2			
Semester 4	Course #	Course Title	Credit
			Lecture-Lab
4.1	DPT-670	Physical Therapy Practice 1	8
4.2	DPT-644	Management of the Complex Patient	2.5 (2/.5)
4.2	DPT-645	Management of the Pediatric Patient	2.5 (2/.5)
4.2	DPT-647	Advanced Diagnostics	2 (2/0)
4.2	DPT-649	Pharmacology	2 (2/0)
Total Semester Credits			17
Semester 5	Course #	Course Title	Credit
			Lecture-Lab
5.1	DPT-650	Business Management & Leadership	2 (2/0)
5.1	DPT-653	Bracing, Prosthetics, & Orthotics	1.5 (1/.5)
5.1	DPT-655	Advanced Therapeutic Interventions	2 (1/1)
5.1	DPT-657	Primary Care Physical Therapy	2 (2/0)
5.2	DPT-675	Physical Therapy Practice 2	8
5.2	DPT-690	Capstone 1	1 (1/0)
Total Semester Credits			16.5
Semester 6	Course #	Course Title	Credit

			Lecture-Lab
6.1 / 6.2	DPT-680	Physical Therapy Practice 3	14
6.1 / 6.2	DPT-695	Capstone 2	2 (2/0)
Total Semester Credits			16
Total Curriculum Credits			108

3.3.0 Curriculum Sequencing and Integration

The accelerated nature of the DPT Program's curriculum requires all students to complete required courses in a dedicated sequential manner. Topics are sequenced and scaffolded throughout the program to optimize the learner's ability to gain and integrate knowledge from course material into future didactic and clinical education experiences.

The curriculum is sequenced using the traditional physical therapy education model. The foundational core sciences initiate the curriculum, and they progress sequentially toward clinical and physical therapy practice. This design allows biological and physical sciences, most of which are concrete, to form the foundation for the clinical and physical therapy science courses that follow. Courses are sequenced in a manner to build upon the knowledge, skills, and experiences previously learned to develop a deeper understanding, integration, and synthesis of content as students' progress further into the curriculum.

Course sequencing also uses a systems-based approach to facilitate learning. Early courses in the curriculum place a heavy emphasis on the body as a movement system. Physiological, musculoskeletal, neuromuscular, cardiopulmonary, endocrine, and genitourinary systems are discussed in sequence within the curriculum, as is lifespan content.

Curriculum integration is accomplished in two ways. The first integration is seen through the principle of repetition and recall in adult learning. Learning and understanding are improved when content is repeated with recall often and provided in a variety of learning experiences. The second integration is achieved by using the two major curricular threads of evidence-based practice and clinical reasoning. These curricular threads are taught and emphasized throughout the didactic and clinical education process to emphasize the importance and to enhance learner acquisition with application of these concepts.

The integration of didactic and clinical education is accomplished in several ways. Clinical education courses are optimally sequenced in the curriculum to build upon

concurrent and prior didactic courses that prepare students for the clinical application of knowledge and skills. All didactic courses maintain a clinical focus throughout the program, maximizing the use of clinical case scenarios as the basis for discussion and the development of critical reasoning skills. Full-time clinicians are used frequently as Adjunct Faculty to assist with online and hands-on laboratory instruction. Whenever possible, students will experience real patient scenarios and clinic settings during patient management courses and lab immersions.

3.3.1 Course, Curriculum, and End of Term Evaluations

The DPT Program values continuous quality improvement in its curricular design, course content, instructional methods, and programmatic support. The Curriculum and Assessment Committees seek feedback from adjunct faculty, core faculty, and students to continuously reflect on the quality of the courses. This feedback offers insight into aspects of academic designs that are working well and aspects that need to evolve, all in the name of delivering a quality educational experience.

All students are asked to complete a 'Student Course Evaluation' for each course in which they are enrolled. The goals of the course evaluations provide the course instructor(s), the Curriculum Committee, and the Program Director constructive information needed for program sustainability and improvement. Course evaluations are administered online during the last week of each course. They are anonymous without markers to identify students.

All adjunct and core faculty are requested to complete the 'Faculty Post Term / Semester Survey' as a constructive mechanism to evaluate course design, curricular threads, and programmatic support. The 'Faculty Post Term / Semester Survey' is available to each course faculty in the last week of the term or semester. Course and programmatic evaluations prepared by faculty are used for course, curricular alignment, and program support improvement.

3.4.0 Course Delivery, Types, and Assessments

3.4.1 Course Delivery

The DPT curriculum is delivered through a hybrid education model. Canvas is the primary learning management system used at WC in every course. Canvas allows for the creation, dissemination, and assessment of a wide variety of teaching and learning activities. Multimedia is embedded within course lectures and materials to enhance learners' abilities to interact with each other, the faculty, and with course content. Web-

based resources are uploaded into Canvas, which allows students to review and evaluate additional course content. Activities, assignments, and online discussions promote critical thinking through students' abilities to revisit previously learned information, revise content toward new levels of information, and reflect on the integration of new information into their understanding of the specific content. Discussion forums and online communication tools (both synchronous and asynchronous) are used to promote collaboration and further interaction between learners and the course faculty.

3.4.2 Types

REMOTE

Synchronous and asynchronous online instruction comprises the majority of the overall curriculum. The program's didactic courses are completed primarily via asynchronous and synchronous online format using Canvas to provide a quality, rigorous, and flexible learning experience for learners. The student body is comprised of traditional and nontraditional students. Online didactic courses are supplemented by lecture presentations prepared and delivered by leading clinicians, researchers, and academicians in the physical therapy profession. Through the EIM Learning Academy, Wilson College DPT Program's faculty and students have access to an up-to-date, best evidence lecture series that securely positions the program on the leading edge of evidence-based and web-based educational content. Faculty incorporate these lectures into learning activities that include required readings, asynchronous forum-based discussions, synchronous online discussions that include patient case discussions, quizzes and exams, and evidence-based reviews to develop critical thinking / reasoning and professional communication with peers and faculty.

LAB IMMERSIONS

Onsite lab immersion sessions comprise a complementary portion of the curriculum and emphasize the importance of hands-on skill acquisition for physical therapy practice. Lab time is consolidated into on-site lab immersion sessions scheduled during each didactic academic term, which requires student travel. The lab immersion sessions range in duration from 6 to 14 days. This face-to-face, hands-on time with faculty is focused on the rehearsal and development of the student's communication, problem solving, clinical reasoning, and psychomotor skills required for effective patient and physical therapy practice management.

CLINICAL EDUCATION EXPERIENCES

Clinical education is a major emphasis occupying one third of the curriculum, consisting of an 8-week clinical education experience in the fourth academic semester, a second 8-week clinical education experience in the fifth semester, and a final 14-week clinical

education experience in the sixth semester. During these clinical education experiences, students are paired with clinical practices both regionally and nationally to offer a collaborative, structured learning environment that challenges and reinforces the student's professional development and transition to an entry-level practitioner. Clinical faculty mentor students in direct patient care for a minimum of 36 hours per week as an expectation of a 40-hour work week. Clinical faculty consist of licensed physical therapists in the jurisdiction in which they practice with at least one year of clinical education experience and possess clinical competence in the practice area in which they provide clinical instruction. Many of the clinicians maintain credentialing by the APTA as Credentialed Clinical Instructors. Clinical exposures are tracked for all students during their clinical education experiences to ensure the widest possible exposure to patient types, diagnoses, and ages across the continuum of care.

3.4.3 Assessments

The Wilson College [Honor Principle](#) are a personal commitment that aligns with the Values and First Principles of the DPT Program and are collectively observed during all student assessments.

The DPT program uses a variety of evaluation processes to assess student learning and performance outcomes across the curriculum.

Quizzes And Examinations

Faculty incorporate written quizzes or examinations at opportune times during the course and at a minimum one time during the academic term. These assessments typically consist of a variety of multiple choice, true/false, matching, short answer, and/or essay questions to assess the depth, breadth, and recall of knowledge gained. Examinations are designed as high-stakes student assessments that comprise a significant portion of each student's course grade. This testing environment is specifically geared towards assessing student comprehension and recall, determining student readiness for clinical education experiences, and preparing graduates for national licensure examination. Examinations and quizzes are typically conducted online using various testing and security platforms.

Practical Exams and Competency Skill Checks

Practical examinations and competency skill checks are high-stakes assessments used during patient management courses to assess psychomotor skill development. Practical examinations are used to assess the student's application of knowledge, psychomotor skills related to examination and treatment techniques, clinical reasoning, and decision-making during simulated patient management scenarios. Competency skills checks are

graded assessments of the student's ability to perform specific examination and/or treatment techniques for a body region or simulated patient presentation. These assessments require a demonstration of appropriate professional behaviors and safety awareness. Successful Practical exams require a score of $\geq 80\%$.

Other Opportunities for Assessment

Online Course Forum Discussions, Projects, and specific Assignments may be used periodically in didactic courses. Students contribute to online text and/or video-based discussions using original posts and response posts to faculty/classmate questions.

Integrated Clinical Observations may be used in patient management courses to provide students with early exposures to clinical practice. These clinical education experiences typically require students to observe and report on a patient evaluation and/or treatment session at a local physical therapy clinic.

Faculty maintain an active learning environment within courses using a variety of assignments with innovative instructional technologies and teaching andragogies. These individual and/or group learning activities may include critical (evidence-based) reviews of the literature, health promotion/educational projects, professional development projects, role-playing exercises, and video uploads of examination and treatment skill demonstrations.

Additionally, students will participate in course-specific evaluations, personal and professional reflection activities, and self- and peer-assessments during and within the curriculum. These activities develop essential skills as a mindful, reflective practitioner. These reflections, assessments, and other activities are discussed with faculty advisors to formulate action plans that address identified weaknesses and facilitate professional development.

3.4.4 Student Workload

The students are encouraged to expect a challenging workload associated with the accelerated nature of a two-year curriculum delivered through a hybrid model. The curriculum is delivered through 8-week terms for most courses, though a full semester is reserved for several courses. The student's workload requires full presence with focused attention and dedicated study habits. The program's accelerated pace results in a higher volume of work across the 2-year enrollment. This pace is similar to the demands of other accelerated graduate programs at the doctoral level.

The faculty recommend students do not work or have outside employment so that sufficient time is available for assigned materials, viewing of instructional videos, engaging in synchronous class sessions, completing homework, participating in group projects, and fulfilling other course requirements as assigned by the course instructor.

The curriculum provides a balance of foundational, practical, analytical, and theoretical instruction with contact hours that vary across terms and semesters according to course content, format, and curricular sequence. The accelerated nature of the curriculum has a variance in semester credit hours, anywhere between 15 to 21, that combine lecture and lab credits. On average, students can expect a workload of 45-60 hours/week.

Each course invites feedback with surveys provided at the conclusion of the course, which inquires about workload. Student performance on assessments in the didactic and onsite labs is assessed against the workload. Student participation and contributions in the synchronous sessions also indicate if students can keep up with the demands of the course. Additionally, student engagement and outcomes are assessed through the 'Faculty Post Term / Semester Survey,' which is reviewed by the Assessment and Curriculum Committees. Feedback from the Coordinator of Student Affairs is also invited to contribute to the assessment process for any concerns related to student workload. Based on the data collected and subsequent analysis from multiple perspectives, changes to student workload are decided by the Leadership Committee and the Core Faculty.

3.4.5 Student Workload Policy

The DPT Program's didactic workload is calculated on the federal credit hour model over a 15-week term. For lecture courses, one semester credit hour comprises fifteen hours of direct learning combined with approximately 35 hours of indirect learning across the semester. As a general expectation, one ten-minute break accompanies each hour of direct learning. The accelerated model requires most courses to be delivered in 8-week terms, which doubles the expected weekly workload. The workload expectation for a one credit course in an 8-week term is approximately 6.25 hours of direct and indirect work per week. The student can expect a workload of approximately 52 to 60 hours per week within any given term or semester. The workload for laboratory immersions for clinically related courses is calculated that one credit hour equals forty hours of direct learning through guided experiences. Laboratory courses typically range from half-credit to 1-credit hour per course and never exceed two credits per term. For clinical education, one credit hour is earned each week in the Clinical Education experiences, which have their own designated terms and semester.

Curricular Scaffolding

Course-level objectives are explicitly written using Bloom's Taxonomy to describe the expected depth of knowledge, skill, and effort. The curriculum builds from foundational levels toward application-level objectives. The progression is seen in learning lab courses, which offer higher-order work for analyzing, evaluating, and creating practice management skills required for clinical application and education. Concepts integrate cumulatively whereas students continuously revisit and apply prior learning to master progressively higher performance objectives across terms and across the curriculum.

Hybrid Design Principles

As first principles, synchronous remote sessions are active, participatory learning events prioritizing interactive and case-based discussions, structured debate, peer teaching, polling, and collaborative problem-solving. Lab Immersions are reserved for the integration, application, and synthesis of clinical knowledge and psychomotor skills. Asynchronous activities carry the preparatory and exploratory learning that makes both possible, consistent with the flipped classroom model. All content in every learning experience aligns with program outcomes, entry-level DPT practice requirements, and RSI (Regular and Substantive Interaction) compliance. Evidence-informed engagement structures are encouraged across learning experiences.

Faculty Presence and Feedback

Faculty maintain visible instructional presence through consistent announcements, discussion participation, synchronous engagement, and responses to student inquiries within two business days consistent with the same standard asked of students. Feedback on student work is timely, specific, and actionable, delivered within the timeframe specified in the course syllabus, with online feedback equivalent in quality and rigor to in-person feedback. Performance expectations, rubric criteria, and grading standards are communicated at the outset of each course and before every major assessment. All official course communication uses WC-sanctioned channels (LMS, institutional email, Zoom, TEAMS, Exxat).

Accessibility and Universal Design

Faculty apply Universal Design for learning principles proactively. All synchronous sessions incorporate accessibility standards and requirements. All digital materials meet accessibility standards or the institutional baseline. Individual accommodations are administered through Accessibility Services.

Student Obligations

Students engage fully in all planned learning experiences, graded or ungraded, synchronous or asynchronous. Student completion of ungraded formative activities is a professional expectation. Students complete asynchronous activities within designated windows, arrive at synchronous sessions and immersions prepared, and submit work per expected timeframes.

(See Full Policy [Appendix 3](#))

3.5.0 Faculty & Curriculum Oversight

The DPT Program intentionally aligns and appoints faculty with the academic interest, preparation, and contemporary expertise to specific courses, which ensures competent delivery of the curriculum.

The DPT Program relies heavily on feedback from the faculty, students, graduates, and employers. This feedback is a critical element in identifying curricular and/or faculty strengths and weaknesses and potential improvements to the DPT Program. Student feedback is solicited through anonymous evaluations after every course. Graduate feedback is invited at the end of the program, and periodic alumni feedback is also requested.

The Program Director, Coordinator of Curriculum, and Director of Clinical Education coordinate an annual review in collaboration with the Assessment Committee to ensure the curriculum maintains alignment with contemporary physical therapist practice and the health care delivery system. The review incorporates curriculum mapping, faculty contemporary-expertise and professional-development records, current professional standards and consensus documents, student and clinical instructor feedback, and Program Advisory Board input.

The program faculty use these data to identify changes in patient populations, practice settings, professional responsibilities, clinical education needs, workforce needs, and health care delivery. Findings inform decisions regarding course content, learning experiences, assessment methods, curricular sequencing, and clinical education placements. Decisions and follow-up actions are documented through the annual curriculum assessment report and curricular change log.

3.5.1 DPT Faculty & Staff

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3.5.2 Faculty Professionalism and Responsiveness

The Core Faculty are committed to embodying the professional behaviors expected of the students consistent with the DPT Program's Mission, Vision, Values, and First Principles. Professional behaviors embodied by the faculty are grounded in Wilson College's Academic Standards & Integrity and Honor Principle, the American Physical Therapy Association's Code of Ethics, and Core Values. This commitment extends to all interactions though exemplified through professionalism specific to their attendance, presence, and responsiveness as foundations to the DPT Program's compliance, culture, governance, and service to students and communities of interest.

Attendance

Core faculty are expected to attend all scheduled commitments including Standing Program Meetings for which they hold a standing obligation. Attendance is consistent with the program's value of presence. Where attendance is not possible:

- The faculty member notifies the Program Director as far in advance as reasonably possible, and no later than 24 hours before the meeting for a foreseeable conflict.
- For illness, emergency, or other unforeseeable circumstances, the faculty member notifies the Program Director as soon as practicable.
- The faculty member reviews meeting materials, minutes, and assigned action items following any absence and remains accountable for decisions made and responsibilities assigned during the meeting.

More than two unexcused absences from Standing Program Meetings within an academic year are addressed through the corrective action process described below. Excused absences are not counted toward this threshold but remain subject to the accountability expectations above.

Class Delivery, Preparedness, and Cancellation

Faculty demonstrate professionalism to students first and most directly through reliable, prepared instruction. For every Scheduled Class Session, faculty:

- Arrive with course materials, instructional technology, and any planned assessments ready before the scheduled start time beginning and ending the session at its scheduled time.
- Notify students promptly, through official Program communication channels, of any change affecting a Scheduled Class Session.

A Scheduled Class Session is not cancelled unilaterally. Where a foreseeable conflict arises, the faculty member confers with their faculty counterpart if available or requests approval from the Program Director as far in advance as possible, and no later than 24 hours before the scheduled session. The faculty member notifies their course faculty colleague and Program Director as soon as practicable regarding any illness, emergency, or another unforeseeable circumstance.

Professionalism

Faculty conduct in all program-related interactions is expected to be respectful, constructive, and consistent with the APTA Code of Ethics and Wilson College Faculty By-Laws. This includes:

- Engaging colleagues, students, staff, and communities of interest with courtesy and good faith, including in written communication and in disagreement.
- Raising concerns about Program decisions, governance, or leadership directly with the Program Director or through the applicable committee structure, rather than through indirect channels or delegation to other staff.
- Maintaining confidentiality of student, personnel, and Program information consistent with FERPA and Wilson College Catalog and institutional policy.
- Disclosing conflicts of interest that may affect Program decisions, admissions, or student evaluation.
- Representing the Program accurately and professionally in communications with clinical partners, communities of interest, and the public.
- Modeling the professional and ethical behavior standards expected of DPT students under Student the Professional Behavior, Conduct, & Dress Code policy, including punctuality, preparedness, and respectful communication, in recognition that faculty conduct establishes the practical standard students are held to throughout the Program.

Responsiveness

Timely responsiveness to program communications is a professional expectation of all faculty.

- Faculty respond to Program-related communications from the Program Director and Program committees within two business days.
- Faculty respond to Time-Sensitive Communications within one business day.

- Faculty complete assigned action items and deliverables by the deadline established at the time of assignment or proactively communicate a revised timeline to the requesting party before the deadline passes.
- Faculty set an out-of-office notification for any planned unavailability exceeding two business days, identifying an alternate point of contact where applicable.

(See Full Policy [Appendix 4](#))

3.5.3 Student Advising

Advisor Assignment: Every student enrolled in the DPT Program is assigned a faculty advisor by the Coordinator of Student Affairs at the time of program orientation. Advisor assignments consider faculty workload and or when professional interests and goals align. The Program Director may serve as a temporary advisor when a reassignment is pending or when no other assignment is practicable.

Workload Allocation: The student advisorship role is formally recognized as a protected workload allocation. This allocation is reflected in faculty workload documentation and annual faculty performance reviews. The Coordinator of Student Affairs distributes advisee assignments equitably across core faculty, considering other assigned responsibilities, to ensure no faculty member carries a disproportionate advising load.

Meeting Frequency and Format: Faculty advisors must meet with each assigned advisee at least once per academic term. Meetings may be conducted in person or in a virtual format and either individual or in a small group. All meetings must be scheduled in advance with adequate notice.

The minimum once-per-term standard is a baseline expectation for students to progress satisfactorily through the program. Meeting frequency may increase with any of the following conditions:

- **Academic concern:** A student earns below the program's minimum passing standard in any course, as soon as identified.
- **Promediation:** A student enters the promediation process requiring an Action Plan through the Promediation & Remediation Policy.
- **Remediation:** A student requiring formal individualized structured academic intervention to support academic performance or competency attainment after failure of a formative examination worth 20% or more of the final grade or a practical examination through the Promediation & Remediation Policy.
- **Probation:** the Promediation intervention escalated to a probationary status requiring an Academic Success Plan in accordance with the Probation & Dismissal Policy.
- **Clinical Education Readiness concern:** A student's clinical readiness is flagged.
- **Student request:** A student requests an additional meeting for any reason.

- *Faculty or Program Director referral:* The CoSA, a course faculty member, or the Program Director refers a student for additional advising support.
- *Faculty advisor's professional judgment:* The Faculty Advisor identifies any pattern or concern warranting more frequent contact.

Meeting Frequency during Clinical Education Rotations:

As members of the DPT Clinical Education faculty team, the faculty advisors along with the DCE maintain contact with their advisees during clinical education rotations. The advisor reviews each weekly clinical performance sheet and serves as an initial point of contact for the student. Additionally, the faculty advisors conduct a mid-term and final conference (site visit, telephone call, or web-based meeting) during each clinical education experience to assess student progress and identify any areas in need of further development. During the visit, the faculty team member or DCE meets with the CI and student jointly, as well as with the CI and the student individually. The DPT Clinical Education faculty and the SCCE/CI collaborate on finding a convenient time and mode of communication. When the review reveals concerns for performance, the faculty member reports the findings to the DCE for consideration of appropriate action.

Documentation Requirement: Every point of contact between a faculty advisor and their advisee regardless of whether it is a scheduled meeting, an impromptu conversation, an email exchange, or a phone call with substantive academic content **must be documented** in the advising record within three business days, regardless of who initiated the contact.

Faculty Advisor Change Process: The integrity of the advising relationship requires a defined process with CoSA agreement and authorization.

1. *Student initiated request:* A student may request a change of faculty advisors if the student believes that the advising relationship is not functioning effectively. The student can submit a written request to the CoSA, who considers all the options unless a specific advisor is requested. The request must:
 - Be submitted in writing (email is acceptable)
 - Describe the nature of the concern without disclosure of personal or sensitive information
 - Not be based solely on disagreement with an academic decision (e.g., a grade outcome), which is addressed through the academic appeals process
 - The CoSA meets privately with the student within five business days of receiving the request and may:
 - Facilitate a structured conversation between the student and faculty advisor with the goal of restoring a functional working relationship

- Reassign the student to another core faculty advisor when reassignment is in the best interest of the student's academic progress and when a replacement is available. Student requests for a particular faculty advisor are taken into consideration; however, final decisions are based on academic needs and advisor availability.
 - Decline the request with documented rationale if the request does not meet the above criteria.
2. *Program (Coordinator of Student Affairs) initiated reassignment:* The Coordinator of Student Affairs may initiate a reassignment under any of the following circumstances:
- Conflict of interest: The assigned faculty advisor has a direct evaluative, supervisory, or personal relationship with the advisee compromising objectivity.
 - Faculty leave or departure: The assigned faculty advisor takes an extended leave of absence, resigns, or otherwise becomes unavailable.
 - Workload rebalancing: A significant shift in faculty responsibilities necessitates rebalancing of advising loads.
 - Professional conduct concern: A concern arises regarding the advisor's conduct in the advising relationship, which is referred to the PD.

In all program-initiated reassignments, the CoSA will collaborate with the student prior to any formal decision. The CoSA formally contacts the student within five business days of the decision, and the transition is managed to minimize student academic disruption. (See Full Policy [Appendix 5](#))

4.0 ACADEMIC PROGRESSION & RETENTION

4.1.0 Grading Systems and Scale

The DPT Program uses the following grading systems:

- Letter grading (A-F) for all didactic courses (lectures and labs).
- Pass (P) / Fail (F) Grading for all clinical education courses.

Final course grades are based on the assessment structure and weighting published in the course syllabus. Faculty assessment methods align with Course Learning Outcomes and the skills, knowledge, professional behaviors, and safety expectations required for progression toward entry-level physical therapist practice.

The following table reflects the DPT Program's and the Wilson College Grading Scale.

Letter Grade	Numeric Equivalent	GPA Value
A	100-93	4.0
A-	92-90	3.7
B+	89-87	3.3
B	86-83	3.0
B-	82-80	2.7
C+	79-77	2.3
C	76-73	2.0
C-	72-70	1.7
D+	69-67	1.3
D	66-63	1.0
D-	62-60	0.7
F	59-0	0

4.1.1 Grading Policy

Grades for individual assignments, examinations, practical examinations, and other assessments are not rounded. The final numerical course grade is calculated using the weighting specified in the course syllabus and is rounded to the nearest whole percentage point only after the inclusion of all course requirements and assessments. Therefore, a final calculated course grade of 72.50% or higher rounds to 73% and meets the minimum passing grade requirement, while a final calculated course grade below 72.50% does not pass. The Registrar calculates the official cumulative GPA using Wilson College grade-point equivalencies.

Minimum Passing Thresholds. The DPT Program has two progression thresholds, passing each course and the cumulative GPA. The minimum passing grade, in a didactic course is a 'C' (73.00%) consistent with the 'Grading, Attendance, & Participation Policy'. The exception to this is DPT-600 Human Anatomy for which the minimum passing grade is a 'B-' (80.00%). The acceptable threshold in clinical courses is Pass (P) consistent with the 'Clinical Education Promediation and Dismissal Policy'. Students who do not pass the clinical education course are subject to suspension or dismissal. Regarding didactic courses, students who earn a grade below the minimum passing threshold are subject to suspension or dismissal as defined in the Matriculation & Graduation Policy; Grading, Attendance, & Participation Policy; Essential Functions & Technical Standards Policy; and Probation & Dismissal Policy.

Minimal GPA Standard with Transitional Provision. The DPT Program applies a semester-sensitive GPA minimum standard to support student success in the

accelerated hybrid curriculum. A minimum GPA of 2.80 is required at the conclusion of Semester 1 (Fall, Terms 1 and 2). However, beginning with Semester 2 (Spring) and all subsequent semesters, a minimum cumulative GPA of 3.00 is required. The Semester 1 accommodation of 2.80 offers a transitional pathway rather than a permanent floor. Students finishing Semester 1 below a 3.00 and above a 2.80 must exceed a 3.00 in Semester 2 to achieve the required cumulative GPA. Students must also maintain the cumulative GPA and all other progression requirements for graduation as established in the Matriculation and Graduation Policy. Students earning below the minimum passing GPA are subject to the processes defined in the Probation & Dismissal Policy.

NOTE: A grade of 'C' in a high-credit didactic course can significantly impact a student's cumulative GPA, potentially placing the student below the required 3.00 GPA threshold and triggering academic probation. Students should not interpret the C threshold as an acceptable performance target. Refer to the Matriculation & Graduation Policy for GPA requirements.

(See Full Policy [Appendix 6](#))

4.1.2 Academic Performance Reporting

Course faculty monitor student performance throughout each course to provide timely feedback and optimal opportunities for students to improve.

Course faculty submit an Interim Grade Report when a student earns 'B-' or below on a formative assessment, or when performance otherwise suggests a meaningful risk to successful course completion, competency development, clinical readiness, or progression. The report is shared with the student, core faculty advisor, CoSA, and Program Director. Course faculty also submit a Low-Grade Report when a student earns 'B-' or below on a summative examination or course grade. The report summarizes the student's performance, feedback provided, interventions attempted, and relevant assessment data.

A Low-Grade Report, Interim Grade Report, failed practical assessment, safety-related assessment failure, course grade below the minimum passing standard, or cumulative GPA below the required standard is a documented performance event. It requires review and may result in promediation, remediation, probation, suspension or dismissal review as per policy. A final progression determination is not made under this policy alone.

(See Full Policy [Appendix 6](#))

4.1.3 Laboratory Practical Grading

Grading for Practical Examinations

Passing a practical examination and/or live patient interactive assignments in the DPT Program requires a score $\geq 80\%$. Students must meet the following requirements to successfully complete a course that has a laboratory component.

Practical Examinations & Live Patient Interaction Assignments

- Students must pass each practical examination and live patient interaction with a minimum score of 80%.
- Students must pass all practical examinations and live patient interaction assignments to pass the course.
- Any safety violation putting the patient or others at risk during a practical examination and live patient interaction assignment is an automatic failure.
- Additional automatic failure criteria are defined by the course faculty and articulated in the course syllabus. This includes Critical Safety Elements (CSEs).

Communication of Practical Examination Results. Practical examination outcomes and scoring feedback are communicated through the Learning Management System (Canvas) within twelve (12) hours of the assessment unless otherwise specified in the course syllabus. Faculty may provide verbal feedback following the assessment; however, results posted in Canvas constitute the official assessment outcome. (See Full Policy [Appendix 6](#))

4.1.4 Practical Examination Retake Procedure

Any student who fails a laboratory practical examination is required to enter the remediation process as defined by the Promediation and Remediation Policy. Course faculty provide notification of failure verbally and in writing by email to the student, with copies to the student's core faculty advisor, the Coordinator of Student Affairs (CoSA), and the Program Director. The notification will identify areas of deficiency, retake process and timeline, and any required remediation actions.

A student who does not pass a required laboratory practical examination or live patient interaction assignment is eligible for one retake within the same course, for a maximum of two attempts per assessment.

Process and Plan for Retakes:

- A retake must occur within the timeframe established by course faculty and before completion of the relevant laboratory immersion or course segment. The timeframe must allow the program to maintain assessment integrity and determine whether the student has met required competency before progression to subsequent curricular progression.
- The retake is graded pass/no pass. A student who passes a retake receives a recorded score of 80.00% for that assessment. A student who does not pass the retake does not meet the required competency standard for the assessment.
- Practical examination retakes are evaluated by at least two qualified faculty members, which may include core or associated / adjunct faculty. Retakes are

video recorded and consistent with institutional privacy requirements to permit independent review if / when needed.

- If the two evaluators do not reach consensus, a third qualified evaluator reviews the recording and applicable rubric. The third evaluator's determination resolves the assessment outcome.
- A failed retake, a second failed practical examination or live patient interaction assignment within the same course, or a safety-related assessment failure requires timely documentation and referral to the CoSA for review under applicable program policies. Final academic progression, probation, deceleration, dismissal, and re-enrollment decisions are governed by the Probation & Dismissal Policy.

Before a retake, the student must:

- Meet with their course faculty to review the performance deficiencies and retake expectations.
- Meet with the core faculty advisor or the CoSA when directed by the CoSA.
- Complete any required preparation, targeted practice, and learning activities established by the faculty. content for eligibility to retake the practical examination or live patient interaction.

(See Full Policy [Appendix 6](#))

4.2.0 Matriculation and Graduation

The DPT curriculum is sequential and competency based. Students must satisfy defined academic, clinical, professional, and administrative standards each semester to progress to the next. Students who do not meet matriculation or graduation standards are referred to the Coordinator of Student Affairs (CoSA) pursuant to the Grading, Attendance & Participation Policy. The CoSA in collaboration with the Program Director determines the course of action in accordance with institutional and program policies, which may include promediation, remediation, probation, suspension, or dismissal. Consistent with the Wilson College Catalog, academic probation, suspension and dismissal are documented through a signed Academic Success Plan.

(See Full Policy [Appendix 7](#))

4.2.1 Academic Performance Standards

Consistent with this Handbook's 4.1.1 Grading Policy:

- Graduation requires an academic performance standard of achieved passing final grades in all courses ('A' through 'C' or 'P'). The exception to this is DPT-600: Human Anatomy for which the minimum passing grade is a 'B-' (80.00%)
- Graduation also requires the academic standard of a maintained cumulative GPA of 3.00 from the conclusion of Semester 2 onward.

- The academic standards requirements recognize that passing grades of 'C+' or 'C' must be offset to sustain the cumulative 3.00 GPA. Because GPA is credit-weighted, a grade of 'C' in high-credit foundational coursework (e.g., seven-credit Human Anatomy in Semester 1) is generally incompatible with the applicable GPA threshold.

(See Full Policy [Appendix 7](#))

4.2.2 Clinical & Professional Standards

- Meet all Essential Functions and Technical Standards, confirmed through the annual attestation process.
- Demonstrate the professional behaviors required of a developing physical therapist clinician per the Professional Behaviors, Conduct, and Dress Code Policy as evidenced through course assessment and advisor assessments.
- Have no pending, unresolved Academic Success Plans.
- Prior to clinical education, achieve satisfactory performance on the Clinical Education Preparedness Form and reviewed by the Director of Clinical Education (DCE).

(See Full Policy [Appendix 7](#))

4.2.3 Graduation Standards

- *Academic completion*: pass every required course in the DPT curriculum, no required course may be excluded, waived, or substituted, and achieve a cumulative Program GPA of at least 3.00. All degree requirements must be completed within the time limit established by the [Wilson College Catalog](#).
- *Clinical completion*: successfully complete all required clinical education experiences with satisfactory evaluations confirmed by the DCE, including a determination of progressive entry-level readiness on the Clinical Internship Evaluation Tool (CIET) in each experience.
- *Professional development*: complete all required elements of the DPT Curricular Map, approved by the designated faculty reviewer, and demonstrate the professional behaviors, values, and dispositions of entry-level practice.
- *Administrative clearance*: submit the formal Application for Graduation to the WC Registrar two semesters before the anticipated graduation date per the Wilson College Catalog; clear all financial obligations; return all WC property if applicable; and have no pending Action Plans or disciplinary proceedings at graduation clearance.
- *Early commencement participation*: a student on track for imminent completion though decelerated for any reason may petition for early commencement participation by written request to the Program Director no less than 30 calendar days before the ceremony, with written approval of the Program Director, the Dean of Professional and Graduate Studies, and the Provost/VPAA.

and formal acknowledgment that participation does not constitute degree conferral. Early participation is the exception, not the standard.
(See Full Policy [Appendix 7](#))

4.2.4 Grade Appeal Procedure

The statement below is modeled on Wilson College's standard Grade Appeal Policy found in the Wilson College Catalog.

Informal Process

Any student who would like to appeal a grade should attempt to resolve the situation directly with the course faculty instructor. The student should first informally discuss the grade appeal with the course faculty instructor. Most appeals are resolved through this informal process.

Formal Process

Level 1: Written Appeal to Instructor

If the student is not satisfied with the response above and would like to formally appeal the grade, a formal appeal must be submitted in writing to the instructor, copying the CoSA and the program director. This written appeal should be completed as soon as possible, but no later than day three of the next semester/term the student is enrolled. The instructor must respond to this appeal in writing within one business days.

The responsibility for evidence rests with the student. Disagreement with academic judgment alone is not sufficient grounds for appeal. The appeal must identify:

- the specific grade or assessment decision being appealed
- the alleged procedural, calculation, or application of policy error
- supporting evidence
- any new information that was not reasonably available before the grade was assigned, and the requested resolution.

The primary course faculty member responds in writing within one business day when feasible and no later than the timeline required by institutional policy. If an error is identified, the faculty member corrects the grade through the appropriate institutional process and notifies the student, CoSA, and Program Director accordingly. However, if the appeal does not overturn the grade, the course grade will remain, and the CoSA and Program Director determine the academic progression decision according to the Probation & Dismissal Policy. If the student believes the appeal remains unresolved, the student may proceed under the Appeals, Complaints & Grievances Policy.

Level 2: Written Appeal to the Dean of Professional & graduate Studies (Dean)

If, after formally appealing to the instructor, the student feels that the situation is still unresolved, an appeal may be submitted to the appropriate school dean. The student

must submit the appeal within two business days of the response from the faculty. If the instructor serves as the school dean, the appeal should go to the Graduate Studies Council (GSC). A copy of the initial appeal letter and response should be forwarded to the school dean. The student may choose to write an additional letter directly to the school dean. The school dean should attempt mediation between the student and the instructor. This period gives the Dean the opportunity to investigate the case. During the process, the dean may consult a panel of program faculty. The school dean must respond to this appeal in writing within five business days.

Level 3: Written Appeal to the Graduate Studies Council (GSC)

Should the appeal not be resolved after reaching the school level, the student may petition the GSC. The student must submit the appeal within two business days of the response from the Dean. The GSC should receive copies of the original appeal letter and all related correspondence. The GSC must respond in writing within 5 business days.

All decisions by the GSC are considered final.

Considerations:

- If a student is enrolled in a course that requires the appealed grade as a prerequisite, the student will be allowed to remain in the course until the appeal process is completed. If the appeal is denied, the student will be administratively dropped from the course and incur no charges for this course.
- The instructor will be informed of the appeal and invited to participate in meetings at every level of the process.
- If the student believes that any step of the appeal process is not progressing in a timely manner, the student should contact the Office of the Provost for assistance in expediting the process.
- Any modifications to the established timelines will be communicated to the student at the time of the appeal.
- All appeal meetings are closed except to the appealing student, the instructor, the school dean, and members of the GSC.
- Students should consult with the Office of Financial Aid if a course drop results in enrollment falling below full-time status.

(See Full Policy [Appendix 6](#))

4.2.5 Physical Therapy Licensure

The DPT Program leads to professional licensure. The academic requirements allow completion of the Board Examination as set forth by the State of Pennsylvania. Requirements for licensure, certification and/or endorsement eligibility vary greatly from one profession to another and from state to state. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy [website](#).

Licensure as a Physical Therapist is regulated by individual states. The Federation of State Boards of Physical Therapy (FSBPT) develops and administers the NPTE and each jurisdiction's licensing board grants licensure. Many states have unique licensure requirements that each graduate needs to investigate. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether the Wilson College DPT Program meets the requirements for licensure in that state. The following link provides contact information – [State Licensing Authorities](#).

4.2.6 National Physical Therapy Examination

The graduate is required to pass the National Physical Therapist Examination (NPTE) to be licensed as a physical therapist. The Federation of State Boards of Physical Therapy (FSBPT) administers this examination and publishes data regarding pass rates. The purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT Program. The FSBPT develops, maintains, and administers the NPTE to help ensure that only those individuals who have the requisite knowledge of physical therapy are licensed to practice in physical therapy.

Passing scores established for the NPTE reflect the level of performance required to provide minimally safe and competent physical therapy services by physical therapists and physical therapist assistants. Individuals scoring at or above the passing score have met the performance standard and are eligible for licensure.

NPTE Early Testing

Early testing is identified as a program-administrative privilege available to students in the DPT Program contingent upon the program's professional judgment based on demonstrated academic achievement including professionalism, examination readiness associated with GPA standing, and overall programmatic standing necessary to reflect professional advancement that represents the program with distinction. The Pennsylvania State Board of Physical Therapy permits accredited DPT programs to certify eligible students to sit for the NPTE up to ninety (90) days before their scheduled graduation date. The privilege for early testing is determined through specific eligibility criteria for institutional certification required for early testing.

The eligibility criteria are cumulative, which contribute to the weight of institutional certification. Therefore, every criterion must be fully satisfied. No single criterion may be waived, substituted, or appealed based on partial fulfillment. A student who wishes to test early must submit a written request to their Faculty Advisor no later than 90 days before the intended examination date since examination registration and the required state and federal processing must be completed well before any fixed NPTE date. This window allows the DPT Program's faculty to review the request, complete and submit their respective state jurisdiction paperwork (i.e. Pennsylvania Verification of Physical Therapy Education form), and for the student to register and pay with the Federation of State Boards of Physical Therapy (FSBPT) before its registration deadline.

The registration deadline closes approximately five weeks before each exam. A student who does not meet every criterion, or whose request cannot be processed within the required timelines, will sit for the NPTE on the standard schedule following graduation.

Eligibility Criteria

1. The student must not have been placed on academic probation at any point
2. The student must be in current good academic standing with no active Academic Success Plan or disciplinary matter
3. The student must hold a cumulative program GPA of at least 3.35
4. The student must achieve a scaled score of at least 600 on the proctored board-preparation examination administered in Capstone 1.
5. The student must be on track to complete all remaining coursework and clinical education requirements by the scheduled graduation date.
6. Determination of eligibility rests with the Program Director in the consult of core faculty. Approval for early NPTE testing may be revoked if a student's academic, clinical, or professional standing changes before the testing date. All decisions regarding early test-taking are not eligible for student appeal.

4.2.7 Jurisprudence Examination

A jurisprudence exam is required in many states to test the graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice. Graduates of the DPT Program are encouraged to take state and nationally recognized licensing examinations as soon as possible after graduation. Information regarding the NPTE, jurisprudence exams and state licensure can be obtained on the [FSBPT Website](#).

4.3.0 Academic Integrity

All members of the DPT Program community are expected to adhere to the highest Academic Standards with a commitment to Academic Integrity. The DPT Program follows the Academic Standards and Integrity Policies established within the **Wilson College Catalog** and [WC Honor Principle](#), the DPT Program's Academic Integrity Policy, the [APTA Guide for Professional Conduct](#), and the [APTA Code of Ethics](#).

Violations of this policy are treated seriously, swiftly, and may result in disciplinary action in accordance with the DPT Program's Academic Integrity Policy. Students are responsible for familiarizing themselves with the **WC Academic Standards, Integrity Policies, and the American Physical Therapy Association's (APTA) Code of Ethics**. The students must seek clarification if needed. Students who actively breach Academic Integrity standards are considered in violation are required to meet with the Coordinator of Student Affairs and / or the Program Director in accordance with Professional, Behavior, Conduct, and Dress Code Policy. Student cases involving academic violations

and major social violations may warrant referral to the Wilson College Joint Honor Council (JHC) in accordance with the WC [Blue Book](#).
(See Full Policy Appendix 8)

4.4.0 Professional Conduct Expectations

4.4.1 Professional Behaviors, Conduct, & Dress Code Expectations

“Professionalism is a Foundational Identity”
First Principle

Every student is expected to habitually demonstrate the attributes of a healthcare professional, across all settings, from the first day of enrollment through program completion, and to approach all program-related interactions with the assumption of constructive intent. The DPT Program promotes a doctoring profession, and society holds those who bear the title of Doctor to a corresponding elevated standard. The DPT Program recognizes that professional development is formative. Isolated lapses are met first with supportive, constructive counseling. Patterns of unprofessional behavior and serious misconduct, however, are threats to the student's professional formation and to the WC Academic Standards and Integrity, WC Honor Principle, the DPT Program, and its clinical partners, and are subject to formal escalation. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The specific behavioral expectations that operationalize the APTA Code of Ethics, APTA Core Values, and Ten Professional Behaviors carry the full force of this policy.

Standards of Professional Conduct. The following standards illustrate the scope of expected conduct:

- *Interpersonal conduct:* Treat all individuals with courtesy, respect, and civility; manage personal reactivity; respond to conflict, feedback, or disagreement with composure; refrain from dismissive, condescending, harassing, or discriminatory behavior.
- *Communication:* Respond to all faculty and staff communications within two business days through official institutional channels; communicate professionally in every medium; prepare emails with appropriate subject, salutation, and signature.
- *Engagement:* Attend all scheduled sessions; arrive prepared and punctual (arrival five minutes before start is expected); complete all pre-work; participate meaningfully; silence personal devices; remain engaged until formal dismissal; leave shared spaces ready for the next user.
- *Academic integrity:* Represent one's own work, knowledge, and performance honestly always, in accordance with DPT Academic Integrity Policy, the WC Honor Principle, and the WC Academic Integrity Statement. Prohibited conduct

includes unauthorized access to or retention of examination materials, unauthorized collaboration, sharing examination content before all students have completed the assessment, obstructing another student's work, and failure to report observed cheating.

- ***Clinical conduct and boundaries:*** Maintain HIPAA compliance and patient confidentiality without exception; prioritize patient safety, dignity, and well-being; maintain professional boundaries with patients, clinical instructors, and site personnel; represent credentials and scope accurately; demonstrate cultural humility; report any safety concern immediately to the Clinical Instructor and, as appropriate, the Director of Clinical Education (DCE). Students must comply with all clinical site policies; Clinical Instructors may suspend a student's participation for documented concerns, with immediate report to the DCE.

Standards of Professional Appearance. Universal standards apply in every setting: clothing clean, in good repair, odor-free, and free of offensive or inflammatory language or imagery; hygiene consistent with a patient care environment; hair clean, groomed, and secured away from the face during examination activities; fragrance neutrality in laboratory and clinical settings; jewelry limited and secured for safety; fingernails short and clean; attire that keeps the trunk covered and undergarments not visible; visible body piercings other than small ear or nose piercings removed or covered in laboratory and clinical settings. Visible tattoos are acceptable as a Program baseline; clinical sites may require coverage. The WC DPT name tag is displayed at all times during on-campus immersions and clinical rotations.

- ***Laboratory settings:*** Professional scrub attire (preferably blue) or designated workout attire, with closed-toe, closed-heel athletic or clinical shoes, is the default standard for lab immersions. When faculty explicitly designate Lab Dress for examination practice, students wear attire providing discreet regional access (mid-thigh shorts; form-fitting tank top, sports bra, or athletic shirt) while all professional behavior standards and patient-equivalent dignity for peers remain in effect.
- ***Clinical settings:*** The Program baseline is professional scrub attire or other professional clinical attire as directed by the site; closed-toe, closed-heel, non-slip shoes; clean, well-fitting, wrinkle-free clothing; and name tag displayed. Site-specific requirements govern without exception; students clarify site requirements with the Clinical Instructor or Site Coordinator of Clinical Education (SCCE) no later than the first day of the rotation and acquire required items in advance. Consistent with College health-program practice, a student who arrives out of compliance may be sent home, and the absence counts as missed clinical time to be made up per DPT Policy 03-01 Clinical Education Attendance.
- ***Synchronous online sessions:*** Appearance visible on camera must reflect the same professional identity; name tags are optional.

(See Full Policy [Appendix 9](#))

4.4.2 Attendance, Punctuality, and Participation

Every student must attend all scheduled learning activities, arrives at least five minutes before the designated start time in a state of active readiness, remains for the full duration, and participates with genuine engagement. These expectations apply uniformly across all venues and course types. Attendance, punctuality, and participation are professional behaviors: violations are documented and managed as lapses under the Professional Behaviors, Conduct, and Dress Code Policy. Anticipated absences are communicated as far in advance as possible, and any documentation supporting excused status is due within two business days of the missed activity.

Excused Absence Categories

Students must attend all required learning activities, arrive on time (five minutes before the designated start time), remain for the full scheduled duration, and participate in a prepared, engaged, and professional manner.

Attendance, punctuality, and participation are essential professional expectations because they support learning, patient and colleague safety, collaborative practice, reliability, and readiness for clinical education. Faculty must model these standards and apply them consistently.

Students must notify course faculty as early as possible when an absence, late arrival, or early departure is anticipated or occurs. When an absence affects multiple courses, the student must also notify the core faculty advisor.

Students are responsible for all missed content, learning activities, assessments, and course requirements, regardless of whether an absence is excused.

Excused Absence Categories:

Qualifying absences, late arrival, or early departure are excused when supported by timely and appropriate documentation for one of the following reasons:

- illness or medical condition requiring the student's presence for treatment or recovery
- serious and documented personal or immediate family emergency
- military obligation, including mandatory drill or deployment orders
- unsafe travel conditions, including severe weather or documented hazardous conditions
- a significant life event reviewed and approved case by case
- Another circumstance for which accommodation or excused status is required by applicable law or WC policy

Supporting documentation must be submitted within two business days of the missed activity unless circumstances make that timeframe unreasonable. Faculty may request

only documentation necessary to determine excused status and must maintain confidentiality consistent with institutional policy and applicable law.

An excused absence does not constitute a disciplinary occurrence or an automatic lapse in professional behavior. However, a pattern or cumulative impact of absences, whether excused or unexcused, may require review when it affects course participation, competency development, safety, academic performance, essential functions, or readiness to progress.

Students must not travel when doing so would create a foreseeable safety risk. Students must notify faculty as soon as possible when unsafe travel conditions prevent attendance.

Unexcused Absence, Tardiness, and Early Departure

An unexcused absence, tardiness, or early departure is documented as a potential lapse in professional behavior and is addressed under the Professional Behaviors, Conduct, and Dress Code Policy.

For didactic coursework, occurrences are tracked cumulatively across courses within an academic term. A lapse in one course and a lapse in another course is a separate occurrences.

- The first documented occurrence results in constructive counseling by course faculty.
- The second documented occurrence results in a formal written warning, required meeting with the core faculty advisor, and notification to the CoSA.
- The third documented occurrence requires referral to the CoSA and Program Director for review under applicable Program policies.
- Additional occurrences may compound a pending intervention or referral.

Faculty may permit make-up work for an unexcused absence at their discretion. Faculty are not obligated to provide a make-up opportunity for an unexcused absence. A missed graded activity may receive a score of zero when this consequence is published in the course syllabus and applied consistently.

Consequences

All late arrivals, early departures, and unexcused absences are documented lapses in professional behavior managed through the Progressive Consequence Framework under the Professional Behavior, Conduct, & Dress Code Policy. A single cumulative counter across all courses within a term (didactic) or rotation (clinical): first documented lapse, constructive counseling; second, formal written warning with mandatory core faculty advisor meeting and CoSA notification; third, referral to the CoSA and Program Director for academic progression decision according to program policies; subsequent occurrences compound any pending action. No separate attendance ladder exists. A lapse in Course A and a lapse in Course B in the same term are two occurrences.

(See Full Policy [Appendix 6](#))

4.4.3 Onsite Lab Immersion Attendance

Lab Immersion schedules are published within the Academic Calendar and at the start of each semester. Lab immersions are scheduled for every academic term and run up to two weeks per term for a total of six times in the first year and twice in the second. Students are responsible for arranging housing, transportation, and personal logistics in advance. Onsite lab immersion sessions are strategically scheduled for each academic term in the 7th and 8th week.

Student attendance and participation is mandatory for each onsite lab immersion. These immersive sessions are professional development imperatives providing critical face-to-face learning activities for hands-on skill development that reinforce previous didactic content. Moreover, lab immersions provide opportunities for academic and professional counseling with the course faculty, core faculty advisor, administrative personnel, and student services as well as social connections with your colleagues.

Attendance and Punctuality. Attendance at all scheduled Lab Immersion sessions is mandatory, for the published duration. Early departure is prohibited except by documented, course-faculty-approved arrangement made in advance. Punctuality follows the Grading, Attendance, and Participation Policy requiring presence and ready for immediate lab practice at least five (5) minutes before the published start time.

Preparation. Lab Immersion operates on the flipped classroom model. Completing assigned preparatory work before each session is a professional obligation and a component of active participation. The schedule does not allow faculty to suspend, delay, or repeat pre-session content for unprepared students. Consistent unpreparedness is documented under Professional Behaviors, Conduct, and Dress Code Policy and may require promediation intervention.

Lab Immersion content cannot be made up in an asynchronous or alternative format since it is cohort-dependent, supervised, and competency-based. A student who misses any part of a session, excused or not, receives no substitute instruction unless the course faculty in consultation with the Coordinator of Student Affairs and Program Director determines a specific Action Plan opportunity is feasible given scheduling, faculty availability, and the nature of the missed content. Make-up lab time can never be guaranteed. Missed lab immersion content may adversely affect matriculation.

Physical Participation and Consent. Serving as a practice subject is a routine component of participation. A student with a documented physical limitation, medical condition, or injury that inhibits participation in a specific lab experience must notify course faculty

before the session; accommodations are available through Accessibility Services. All physical contact occurs within the bounds of the clinical learning environment and always remains the right of the student to withdraw consent. A student who experiences discomfort or injury during practice must immediately notify the supervising faculty member.

Devices, Recording, and Noise. Personal electronic devices are only permitted for purposes directly related to session content. Social media, texting, and non-academic device activity are documented lapses of professional behavior. Audio or video recording of colleagues during technique practice requires the explicit consent of the faculty member and every individual who appears in the recording. Unauthorized recording is a serious professional conduct violation. Students must maintain a noise level consistent with the focused, clinical tone of the environment, and disruptive conduct that impairs colleagues' or faculty's ability to communicate is also a professionalism lapse.

Professional Appearance. The Lab Dress standard of Professional Behaviors, Conduct, and Dress Code Policy applies for the full duration of every immersion. Students arriving out of compliance may be required to correct attire before entering the lab. Time lost for correction is not excused and does not justify tardiness.

(See Full Policy [Appendix 10](#))

4.4.4 Timeliness of Submission

Success is dependent on reliability. Submitting your assignments on time demonstrates reliability. Late assignments are associated with professional behavior and subject to academic warnings. A student who submits any late assignment is assessed with a 10% reduction of the final assignment grade per day, which is a program wide standard. However, faculty have the academic freedom to increase the penalty, which must be clearly articulated in their syllabus. A student who must be absent on the day an assignment is due should submit the completed work PRIOR to the due date. Extenuating circumstances may be considered on an individual base. Clear and timely communication with course faculty is an absolute necessity. Excused absences are not retroactive.

Program-Wide Standard: The 8:00 PM ET standard is a deliberate program design that respects students' sleep health consistent with the health promotion principles embedded in the DPT curriculum.

Hard Cutoff: The deadline is a hard cutoff with no automatic grace period. A submission received at 8:01 PM ET is late. Students who anticipate missing a deadline must contact the course faculty before the deadline. Any conversation after the deadline cannot retroactively convert a late submission to an on-time

submission. Faculty retain full discretion to apply the syllabus late penalty or grant an exception based on the circumstances.

Extension Requests: An extension request is a professional communication expectation. The student must ask for the extension as timely as possible. The faculty member is not obligated to grant an extension, and the absence of a response before the deadline does not constitute implicit approval.

Faculty Autonomy: Each course faculty member must adhere to the programmatic standard though has the professional freedom and responsibility to define the late penalty structure for their course though without the liberty to be more lenient. Regardless, the penalty must be reasonable, stated in the course syllabus before any assignment is due, and applied consistently.

Technology Failure: Technology failure does not suspend the student's communication obligation. A student who experiences a submission-time technical failure must contact the faculty member before or immediately after the deadline and documentation can follow. A student who does not communicate proactively cannot expect the same consideration.

Patterns: An isolated late submission is an academic matter resolved through the syllabus late penalty. A pattern of late submissions is a professional behavior concern may activate promediation under the Promediation & Remediation Policy and is documented and managed as a lapse under the Progressive Consequences framed in the Professional Behaviors, Conduct, and Dress Code Policy.
(See Full Policy [Appendix 11](#))

4.4.5 Communication Expectations

All DPT Program communication regardless of mode, platform, or context reflects clarity, respect, cultural humility, and presence. Communication is viewed as an observable expression of professional identity, applies to every community member without exception, and is held to the professional conduct standards of Professional Behaviors, Conduct, & Dress Code Policy. Any disrespectful, harassing, or discriminatory communication is subject to the same consequence framed as any other professional conduct violation.

Official WC institutional email is the required primary channel of formal written communication. Personal email addresses, text messaging platforms, and non-WC-approved third-party applications are not authorized for official Program communication. Students who forward institutional email to personal accounts are responsible for ensuring its security, consistent with WC health-program practice. Students are encouraged to check institutional email, the Canvas LMS announcements, and discussion boards daily during active terms.

The DPT Program maintains dedicated Canvas announcement boards for structured Program-level communication. Enrollment is mandatory for all relevant faculty and students, as assigned by the Lab Manager, the Coordinators of Curriculum and Student Affairs for the applicable course sequence.

Confidentiality

All communication involving student records, academic performance, professional conduct concerns, or patient information complies with FERPA, HIPAA, and WC policy, occurs only through WC-approved channels, and reaches only individuals with a legitimate educational or clinical need to know.

Tiered Communication Protocol

The most consistent source of professional communication breakdown is the mismatch between the nature of a concern and the channel chosen for it. Every community member matches the concern to the channel using the following protocol:

Tier	Category of Concern	Examples	Required Mode and Response
Tier 1 (Immediate)	Patient safety risk, clinical emergency, acute mental health crisis, imminent physical danger, active HIPAA breach.	Student injury on site; active patient safety incident; report of imminent harm.	In-person or direct phone call, immediately, to CI, DCE, or Program Director. Follow emergency protocols. Avoid email.
Tier 2 (Urgent)	Serious professional conduct or academic integrity concern; formal complaint initiation; student crisis requiring same-day response.	Suspected HIPAA violation; witnessed exam dishonesty; student in acute distress; student-CI conflict requiring intervention.	Phone or video call the same business day; written follow-up via institutional email within one (1) business day to document.
Tier 3 (Time-Sensitive)	Academic performance concerns, attendance patterns, Low-Grade Report notifications,	Grade 'B-' or below in a course; pattern of tardiness; request to reschedule a practical examination.	Institutional email; response within one (1) business days. If unanswered, escalate to phone or video call.

	grade questions, scheduling conflicts.		
Tier 4 (Routine)	General administrative questions, course logistics, LMS navigation, non-urgent clarifications.	Assignment due date question; office hours request; clinical placement process inquiry.	Email or LMS message; response within two (2) business days.
Tier 5 (Program-Wide)	Non-urgent announcements, curriculum updates, scheduling notices, event reminders for the full cohort.	Lab schedule updates; clinical placement information; program events.	Canvas Program Announcement Board. Students read within one (1) business day of posting; no individual response required.

Response Standards

Routine and time-sensitive communications (Tiers 3 & 4) receive responses within two (2) business days in both directions from faculty to student and student to faculty. Messages received outside business hours, on weekends, or on WC holidays are addressed on the next business day. Tier 1 and Tier 2 concerns are not handled by email alone but rather through direct verbal communication, immediately for Tier 1 and same-business-day for Tier 2, with no waiting for scheduled appointments when patient safety or acute student welfare is at risk.

Communication Guidelines

Institutional Email. Use a clear, specific subject line referencing the course or policy where relevant. Emails open with a professional salutation and maintain the professional tone while being direct and concise. Emails are not the best option for communication that is emotional or requires nuance.

Video Conferencing

Keep video on when participation standards require it so as to signal engagement with visible presence. Maintain a professional background and check for sensitive information in open applications before screen sharing. Arrive punctually for synchronous digital settings, which is considered the same professional conduct required as in-person communication.

Canvas and Announcement Boards

Monitor all course pages, discussion boards, and assigned announcement boards; failure to read posted announcements is not an acceptable basis for missing a deadline, schedule change, or expectation. Discussion posts meet the professional standards of this policy whereas dismissive, disrespectful, or unengaged posts are unacceptable.

In-Person and Telephone

Verbal communication carries the same standards of clarity, respect, and cultural humility as written and in-person communication. Demonstrate active listening. Tier 1 and Tier 2 concerns require direct verbal communication. Document important verbal conversations with a brief follow-up email summarizing key points, decisions, and action items, creating a record and reducing misunderstanding.

Feedback Standards:

Giving and receiving feedback effectively are among the most consequential professional communication skills in physical therapy education and profession. It is how students develop clinical competency. The DPT Program's standard is the SBI model, which works by separating observable behavior from inference and judgment, anchors the feedback in a specific situation (the date, session, clinical encounter, or assignment), describes what was observed, and states the actual, proportionate impact on the patient, team, learning environment, and / or observer.

Effective feedback is timely, delivered close to the observed behavior; private, protecting the dignity of the recipient; behavioral, addressing what was done; bidirectional, with faculty receiving feedback by the same standard they deliver it; actionable, pointing toward something the recipient can change; and culturally humble, attentive to how feedback lands across differences in backgrounds and experiences.

(See Full Policy Appendix 12)

4.4.6 Conflict Management

Every student approaches interpersonal conflict with the professional values that define effective physical therapy practice, self-awareness, respectful communication, personal accountability, and commitment to resolution in service of a shared professional community. Personal accountability is the foundational pathway that prioritizes direct and personal resolution. The steps to resolution are sequential, requiring that each are attempted and documented where required, before advancing. There is one exception: a Level 4 (Critical) conflict bypasses the sequence entirely and triggers immediate escalation to the Coordinator of Student Affairs (CoSA), Program Director, and mandatory reporting channels.

Conflict Classification

Every conflict is classified at the outset, and reclassified as circumstances develop, using the following framework. The classification determines the entry point in the resolution pathway:

Classification	Nature of Conflict	Entry Point in Pathway
Level 1 (Minor)	Everyday interpersonal friction- communication style differences, isolated misunderstandings, and single-incident tension.	Self-reflection (Step 1) → direct resolution (Step 2). Personal notes only.
Level 2 (Moderate)	Recurring or persistent tension; direct resolution attempted without success; or conflicts in which a power differential makes direct resolution inappropriate as a first step.	Facilitated resolution through the core faculty advisor (didactic) or DCE (clinical) (Step 3), with next-level involvement as needed (Step 4).
Level 3 (Significant)	Unresolved after facilitation with multi-party involvement, materially affects academic or clinical progress, and / or implicates professional conduct standards.	Written summary to the CoSA and the Program Director (Step 5).
Level 4 (Critical)	Threats to personal safety; harassment or discrimination; patient safety concerns; conduct governed by Title IX.	Immediate CoSA and Program Director notification, and mandatory reporting channels. Bypasses all prior steps.

Step 1. Self-Reflection. Before any external action, the student examines their own perceptions, assumptions, reactions, and communication with the same critical eye applied to the other party. This self-reflection means identifying the specific behavior or communication of concern, examining their own contribution, determining whether the conflict is rooted in factual misunderstanding, communication style, differing expectations, or deeper incompatibility, identifying the desired outcome before initiating contact.

Step 2. Direct Resolution. For Level 1 and Level 2 conflicts where appropriate, the student initiates a private, direct, respectful conversation with the other party. The conversation is scheduled in advance and conducted in a private setting rather than launched in an emotionally charged moment. Communication is framed in Situation-Behavior-Impact (SBI) language, describing the specific situation, the observed behavior, and its impact on the speaker, and intentionally grounded in good-faith toward mutual understanding. If resolution is reached, the student documents it briefly and the

matter closes. If not, or if the conflict proves more serious than first assessed, the student proceeds to Step 3. A student who raises a conflict with a faculty member or CI in front of peers, communicates a conflict complaint through social media, or engages in public confrontation violates the professional conduct standards regardless of the underlying merit of the complaint.

Step 3. *Facilitated Resolution.* When direct resolution is unsuccessful, or the conflict is Level 2 from the outset, the student consults the core faculty advisor (didactic) or the DCE (clinical). The facilitator listens in a private, confidential setting and helps ground the student toward examining the conflict with greater objectivity and encourages self-reflection. Consultation with the student at this step is not a formal complaint and does not require findings or fault to be documented unless the facilitator determines escalation is warranted. The advisor helps determine whether continued facilitated dialogue or escalation requires the CoSA, Program Director. Where both parties agree to discuss and resolve the conflict, and it is appropriate and safe, the advisor 3rd party facilitates a structured conversation between those involved in the conflict.

Step 4. *Next-Level Involvement.* For academic conflicts requiring course-faculty involvement, or clinical conflicts requiring CI- or site-level involvement, the advisor or DCE coordinates escalation to the course faculty member, site supervisor, CoSA, or Program Director, communicating the student's account clearly and professionally. The next-level contact reviews the documented history, meets separately with the parties before any joint conversation, applies professional judgment to identify any policy, grading, or professional conduct dimension requiring separate handling, and documents and communicates the outcome.

Step 5. *Coordinator of Student Affairs (CoSA) and Program Director Review.* When prior steps have not resolved the conflict, or the conflict is Level 3 from the outset, the student submits a written summary to the CoSA and / or Program Director containing the factual, objective description of the specific behaviors, communications, and events including all prior resolution attempts with dates, persons, and outcomes. Documentation also requires the student's desired outcome and supporting documentation. The CoSA or Program Director reviews and determines the course of action, directs facilitation or mediation, in accordance with program policies where professional conduct standards are implicated.

Step 6. *Institutional Escalation.* Where Program-level review has not produced resolution or the matter exceeds the Program Director's responsibilities, the Program

Director refers it to the School Dean, the Office of Student Success, the Title IX Coordinator, or other institutional resources. Mandatory reporting obligations under Title IX, ADA, and applicable law are fulfilled regardless of the status of Program-level resolution efforts.

Documentation. Students maintain contemporaneous, factual documentation of conflict-related events, conversations, and outcomes from Step 1 onward. Facilitators document consultations and facilitated outcomes at Step 3 and beyond. Step 5 submissions and determinations are retained in the student's official academic file consistent with FERPA. How a student manages conflict including the language used, the channels chosen, the professionalism demonstrated is considered an observable expression of professional character and part of the student's professional development. (See Full Policy [Appendix 13](#))

4.4.7 Progressive Consequences Framework

All documented lapses in professional behavior, whether in conduct or appearance, are managed through one cumulative framework. Occurrences accumulate across all courses throughout the curriculum including clinical practice courses. The cumulative framework honors the formative process of professionalism by not providing a reset. The distinction among lapse, pattern, and serious misconduct is not solely numerical but rather requires faculty professional judgment. The nature and context of the behavior and the student's response to prior counseling are all relevant. A single instance of serious misconduct triggers immediate intervention, independent of prior history. Faculty are obligated to document every observed lapse in judgement.

Occurrence	Classification	Consequence	Responsible Party
First documented lapse	Lapse	- Supervising faculty at time of occurrence holds a constructive verbal counseling meeting with the student. - Documentation of the occurrence and all meetings is placed in student's advising record within one (1) calendar day of the meeting. - Faculty advisor, CoSA, and DCE (when applicable) copied on all documentation	Course / supervising faculty; core faculty advisor notified

Second documented lapse (any course, same semester or rotation)	Escalating lapse	- Involved faculty member(s) issues a formal written warning to the student; Faculty advisor, CoSA, and DCE (when applicable) notified. - Mandatory meeting scheduled between student and core faculty advisor within three (3) calendar days of incident - Documentation of the occurrence and all meetings placed in student's advising record, CoSA and DCE (when applicable) copied.	Course faculty; core faculty advisor
Third documented lapse, or any single instance of serious misconduct	Pattern / serious misconduct	- Involved faculty member(s) documents the occurrence and copies the student, faculty advisor, CoSA, and DCE (when applicable) - The CoSA and DCE (when applicable) reviews the student's records, confers with the student, course faculty, faculty advisor, other involved parties, and develops an Action Plan as determined by the DPT Program Policies & Procedures. - Documentation of the occurrence and all meetings and placed in student's advising record.	CoSA (notified and intervenes) for Action Plan. Collaboration with Program Director
Subsequent occurrence during a pending referral or active action	Compounding misconduct	- Each subsequent documented occurrence compounds the pending or active action. - The CoSA, DCE (when applicable) and Program Director are notified of each occurrence, review the student's case, and recommend for either suspension or dismissal in accordance WC and DPT Program Policies & Procedures	Program Director

		Documentation of the occurrence and all meetings placed in the student's advising record.	
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Violations of the policies outlined in the WC Student Conduct and Community Standards processes are subject to procedures outlined in the [Wilson Blue Book](#) and are under the adjudication of the Joint Honor Council (JHC). (see Full Policy [Appendix 9](#))

4.4.8 Title IX

Wilson College is committed to creating and fostering a learning environment based on open communication and mutual respect. This is an integral part of the academic mission to enrich students' education while preparing them to live and contribute to a global society. Wilson College and the DPT Program prohibit sexual harassment and the crimes of domestic violence, dating violence, sexual assault, and stalking (as defined by the Clery Act).

Any encountered sexual harassment, misconduct, assault, and discrimination must be forwarded to the Title IX Coordinator, Crystal Collier-Walker, at 717-262-2541 or titleix@wilson.edu. If you make a report of this nature to a faculty member, they must notify the Title IX Coordinator about the basic facts of the incident (you may choose whether you or anyone involved is identified by name). For more information about options at Wilson College, please visit [Wilson College Title IX Policy](#).

4.5.0 Promediation, Remediation, and Probation

DPT Faculty are the primary agents of promediation, remediation, and when escalated, probation, all of which are support mechanisms in place to assist student success starting with early academic or professional behavior performance signals. Students are expected to engage with all aspects of these support and retention practices and procedures. Course faculty, core faculty advisors, and the CoSA are the primary coordinators of student support. Faculty are expected to monitor performance continuously. Faculty are expected to monitor performance continuously. Students can refer to the Wilson College Catalog and the DPT program's Promediation & Remediation and Probation & Dismissal Policies for further information.

4.5.1 Promediation

Promediation is the intentional and proactive practice of student support within a didactic or clinical education course, characterized by direct faculty engagement, targeted guidance, advisor consultation, and documented support. Promediation is an opportunity for students to correct their academic trajectory and is supported by an Action Plan. All proactive interventions and support measures are formally documented in the student's advising record. Faculty proactively identify students demonstrating early performance

signals across academic and professional behavior domains and initiate structured support.

At-Risk Indicators activating promediation

Faculty initiate promediation upon observing one or more of the following indicators. The list is not exhaustive. The professional judgment by the faculty may identify additional concerns warranting promediation.

1. **Academic performance**

- A score below 73% on any written or case-based summative assessment.
- A pattern of declining or consistently low formative assessment performance suggesting progressive difficulty with course content.
- A current course grade trajectory that, if maintained, would fall below the minimum passing threshold (C for didactic courses).
- A regularity of incomplete readings, preparatory work, or assignments suggesting systemic academic difficulty rather than isolated missed submissions.

2. **Professional behavior**

- Documented lapses or emerging patterns under the Professional Behaviors, Conduct, and Dress Code Policy and the Grading, Attendance, and Participation Policy including tardiness, absence, communication deficiencies, or difficulty receiving constructive feedback that have not yet reached that policy's formal escalation threshold but suggest disengagement or a developing barrier to clinical readiness.

3. **Safety and clinical readiness**

- Observable unsafe behaviors in lab or simulation environments suggesting gaps in safety awareness or clinical judgment.
- Psychomotor skill development that, on its current trajectory, may jeopardize required practical examinations or clinical education prerequisites.
- Concerns regarding physical or cognitive readiness for clinical education, identified through faculty observation or student self-disclosure.

Promediation Process. Promediation proceeds through five sequential steps. The CoSA remains available to support faculty and students throughout the process.

1. Identification. The course faculty member identifies at-risk indicators at the earliest observable signal.
2. Engagement. The course faculty member initiates a private, direct conversation with the student that describes the observed concern using the SBI (Situation-Behavior-Impact) feedback model; is framed as supportive and developmental; identifies specific, concrete improvement strategies; and establishes a follow-up checkpoint timeline.

3. Documentation and Notification. The course faculty member documents the promediation engagement promptly in the student's advising record, including the date, identified concerns, improvement strategies, established follow-up checkpoints, and the student's response. This documentation serves as notification to the CoSA and the student's core faculty advisor.
4. Monitoring. The course faculty member and core faculty advisor monitor performance against the improvement strategies at the established checkpoints, documenting progress or continued concern accordingly.
5. Promediation Outcome Review. At each checkpoint, the course faculty member and core faculty advisor jointly evaluate, based on documented evidence, whether promediation is producing demonstrable improvement. Based on this review, promediation may be continued, modified, or concluded.

(See Full Policy [Appendix 14](#))

4.5.2 Remediation

Remediation is the intentional and structured practice of student support within a didactic course, characterized by a formal, individualized, and mandatory process designed to address identified deficiencies in academic performance or competency attainment. It provides students with targeted support and opportunities to demonstrate achievement of required program competencies and progression standards. Final exams are not subject to remediation.

Indicators Triggering the Remediation Process:

Faculty initiate remediation upon observing one or more of the following indicators. The list is not exhaustive. The professional judgment by the faculty may identify additional concerns warranting remediation. The CoSA remains available to support faculty and students throughout the process.

Academic performance

1. A score below 73% on any written or case-based summative assessment valued at least 20% of the overall course grade.
2. Failure of a lab practical as per the Grading, Attendance, and Participation Policy.

Remediation Process:

1. Identification. The student meets one or both of the criteria above.
2. Engagement. The course faculty member initiates a private, direct conversation with the student to review the failed summative assessment; is framed as supportive and developmental; engages the student in identifying specific, concrete improvement strategies tailored to content or competency deficiencies which may include, study modules, mock quizzes, practice time, and/or various learning activities as determined by course faculty; and establishes a follow-up checkpoint timeline. All activities in the plan are mandatory.

3. Documentation and Notification. The course faculty member documents the remediation engagement promptly in the student's advising record, including the date, identified concerns, improvement strategies, established follow-up checkpoints, and the student's response. This documentation serves as notification to the CoSA and the student's core faculty advisor.
4. Monitoring. The course faculty member and core faculty advisor monitor performance against the remediation strategies at the established checkpoints, documenting progress or continued concern accordingly.
5. Remediation Outcome Review: At each checkpoint, the course faculty and core faculty advisor jointly evaluate, based on documented evidence, whether the student is making satisfactory progress toward remediation objectives and completing required remediation activities. Based on this review, remediation may be concluded, modified, or referred for consideration under the applicable provisions of the Probation and Dismissal Policy.

(See Full Policy [Appendix 14](#))

4.5.3 Academic and Non-Academic Probation

This policy serves the DPT Program's purpose to nurture the student toward successful completion while upholding the standards of the physical therapy profession.

Intervention Pathway: Probation provides a rigorous and fair pathway protected by due process. Probation is the formal intervention tier for didactic coursework when the student fails to meet established academic or non-academic standards requiring intervention through referral to the Coordinator of Student Affairs (CoSA). Intervention pathways are automatically triggered by the Probation & Dismissal Policy; escalation of the Remediation and Remediation Policy; third-occurrence professional behavior referrals under the Professional Behaviors, Conduct, and Dress Code Policy; violations of the Academic Integrity Policy and the Wilson College Catalog; and any egregious safety and / or readiness concerns for Clinical Education Progression.

Academic Probation: Consistent with the WC Course Catalog and the academic progression standards, Academic Probation is automatically outlined by a cumulative GPA below established standards in accordance with the Matriculation & Graduation Policy, which identifies a cumulative GPA of 2.8 at the conclusion of the first semester or a 3.0 from the second semester onward. Students who fail to meet the minimum required GPA for a term or semester are automatically placed on probation. Probation applies only to students enrolled in the didactic portion of the curriculum. The individualized Academic Success Plan is a collaborative agreement between the student, CoSA, core faculty advisor, and course faculty. Probation is a structured pathway back to good standing.

Non-Academic Probation: Consistent with the DPT Program's professional, ethical, behavioral, and safety standards, Non-Academic Probation is initiated when a student enrolled in the didactic portion of the curriculum meets one or more non-academic probation triggers outlined in this policy. These include professional conduct violations, safety issues arising in classroom, laboratory, or simulation environments, attendance violations, Essential Functions concerns, or documented concerns regarding fitness for professional practice. The individualized Academic Success Plan is a collaborative agreement between the student, CoSA, core faculty advisor, and other relevant faculty or administrators as appropriate to the concern. The Academic Success Plan establishes corrective expectations, measurable benchmarks, assigned responsibilities, and timelines designed to support restoration of professional standing, progression, and compliance with program expectations. Probation is a structured pathway back to good standing.

Probation Duration: Probation begins the semester immediately following the semester in which the triggering grades were recorded. Probation ends at the completion of the semester when the student meets all applicable academic standards; passing grades in all courses, a cumulative GPA at or above a 3.0, and full completion of Academic Success Plan requirements. Consistent with the Wilson College Catalog, probation extending beyond one semester is grounds for dismissal.

Probation is supported by an Academic Success Plan which is a written, individualized, and signed agreement between the student and the DPT Program documenting required conditions for academic progression, probation, or re-enrollment. The Academic Success Plan outlines the student's academic status, required actions, performance expectations, timelines, responsible parties, deadlines, criteria for successful completion, consequences of non-compliance, curriculum implications, anticipated re-enrollment term when applicable, and any required evidence of academic, professional, or clinical readiness.

Conditions for Academic Progression Intervention:

1. Academic Triggers for Probation
 - a. Cumulative GPA below the applicable minimum: 2.80 at the conclusion of the first semester; 3.00 from the second semester onward, per the Matriculation & Graduation Policy.
 - b. Students who fail to meet the minimum grade required for a course.
2. Non-Academic Triggers for Probation
 - a. A third documented lapse or any single instance of serious misconduct under the Professional Behaviors, Conduct, and Dress Code Policy, including documented breaches of professional behavior toward colleagues, faculty, staff, or patients.

- b. Safety concerns arising in lab or simulation, including Essential Functions concerns under the Essential Functions & Technical Standards Policy.
 - c. Attendance violations exceeding the limits of the Grading, Attendance, & Participation Policy, or patterns of untimely submission under the timeliness of Submission Policy.
 - d. Any documented concern regarding fitness for professional practice.
- (See Full Policy [Appendix 15](#))

4.6.0 Academic Suspension and Dismissal

Consistent with Wilson College Catalog and the academic progression standards, Academic Suspension and Dismissal define the formal, involuntary separation of a student from the DPT program which may occur as a Suspension with the privilege of reenrollment (Deceleration) or as Dismissal without the privilege of re-enrollment and is preceded by due process.

4.6.1 Academic Suspension

Suspension (Deceleration) requires the student to separate from the DPT program for a defined period of time. Within this policy, this status is referred to as Deceleration, and the student may be eligible to apply for reenrollment upon successful completion of all the conditions of the Academic Success Plan. Re-enrollment is not guaranteed. The Academic Success Plan document specifies measurable corrective steps, assigned supervisory responsibilities, benchmarks, and explicit timelines. The student must formally accept the Success Plan or appeal it within the timeframe specified; inaction or partial compliance does not constitute acceptance and may be grounds for escalation. The absence of engagement with the Success Plan process or an inability to complete required elements constitutes grounds for dismissal. Academic dishonesty during any corrective activity is an egregious violation of Academic Integrity and treated as serious misconduct in accordance with Academic Integrity and Professional Behavior, Conduct, and Dress Code Student Policies, and reinforces the grounds for dismissal regardless of the original concern.

Consistent with Wilson College Catalog and the academic progression standards, suspension from the DPT Program is automatically outlined when the student earns a non-passing final grade in any course in accordance with the Matriculation & Graduation Policy, which identifies non-passing grades as 'C-', 'D,' or 'F'. The exception to this is DPT-600: Human Anatomy for which the minimum passing grade is a 'B-' (80.00%). Prior intervention with probation status may precede suspension but is not mandatory. Suspension preserves the student's eligibility for re-enrollment with the subsequent cohort. Eligibility does not extend beyond that cohort. An Academic Success Plan supports Suspension and outlines the terms and conditions required for re-enrollment.

To return to the program, students must do the following at least three weeks prior to the beginning of the next semester:

1. Contact the WC Registrar, the DPT Program Director (PD), CoSA, and Coordinator of Admissions (CoA) indicating intent to return.
2. Submit appropriate documentation showing satisfactory completion of all aspects of the Academic Success Plan.
3. Schedule a meeting with the Dean of Student Success (DSS) and the CoSA.
4. Request clearance from Student Financial Services, if applicable.

Academic Suspension

- a. A non-passing final grade in any didactic DPT course: 'C-', 'D,' or 'F', or any clinical course 'F' per the Grading, Attendance, & Participation Policy. The exception to this is DPT-600: Human Anatomy for which the minimum passing grade is a B- (80.00%).

(See Full Policy [Appendix 15](#))

4.6.2 Dismissal

Dismissal is a final determination resulting in permanent separation from the DPT Program, rendering the student permanently ineligible for re-enrollment. Dismissal is reserved for the most serious violations, including severe patient safety violations, egregious confirmed academic integrity violations, repeated and willful professional conduct violations following formal intervention, or conduct demonstrating fundamental incompatibility with the ethical and professional standards of physical therapy. A student is dismissed if they fail to make academic progress upon return from suspension.

Academic & Non-Academic Triggers for Dismissal

- a. Confirmed or egregious violation of the Academic Standards and Integrity Statement and expected Professional Behaviors, including plagiarism, unauthorized collaboration, misrepresentation of AI-generated content, cheating on written or practical examinations, cheating on graded assignments, or misrepresentation of clinical documentation or patient information; academic dishonesty during a promediation activity (an aggravated violation regardless of the original concern); or a pattern of integrity concerns demonstrating willful disregard for the ethical and professional standards of the profession.
- b. Failure to achieve or maintain the GPA thresholds of the Matriculation and Graduation Policy following intervention through promediation, remediation, and / or probation extending beyond one semester.
- c. Egregious or repeated violations of professional behavior standards under Professional Behaviors, Conduct, and Dress Code Policy; a documented patient, colleague, or public safety violation demonstrating incompetence, recklessness, or willful disregard for patient welfare; HIPAA, patient

confidentiality, conduct that seriously discredits the student, the DPT Program, Wilson College, or the profession; fundamental breach of the APTA Code of Ethics or Core Values.

(See Full Policy [Appendix 15](#))

4.6.3 Academic Suspension and Dismissal Procedures

Intervention Referral. Any core, course, or clinical faculty member, or the Director of Clinical Education (DCE) may initiate a formal written referral for intervention to the CoSA when conduct or performance has the ultimate potential of academic suspension or dismissal. Referrals must include a specific description of the concern, supporting documentation, and the referring party's professional assessment of severity and urgency.

Notification and Due Process. Within three business days of the referral to the CoSA the student receives written notification of the nature of the concern; the specific standards alleged to have been violated; and a request for a meeting with the CoSA. A meeting between the student, course faculty, core faculty advisor, and the CoSA is scheduled as quickly as possible to determine appropriate course of action per policies.

Deliberation and Determination. The CoSA and the PD deliberate on the full record starting with historical documentation, the initiating referral and associated documentation, the student's written response, meeting determinations, and any information gathered during review. The CoSA confers as needed with the student, core faculty advisor, course faculty, the PD, and institutional offices. The CoSA and the PD render a written determination specifying findings, the policy or standard violated, the recommended action (including re-enrollment designation where Academic Suspension and Dismissal is recommended), the rationale, and any re-enrollment conditions.

Program and Institutional Review. The PD signs off on the Academic Success Plan after student agreement. When dismissal is the final determination, the PD approval of the dismissal is forwarded immediately to the Dean of the School of Professional and Graduate Studies for review.

Written Notification. Upon final approval from the Dean of the School of Professional and Graduate Studies, the PD issues formal written Academic Suspension and Dismissal notification to the student within three business days, which is retained in the student's official academic file. The formal written dismissal states the specific grounds with policy citations, the effective date, the re-enrollment designation, any conditions, any timelines, the student's appeal rights under the Appeals, Complaints, & Grievances Policy, contact information for the appeal process, and confirmation that the Office of Financial Aid, the Office of the Registrar, and Office of Student Success have been notified.

(See Full Policy [Appendix 15](#))

4.7.0 Leave of Absence, Withdrawal, and Re-enrollment

4.7.1 Leave of Absence (LOA) and Withdrawal Policy

The DPT Program recognizes that there are multiple reasons that may interrupt a student's ability to participate fully. The program provides timely, supportive, and individualized guidance; however, support and advising do not alter published academic requirements, which are applied consistently to all students to maintain the integrity of the curriculum.

The DPT Program's curriculum is sequential and cohort based. Therefore, a leave, withdrawal, requirement to repeat coursework, or other interruption in progression delays the student's expected graduation date. Because courses and clinical education experiences are offered in a prescribed sequence, a student returning from a leave or other interruption may be required to rejoin a later cohort, which may delay progression and graduation and, in some circumstances, require repetition of coursework or clinical education experiences. All degree requirements must be completed within the time frame established by the current Wilson College Catalog and the DPT Program's published Matriculation & Graduation Policy requirements.

Students considering an LOA or Withdrawal are encouraged to promptly consult their core faculty advisor, Coordinator of Student Affairs (CoSA), Director of Clinical Education (DCE), the Program Director (PD), and, when applicable, the Office of the Registrar, the Office of Financial Aid/Student Financial Services, and other relevant College offices. Consultation and program support do not substitute for the student's completion of required written requests, college forms, or institutional deadlines.

These policies explain processes and approvals needed for leaves of absence and withdrawals. Refunds and return of federal financial aid or other sources of aid that may be required due to LOA or withdrawal are specified in the Wilson College Student Refund policy. Students are responsible for consulting the Office of Financial Aid and the Student Financial Services regarding the impact of an LOA or withdrawal on their financial aid.

When a student is ready to return from a leave, they must contact the DPT CoSA. Re-enrollment requires DPT Program approval of academic and clinical readiness and completion of all College requirements. A student will return in their existing academic standing (satisfactory or probation).

These are the academic regulations and policies in the Wilson College Catalog.

[Administrative Drop](#)

[Leave of Absence](#)

[Extended Absences](#)

[Short-Term Absences](#)

[Military Leave of Absence](#)

[Withdrawal From College](#)

[Administrative Withdrawal from College](#)

[Medical Leave of Absence](#)

(See Full Policy [*Appendix 16*](#))

4.7.2 Re-Enrollment

When a student is ready to return from a leave, they must contact the DPT CoSA. Re-enrollment requires DPT Program approval of academic and clinical readiness and completion of all College requirements. A student will return in their existing academic standing (satisfactory or probation). Re-enrollment is contingent upon: written notification of intent to return no later than thirty (30) days before the intended re-entry date; documented fulfillment of all LOA conditions (as applicable) and all applicable program and institution requirements; written approval from the Program Director, CoSA, and Dean of the School of Professional and Graduate Studies; completed enrollment and financial aid coordination through the Office of Financial Aid; and currency of all health requirements, immunizations, clearances, and competencies, which the student is responsible for maintaining during the absence. Failure to provide timely notification, meet LOA conditions, or return within the approved period may result in administrative withdrawal.

(See Full Policy [*Appendix 16*](#))

4.8.0 Appeals, Complaints, and Grievances

4.8.1 Non-Discrimination Policy

The Wilson College Non-discrimination Policy applies to faculty, staff, and applicants for employment, students, and third parties including visitor, patients, and community members.

The DPT Program adopts this policy and establishes uniform guidelines to promote a work and educational environment at Wilson College that is free of discrimination and harassment. The DPT Program affirms the institutional commitment to equal opportunity.

Wilson College prohibits discrimination against and harassment of any student, employee, faculty, staff, patients, visitors, third parties and other community members as well as applicants for employment and admission because of race, ethnicity, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, gender, gender identity and expression, genetics, and any other characteristic protected under applicable federal or state law.

For more information about our processes, please refer to the [Wilson College Non-discrimination Policy](#) website.

4.8.2 Appeals, Complaints, & Grievances Policy

Access, Fairness, and Non-retaliation

The DPT Program provides accessible procedures for submitting appeals, complaints, and grievances. The Program makes this policy available to prospective and enrolled students, faculty, staff, clinical education partners, employers of graduates, and the public through the student handbook, which is provided on the Wilson College DPT Program Webpage and further offered through other program communications. The DPT Program will address matters within its authority in a timely, fair, and impartial manner. A person who has a conflict of interest or participated in the original decision may not investigate, advise the decision-maker on, vote on, or decide an appeal, complaint, or grievance involving that matter.

Retaliation is prohibited. Allegations of retaliation will be referred promptly to the appropriate WC office or process and may constitute a separate basis for corrective or disciplinary action.

Appropriate Channels

Students and community members should use the most appropriate channel for the nature of their concern:

Matter / Concern	Primary Process
Final course grade	Grading, Attendance, & Participation Policy
Academic integrity or student-conduct matter	Applicable WC and DPT Program academic-integrity or conduct process
Probation, suspension, dismissal, Academic Success Plan, or other DPT adverse decision	Appeal process in this policy, as applicable

Sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex discrimination	WC Title IX Coordinator and Title IX procedures
Disability accommodation or accessibility concern	WC accessibility or disability-services process
Discrimination, harassment, or retaliation outside Title IX	Applicable WC nondiscrimination, human-resources, or student-affairs process
Clinical education concern	DCE and applicable clinical education policies; this policy remains available for a formal grievance concerning Program process or policy implementation
General DPT Program complaint or grievance	DPT Program complaint and grievance process in this policy
Alleged noncompliance with CAPTE Standards and Required Elements	DPT Program process first, when appropriate, and CAPTE's independent complaint process

Social media is not a formal filing channel for an appeal, complaint, or grievance. However, DPT Program personnel who become aware of a potential safety issue, discrimination concern, Title IX matter, threat, or other reportable concern through social media or another informal channel will respond, refer, or report as required by law and WC policy.

Appeal Eligibility and Grounds

A student may appeal an eligible adverse decision only on one or more of the following grounds:

- a material procedural error occurred and reasonably could have affected the outcome.
- new and material evidence exists that was not reasonably available at the time of the original decision and reasonably could have affected the outcome.
- the decision was arbitrary or capricious, unsupported by the record, inconsistent with published WC or DPT Program policy, or based on a material misapplication of policy.
- the sanction was substantially disproportionate to the established violation or finding.

Disagreement with a decision, dissatisfaction with an outcome, or a desire for a different result does not independently constitute grounds for appeal.

An appeal is limited to the stated grounds, the original record, and any properly submitted new material evidence. The appellate process does not substitute the

appellate body's judgment for the original decision-maker's reasonable academic or professional judgment unless a recognized ground for appeal is established.

Appeal Timeline and Requirements

A student must submit an appeal within:

- **Three business days** after receiving written notice of an eligible adverse decision; or
- **Five business days** after receiving written notice of a dismissal decision, consistent with the Probation and Dismissal Policy for Academic and Non-Academic Issues.

The appeal must be submitted in writing to the designated institutional recipient identified in the student's decision letter. For DPT Program decisions, the designated recipient is the Graduate Studies Council (GSC, appellate body), with a copy to the Dean of the School of Professional and Graduate Studies (Dean) who chairs the GSC.

The appeal must include:

- The student's name, WC email address, and contact information.
- The decision being appealed and date of written notice.
- The specific ground or grounds for appeal.
- A concise statement explaining how each stated ground applies.
- All supporting documentation.
- A description and copy of any new material evidence, including an explanation of why it was not reasonably available during the original process.
- The requested remedy.

The recipient acknowledges receipt within one business day when feasible and no later than three business days after receipt.

An appeal that does not identify an eligible ground or does not contain sufficient information for review may be dismissed as procedurally deficient. The student will receive written notice of the deficiency and, when practicable, is given two business days to submit a corrected appeal. A correction may clarify the original appeal but may not introduce a new appeal after the filing deadline unless the appellate body determines that good cause exists.

Effect of the Appeal

Filing an appeal does not automatically stay an Academic Success Plan, probation requirement, academic requirement, safety restriction, interim measure, removal from clinical education, suspension/dismissal effective date, or other program activities unless a stay is granted.

A student may request a written stay from the Program Director as applicable. A stay temporarily suspends the implementation of the decision being appealed and may permit

the student to continue participating in classes, clinical education experiences, or other program activities while the appeal is pending. A stay may be granted only when the decision-maker determines that a stay will not compromise patient safety, student safety, academic integrity, compliance with policy, or the orderly operation of the Program. A decision regarding a stay does not determine the merits of the appeal.

Appeal Review Procedure

The appeal process consists of the following steps:

1. **Administrative review.** The designated recipient confirms timeliness, jurisdiction, completeness, and the presence of at least one recognized appeal ground. The recipient may dismiss an untimely appeal or an appeal that does not state an eligible ground, with written notice to the student.
2. **Conflict screening.** The appellate body confirms that no member participated in the original decision or has a conflict of interest. A conflicted member must recuse from all discussion, review, and voting.
3. **Record review.** The appellate body reviews the written appeal, original decision, applicable policies, relevant evidence, meeting records or recordings when available, and any properly submitted new material evidence.
4. **Limited information gathering.** The appellate body may request clarification or limited additional information necessary to resolve an appeal ground. Any substantive new information considered by the appellate body must be shared with the student and the original decision-maker or designated Program representative for a reasonable written response.
5. **Decision.** The appellate body may take one of the following actions:
 - a. Deny the appeal and uphold the original decision.
 - b. Grant the appeal and modify the decision or sanction.
 - c. Vacate the decision and remand the matter for reconsideration or rehearing by an impartial decision-maker.
 - d. Grant the appeal in part and provide another appropriate remedy consistent with WC and DPT Program policy.

The appellate body may not impose a more severe sanction than the sanction in the original decision solely because the student filed an appeal.

6. **Written notice.** The appellate body issues a written decision that identifies the appeal ground or grounds considered, the disposition, the rationale, any required further action, and the effective date of the final decision.

The GSC ordinarily issue its written decision within ten business days after receiving the complete appeal record. If additional time is reasonably necessary because of the complexity of the matter, availability of participants, need for additional information, or an institutional closure, the GSC Chair or Dean's designee will provide written notice to the student stating the reason for the extension and the anticipated decision date.

Finality of Institutional Review

Unless WC policy requires a different institutional review, the GSC decision is final within the DPT Program's internal appeal process.

When WC policy requires review or approval by the Dean, or when the appeal concerns Academic Suspension or Dismissal or another decision reserved to the Dean, the Dean or designee issues the final institutional decision. The student will receive written notice of the final institutional decision and any remaining external complaint options.

Nothing in this policy limits a student's right to pursue a complaint through an external process available under applicable law or accreditor policy.
(see Full Policy Appendix 17)

4.8.3 Appeals, Complaints, & Grievances Procedures

Any student, applicant, clinical education partner, employer of graduates, faculty member, staff member, or member of the public may submit a complaint or grievance concerning the DPT Program.

A complaint may be submitted informally to the person best positioned to resolve the concern, including a course faculty member, core faculty advisor, Director of Clinical Education, Coordinator of Student Affairs, or Program Director. Individuals are encouraged, but not required, to seek informal resolution when doing so is safe, appropriate, and likely to resolve the matter.

A grievance must be submitted in writing and should include:

- The complainant's name and contact information, unless submitted anonymously through an approved WC reporting mechanism.
- A clear description of the concern.
- The relevant date or dates, individuals, and Program activities involved.
- The policy, practice, or standard implicated, if known.
- Available supporting information.
- The requested resolution, if any.

Complaints and grievances may be submitted through one of the following channels:

- To the DPT PD by WC email or written correspondence.
- To the Dean or designee through the applicable WC reporting or complaint portal.
- To another WC office or process when the matter falls within that office's authority.
- To CAPTE through its independent complaint process when the concern alleges noncompliance with CAPTE Standards and Required Elements or CAPTE expectations related to academic integrity.

A matter concerning the Program Director, or a matter for which the Program Director has a conflict of interest, must be submitted directly to the Dean of the School of Professional and Graduate Studies. The Dean acts as the reviewer or directs the matter to the appropriate WC process.

Complaints and Grievance Procedure

The following process applies to complaints and grievances within the DPT Program's authority:

1. **Receipt and acknowledgment.** The Program Director or designee acknowledges a written complaint or grievance within five business days. Anonymous complaints are reviewed to the extent reasonably possible based on the information provided.
2. **Triage and referral.** The Program Director or designee determines whether the concern falls within DPT Program authority, requires referral to another WC office, warrants immediate safety measures, or can be addressed through informal resolution.
3. **Conflict screening.** A person with a conflict of interest may not investigate or decide the matter. The matter is reassigned to an impartial administrator, faculty member, or institutional office.
4. **Review or investigation.** The assigned reviewer conducts a fair and impartial review appropriate to the nature and seriousness of the concern. The review may include relevant documents, interviews, records, policy review, consultation with appropriate offices, and an opportunity for affected parties to provide information.
5. **Written determination.** The Program ordinarily issues a written determination within twenty business days after acknowledgment of a formal grievance. The determination will state whether the concern was substantiated, unsubstantiated, resolved through corrective action, referred to another process, or otherwise closed. When privacy rights or legal obligations limit the information that may be shared, the Program provides the maximum information permitted.
6. **Extension.** If additional time is reasonably necessary, the Program provides written notice of the delay, the reason for the extension, and the anticipated completion date.
7. **Corrective action and follow-up.** When appropriate, the Program implements corrective action, policy revision, training, process improvement, or another reasonable response. The Program may take corrective action even when a complaint is not fully substantiated if review identifies a process weakness or improvement opportunity.

(See Full Policy [Appendix 17](#))

4.8.4 Complaints to CAPTE

Commission on Accreditation in Physical Therapy Education (CAPTE) maintains an independent process for considering formal complaints alleging that an accredited or developing physical therapist education program is not in compliance with CAPTE

Standards and Required Elements or has violated CAPTE expectations related to academic integrity.

In order for CAPTE to consider a formal complaint, several conditions must be met:

- The complaint must be specifically linked to the relevant Evaluative Criteria (or Standards and Elements, as appropriate) (PT or PTA) or to the integrity statements.
- The complainant must have exhausted all remedies available through the institution, if appropriate.
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
- The event(s) being complained about must have occurred at least in part within three years of the date the complaint is filed.

Information about CAPTE's complaint process is available through the CAPTE website. CAPTE complaints are submitted independently of the DPT Program and must meet CAPTE's current procedural requirements. CAPTE requires formal complaints to be submitted in writing, signed by the complainant, supported by relevant information, and specifically linked to the applicable CAPTE Standards and Required Elements or other CAPTE expectations.

Anyone wanting to file a complaint with the CAPTE may do so by contacting CAPTE at (703) 706-3245 or accreditation@apte.org. A complainant may also visit the CAPTE Website at <http://www.capteonline.org/complaints/> for more information. (See Full Policy *Appendix 17*)

5.0 PROGRAM INFORMATION & REQUIREMENTS

5.1.0 Clinical Education Experiences

Expectations for Academic progression and participation in Clinical Education Experiences are detailed in the Clinical Education Handbook.

5.2.0 Essential Functions & Technical Standards Policy

The DPT Program maximizes access for qualified students with disabilities in cooperation with the WC Academic Success Center and its Accessibility Services Coordinator. The Essential Functions and Technical Standards (Full Policy Addendum) are published in program admission materials and apply uniformly to every applicant and enrolled student. All admitted students must attest that these standards can be met with or without reasonable accommodation. They must attest to these standards annually. A student is never required to disclose the specifics of a disability or intended accommodation before or after admission but rather must only complete the attestation.

It is the student's responsibility to self-identify and initiate any accommodation request through the Academic Success Center, providing appropriate documentation. Requests may be made at any time, for temporary or ongoing circumstances, and a student may update or withdraw a request at any point. The DPT Program recognizes that a student's status may change over time. Because accommodations in the curriculum and in clinical education may require advance communication and planning among the student, the institution, and the program, timely initiation is essential. Clinical education sites are independent entities. As such, a site may be unable to provide a specific accommodation due to patient safety or operational limitations, which may render the student ineligible for placement at that site. The DPT Program collaborates with students and sites to identify suitable placements.

A student's inability to meet the Essential Functions and Technical Standards, with or without reasonable accommodation, is cause for reconsideration or denial of initial enrollment, matriculation, re-enrollment, or graduation. Such determinations are administrative in nature, and they are made by the Accessibility Services Coordinator in consultation with the Coordinator of Student Affairs (CoSA) and Program Director, consistent with the model applied across WC health programs, in which the institution and the program jointly determine whether a student possesses the essential non-academic skills required for the program and clinical practice. Determinations are documented in the student's academic file and communicated in writing. A student may appeal an adverse determination to the Graduate Studies Council.

(See Full Policy [Appendix 18](#))

5.3.0 Technology Requirements and Recommendations

The DPT Program's hybrid curriculum makes technology the primary medium through which students receive instruction, engage with faculty and colleagues, complete assessments, manage clinical education records, and access program resources. Every enrolled student is required to maintain a personal computing device that meets the Minimum System Requirements, to maintain access to all Designated Program Platforms, and to use program technology in a manner consistent with the professional, academic integrity, and patient safety standards that govern the physical therapy profession.

All program technology use is governed by the WC institutional technology acceptable use policy, the Professional, Behaviors, Conduct, and Dress Code Policy, the Student Files Policy, the Digital & Social Media Policy, and the WC Honor Principle. Technology

misuse including academic dishonesty facilitated by technology, unauthorized recording, and mishandling of patient or clinical data is treated as a professional conduct concern and violation with consequences commensurate with its severity, consistent with the established consequence and the governing companion policies.

Wilson College strongly discourages the use of any devices that may be unable to support one or more Designated Program Platforms and do not satisfy the Minimum System Requirements for the Program's curriculum. Students who are uncertain whether their current device meets the Minimum System Requirements are encouraged to consult the WC Technology Helpdesk prior to or at the time of matriculation.

Students are solely responsible for the maintenance, updates, repair, and replacement of their personal computing devices and for maintaining stable high-speed internet connectivity sufficient for video-intensive synchronous participation. Personal technology failures are the student's responsibility to manage through a pre-established Backup Plan. A personal technology failure does not constitute grounds for an excused absence, an extended deadline, or a makeup opportunity, except in extraordinary circumstances at the discretion of the course director and the Coordinator of Student Affairs. Where a documented outage of a WC-administered platform (Canvas, Proctorio, Microsoft 365) affects the Program broadly, the Coordinator of Student Affairs and the Course Director coordinate an appropriate accommodation in consultation with course faculty, the WC Technology Helpdesk and the affected students.

- Minimum Technology Requirements: Link [Technology Requirements for Online and Hybrid Learning | Wilson Edu](#)
- Available Technology Discounts: Link [Technology Discounts | Wilson Edu](#)
- Online Learning Policies
 - Link: [Wilson College - Online Learning Policies](#)

(See Full Policy [Appendix 19](#))

5.3.1 Acceptable Use Standards

Academic Integrity, Generative AI, and Technology

- All program-related academic work submitted for grading must represent the student's own original intellectual effort, consistent with the WC Honor Principle, the Digital & Social Media Policy, and the Professional Behaviors, Conduct, and Dress Code Policy.
- Generative AI tools are permitted as learning aids for example, to explore concepts, generate study materials, or clarify understanding but may not be used to generate, draft, revise, or complete any graded assignment, assessment,

examination, clinical documentation, or other work product submitted for academic evaluation unless the course faculty member has explicitly authorized such use for a specific assignment.

- ❑ Where a course faculty member authorizes the use of a Generative AI tool for a specific graded activity, the student must disclose the tool used and the nature of its use in the submitted work as per the AI Utilization Policy consistent with required referencing unless otherwise specified by the course faculty member.
- ❑ Submitting AI-generated content for a graded assessment without faculty authorization is a breach of the WC Honor Principle and constitutes technology-related misconduct, regardless of the degree to which the AI-generated content was edited or revised by the student prior to submission.
- ❑ Refer to the AI Utilization Policy for details.

Unauthorized Recording:

- Audio or video recording of any synchronous class session, examination, Lab Immersion session, faculty advising meeting, peer practice session, or other program activity requires the explicit prior consent of the presiding faculty member and all individuals who appear in or are captured by the recording.
- Recordings made with faculty consent are for the individual student's personal academic use only and may not be shared, posted, distributed, or uploaded to any platform without the explicit written consent of all parties captured in the recording.
- Unauthorized recording is technology-related misconduct under the Professional Behaviors, Conduct, & Dress Code Policy and is referred immediately to the Coordinator of Student Affairs and the Program Director.

WC Institutional Account and Credential Security:

- Students are responsible for the security of their WC-issued accounts and credentials, including their Canvas login, Microsoft 365 account, and Exxat account.
- WC accounts use multi-factor authentication; students must maintain access to the phone number or authenticator application always registered with their WC account.
- Students must never share their WC credentials with any other person, including peers, for any purpose.
- Suspected unauthorized access to a WC account must be reported to the WC Technology Helpdesk and the Program Director immediately.

Personal Device Use During Program Activities:

- Personal devices are permitted during synchronous online sessions and Lab Immersion sessions only for purposes directly related to the session's academic content, consistent with the AI Utilization Policy.
- Personal social media use, non-academic browsing, texting, and other non-academic device activity during program sessions are prohibited and are documented as a lapse in professional conduct consistent with the Professional Behaviors, Conduct, & Dress Code Policy and Digital & Social Media Policy.
- Students are responsible for ensuring that their computing environment during synchronous sessions and proctored examinations is free from distractions, maintains appropriate visual and audio privacy, and meets any environmental requirements specified by the course faculty.

(See Full Policy [Appendix 19](#))

5.3.2 AI Utilization

The American Physical Therapy Association (APTA), in its 2024 House of Delegates Position (P07-24-10-09), affirmed that AI should support and enhance physical therapist practice, education, and research in a manner that reduces administrative burden and serves the best interest of clients, patients, society, students, and the profession. This policy fully aligns with the APTA's professional standard.

“Machines Compute, Humans Understand”
First Principle

This AI Policy is grounded in two Principles:

Principle 1: The hallmark of an entry-level Doctor of Physical Therapy is underscored by the responsible synthesis of clinical reasoning, human connectedness, and therapeutic judgment.

Principle 2: The use of AI to deceive faculty or the program is a direct breach of Academic Integrity and Professional Conduct.

1. Permitted AI-Supported Learning

The DPT Program supports responsible AI literacy and permits students to use AI as a learning resource when that use does not violate academic integrity, course instructions, assessment rules, clinical-site requirements, or academic-integrity expectations.

Students must independently evaluate all AI output. AI-generated content may be inaccurate, incomplete, biased, fabricated, outdated, clinically unsafe, or inconsistent with current evidence and professional standards. Students remain responsible for verifying information using course materials, peer-reviewed literature, authoritative professional resources, and faculty guidance.

Permitted learning use does not authorize a student to submit AI-generated or AI-substantively revised material as the student's own work unless the faculty member has explicitly authorized that use.

2. Protection of Patient, Client, and Confidential Information

- Students must never enter, upload, paste, dictate, attach, screenshot, photograph, record, or otherwise provide the following information to a publicly available AI system:
- Real patient or client information.
- PHI or electronic PHI.
- Identifiable patient or client information.
- Clinical documentation or any portion of clinical documentation.
- Patient or client images, videos, audio recordings, photographs, or screenshots.
- Patient or client evaluation findings, medical histories, treatment details, outcomes, test results, referral information, schedules, billing information, or communications.
- Information obtained from an electronic health record, clinical-site system, patient portal, scheduling system, or clinical-site communication platform.
- Information that identifies, or could reasonably identify, a patient, client, family member, caregiver, clinical site, or healthcare provider.
- Confidential College, clinical-site, faculty, peer, research-participant, or institutional information that has not been expressly approved for use in the specific AI system.

Removing a patient's name alone does not make information safe to enter into an AI system. Details such as age, diagnosis, dates, geographic location, treatment setting, distinctive clinical history, photographs, rare conditions, narrative details, or combinations of otherwise limited information may identify or make a person reasonably identifiable.

For learning activities involving clinical cases, students must use faculty-provided cases, simulated cases, synthetic data, or cases that have been fully de-identified and approved by faculty. When in doubt, students must treat information as identifiable and must not enter it into an AI system.

Students may use a patient-related AI workflow only when all the following conditions are met:

- The clinical site or Wilson College has explicitly approved the specific AI system and workflow in writing.
- The use complies with clinical-site policy, affiliation agreements, HIPAA, applicable privacy and security requirements, and all other legal and institutional requirements.
- The student has received site-specific authorization and training, when required.
- The use is within the student's assigned role, supervision requirements, and scope of responsibility.
- The student does not independently determine that a system is "HIPAA compliant" or otherwise appropriate for patient data.

A violation of this section may constitute a serious breach of confidentiality, patient privacy, professional conduct, clinical-site policy, academic integrity, and/or applicable law. The Program may immediately restrict a student's access to clinical activities or take other interim measures when necessary to protect patients, clients, clinical sites, students, or the Program.

3. AI Use for Coursework and Assessed Work

The DPT Program does not prohibit AI categorically. Rather, it distinguishes between:

- AI use that supports independent learning; and
- AI use that contributes to work submitted for evaluation, grading, competency determination, or professional representation. Unless course faculty explicitly authorize AI use in writing, students may not use generative AI or AI-powered writing, editing, research, analysis, calculation, image, audio, video, or coding tools to generate, revise substantively, analyze, solve, complete, or contribute to an assignment or other assessed work.

For the purposes of this policy, **silence means AI use is not authorized for assessed work.**

Students may not use AI to complete an assignment, generate an answer, rewrite content substantially, create a clinical assessment or plan of care, produce citations or references without verification, or otherwise perform work that the assignment is intended to assess unless the faculty member has explicitly authorized that use.

4. Faculty Authorization and Assignment Expectations

Course faculty may authorize, require, limit, or prohibit AI use when doing so supports course learning objectives, assessment validity, AI literacy, professional formation, and academic integrity.

When AI use is permitted or required, faculty must provide written direction that identifies:

- The purpose of AI use.
- The permitted AI tool or category of tools, when applicable.
- The portion of the assignment for which AI may be used.
- The type and extent of permissible assistance.
- Whether prompts, outputs, revision history, or an AI-use log must be submitted.
- Required disclosure and citation practices.
- Expectations for independent verification of AI-generated information.
- The elements of work that must remain entirely the student's own.

Faculty may require a student to explain, defend, demonstrate, or reproduce submitted work orally, in writing, or through another valid assessment method when necessary to evaluate authenticity, competence, clinical reasoning, or achievement of learning outcomes. Students must ask the course faculty for written clarification before using AI when assignment directions are unclear.

AI Disclosure:

Students must be transparent and disclose the use of AI when explicitly permitted by the course faculty. Incomplete, misleading, or absent disclosure of AI use constitutes academic dishonesty and is considered *falsification*. Documentation must include:

1. A disclosure statement at the end of the submission clearly indicating that AI was used, identifying the platform and version (e.g., ChatGPT, Claude, Copilot) with a brief description of the nature and extent of usage.
2. An APA 7th Edition reference list entry for the AI tool used:

APA Citation Format — AI-Generated Text: OpenAI. (2024). *ChatGPT* [Large language model]. <https://chat.openai.com>

APA Citation Format — AI-Assisted Editing: Grammarly. (2024). *Grammarly* [AI writing assistant]. <https://www.grammarly.com>

Sample In-Text Disclosure: "The initial outline for this literature review was drafted with the assistance of a large language model (OpenAI, 2024). All sources were independently verified, and the analysis, synthesis, and clinical application are entirely the author's own."

Educational Outcomes:

Conduct sanctions as a result of breaches in Academic Standards and integrity are commensurate with the nature and severity of the academic integrity and professionalism violation.

Inappropriate use of AI may be considered a direct violation of Wilson College's Academic Integrity Statement ([See The Wilson College Blue Book](#)) and the Professional Behaviors, Conduct, & Dress Code Policy, which may result in an academic integrity issue and possible dismissal from the program. Academic expectations and dishonest work are further defined in the Wilson College Catalog, academic services and procedures, under [academic standards](#).

Academic Integrity Violations:

Consistent with best practices in academic integrity AI-related violations in the DPT Program are classified under four categories:

1. Cheating (unauthorized aid)
2. Plagiarism
3. Falsification
4. Improper Collaboration

Syllabus statements and assignment directions are adjunctively used to determine whether a violation has occurred. The following illustrations provide some examples of violations. However, these examples may be permissible when explicitly authorized.

Category	Definition	DPT-Specific Examples
Cheating (Unauthorized Aid)	Unauthorized assistance.	• Using ChatGPT, Claude, Gemini, or similar tools to complete assignments, discussion post, or written projects without explicit faculty permission. • Using an AI tool to solve a differential diagnosis exercise or generate a plan of care. • Using Grammarly, QuillBot, or similar AI-powered editors to substantively rewrite submitted work without disclosure.
Plagiarism. Copying Work	Use of work or ideas without proper acknowledgment of source, including AI-generated content.	• Submitting AI-generated text as original work without attribution.

		- Using AI to identify citations or references without independently verifying that each source exists, is accurately represented. - Failing to correct inaccurate paraphrasing or quotes introduced by an AI editing tool.
Falsification	Misrepresenting or misleading work.	- Using AI on any assignment for which the course syllabus is absent or for which AI has been explicitly prohibited. - Using AI to generate or alter any documentation submitted to the program or college. - Claiming that AI was not used when it was.
Improper Collaboration (Cheating)	Assisting or attempting to assist another in any violation of the Honor Code, intentional or unintentional.	- Sharing AI-generated responses with peers for use in their own assignments. - Contributing to a colleague's work or group work with the use of AI to complete an assignment or project. - Distributing AI-generated study content as a substitute for others' own reasoning.

(See Full Policy [Appendix 20](#))

5.3.3 Email

The DPT Program utilizes Email as the official medium for communication. Wilson College issues an email account to each student. All students must obtain, maintain, and check their official Wilson issued email and the Canvas course sites at least once daily. Canvas settings modified to deliver messages and notifications directly to student emails. The student can expect important, time sensitive information to be delivered

through email or canvas announcements. After matriculation, students are required to adhere to the following:

- Monitor and maintain the official Wilson College email address.
- Students must check their email at least once daily. The student has full responsibility for all information communicated through email.
- Be responsive to requests and deadlines sent through email in accordance with the context of the communication. A response within 1 day for time sensitive content and 2 days, 48 hours, otherwise is expected and respectful.
- Replies must take responsibility for the full context of the email while remaining courteous and professional. Students must address faculty by their formal title.
- Maintain all Wilson College and DPT Program sensitive information confidential.

(See Full Policy [Appendix 21](#))

5.3.4 Netiquette

Assume Good Intent

- Choosing to believe that other people online are acting with kindness or neutrality rather than trying to insult or hurt you.

Practice Empathy

- Always review your messages before sending and consider how the recipient might interpret them, as digital communication lacks non-verbal cues.

Respect Diversity

- Embrace differences in opinions, backgrounds, and cultures to create an inclusive and welcoming digital classroom.

Use Polite Language

- Simple words like “please” and “thank you” improve tone and encourage respect in online discussions.

Maintain Privacy

- Protect personal information and respect others’ privacy by not sharing details without consent.

Avoid Sarcasm and Irony

- These can be easily misinterpreted without non-verbal context. Aim for clear, straightforward communication.

Think Before You Post

- Remember that online content can have lasting impacts. Share thoughtfully.

Acknowledge Sources

- Always credit sources to foster honesty and integrity in the digital classroom.

Embrace Constructive Criticism

- Offer and accept feedback positively to support growth and improvement.

Be Mindful of Caps Lock

- Avoid using all caps, as it can seem like shouting. Use capitals sparingly for emphasis.

Adapt to Digital Context

- Use emojis and emoticons appropriately, recognizing that not all platforms may find them suitable.

Technology Requirements

- Technology Proficiency: All students should be proficient in:
 - Basic computer skills
 - Sending/receiving email
 - Sending/receiving email attachments
 - Accessing and utilizing a web browser
 - Utilizing search engines
 - Downloading and installing software
 - Utilizing browser plug-ins (i.e. PDF reader, video, audio)
 - Utilizing applications, including word processing, presentation software, and others
 - Utilizing a variety of file formats, including “Portable Document Format” (.pdf), “Rich Text Format” (.rtf), “Microsoft Word Document” (.doc or .docx), and “Text Document” (.txt).
 - Utilizing document scanners or document scanning apps

(Source: [Netiquette Rules and Guidelines to Share with Your Students - Educators Technology](#))

5.3.5 Social Media

All faculty, staff, and students exercise professional judgment in every digital and social media activity, applying the same ethical standards, respect for persons, and integrity that govern all other professional conduct. Privacy settings do not guarantee confidentiality: content shared in restricted settings can be captured, forwarded, and disclosed.

Consistent with the standards applied across WC health programs, no member of the DPT Program community may digitally through social media disclose PHI, as defined by HIPAA, education record information protected by FERPA, or confidential, non-public, or proprietary information about WC and the DPT Program’s proprietary information including content related to students, staff, and intellectual property.

Digital media created for classroom or laboratory learning remains within secure institutional systems. Recording faculty, staff, guest speakers, students, or patient

experiences without express consent, and posting DPT Program digital media to external platforms without express consent is a professional behavior violation under the Professional Behaviors, Conduct, & Dress Code Policy and consistent with the recording consent requirements of the Lab Immersion Attendance, Behavior, and Safety Policy. Course materials, recorded lectures, case studies, and examination content are accessed exclusively through the secure LMS and authorized institutional systems.

Official Channels. Official Program communication occurs through institutional channels, WC email, the LMS, and College-sanctioned platforms, consistent with the Professional Behaviors, Conduct, & Dress Code Policy's communication standards. Social media is not a channel for complaints, grievances, or appeals; concerns posted there will generally not be investigated and must be submitted through the Appeals, Complaints, & grievances Policy.

Consequences. Violations by students are documented lapses under the Professional Behaviors, Conduct, & Dress Code Policy's Progressive Consequence Framework; violations involving PHI disclosure, unauthorized recording, harassment, or academic dishonesty constitute serious misconduct with immediate referral to the CoSA and may result in consequences up to dismissal under the Probation & Dismissal Policy consistent with WC health-program practice and the WC Honor Principle. Faculty and staff violations are referred to applicable WC institutional processes. Confirmed PHI or FERPA breaches trigger mandatory breach reporting, and clinical-site breaches are reported immediately to the DCE and Program Director.
(See Full Policy [Appendix 21](#))

5.3.6 Photograph and Video Participation

The DPT Program may need to take photographs and video recordings for educational purposes. During on-site lab immersions photographs and videos may be used for educational and marketing purposes. Students can expect to have photographs and video taken during synchronous and lab immersions throughout the duration of the program. Students must follow local clinic policies when filming or photographing other physical therapists and or patients for clinical education coursework.

5.4.0 Health Requirements

5.4.1 Physical Examination

As per the Clinical Education Handbook

- Physical exams should be completed between June 1 and up until September 1st. DPT students utilize the “Wilson College Health Form” located on Exxat. The initial physical exam form includes immunization records and TB test results.
- Physical exams must be signed off by a licensed medical professional indicating the student is fit to participate in clinical education experiences.
 - The TB test is valid for one year and **MUST BE repeated prior to the previous test date expiration**. If completed after, the process must be restarted.
- Immunizations: Students are required to provide documentation of immunity and immunization record for MMR, Varicella, Hep B, And Tetanus-Diphtheria.

Requirement Year 1

- The first physical Exam must be completed between June 1 and September 1 using the health form located on Exxat
- TB Test

Requirement Year 2

- A second physical Exam must be completed between June 1 and September 1 using the same health form located on Exxat

5.4.2 Background Clearances

All accepted applicants to the WC DPT Program are required to complete a criminal background check prior to matriculation and annually. Completion of this requirement is a condition of enrollment and must be satisfied before a student may begin the DPT curriculum.

Criminal Background Check Requirements

The background check must be completed no later than the first day of classes and must include all required clearances established by the DPT Program.

Approved criminal background check include, but are not limited to:

- Federal Bureau of Investigation fingerprint background check
- Pennsylvania Child Abuse History Clearance

Applicants are responsible for completing all required background clearances within the timelines established by the DPT Program and for providing documentation of completion as requested.

A criminal background check that identifies information requiring further review may result in additional evaluation by the DPT Program. The presence of a criminal record does not automatically preclude admission; however, the program may consider whether identified findings may impact the applicant's ability to participate successfully in

program activities, meet professional expectations, or satisfy requirements associated with future healthcare practice.

(See Full Policy [Appendix 22](#))

5.4.3 Additional Student Requirements

- American Heart Association BLS CPR Certification (with AED training): *Prior to Matriculation* and updated as required.
- Educational Training Certificates (ALL Completed within DPT Program during year 1 of didactic courses):
 - HIPAA Training
 - Occupational Safety and Health Administration
 - Bloodborne Pathogen Training
 - Professionalism Training
- Proof of Personal Health Insurance: *Update as needed*.
(See Full Policy [Appendix 23](#))

6.0 STUDENT SUPPORT SERVICES

The DPT Program at Wilson College (WC) understands that student success requires a holistic lens. The DPT Program, in collaboration with Wilson College student support services, provides a wide variety of student services through the Office of Student Development. This student-centered approach empowers students to achieve their goals by gaining a better understanding of themselves.

From student activities to wellness services and career counseling, the college strives to meet every student's needs beyond academics. While most of the services are available in person at the Chambersburg, PA campus, WC provides support services for students online with their academic coaching support, mental health and wellness services, career support services, writing support, accessibility services, and counseling services. Please refer to the links and information for understanding campus services and online services. Please reach out to the Coordinator of Student Affairs, core faculty advisor, WC Student Services, and the dedicated personnel for assistance when needed.

The WC support services are designed to support students through the rigorous academic journey and prepare them for future professional practice and leadership in healthcare. Online students are provided support such as virtual wellness programs, and tailor-made digital events that foster peer connections and professional development. Although not all campus-based activities are available online, the DPT Program

collaborates with Wilson College for student services and strives to provide important resources as a strong foundation for resilience and self-growth. The DPT Program and the faculty are invested in student success and is committed to providing resources and information that promotes successful career readiness for the student and future graduate.

All students enrolled in the DPT Program have access to institutional support services designed to address academic, professional, personal, accessibility, and wellness needs. Information about available services through institutional and program-specific resources is provided during orientation and remains accessible throughout the program. Students are encouraged to utilize available support services whenever academic, personal, health-related, accessibility, or professional concerns may impact their success, well-being, or progression in the program.

6.1.0 Academic Support Services

Wilson College offers a variety of support services to its students.

Exploring the links and resources below provides information on available assistance to help the student excel in their academic journey and maintain overall well-being throughout the journey.

Academic Success Center (ASC)

The Academic Success Center & Accessibility Services (ASC) provides academic support services for all currently enrolled Wilson College DPT students at no cost.

Available services include:

- Online writing support
- Academic success coaching
- Accessibility accommodations

Additional information is available at:

- Academic Success Website: <https://www.wilson.edu/academic-support-center>
- Accessibility Website: <https://www.wilson.edu/accessibility-services/>

(See Full Policy [Appendix 24](#))

6.1.1 Academic Advising

As a part of Student Advising described in Section 3.5.3 of this Program & Student Handbook, Academic Advising is an important resource available to all students in the DPT Program and is a shared responsibility between the student and their core faculty

advisor. Each student is assigned a core faculty advisor who guides them in their academic journey. It is the responsibility of every student to meet with their assigned advisor at least once each semester to review their academic progress or discuss concerns to ensure they are progressing well in their program. The faculty advisor also helps in directing and securing resources for overall academic success

The student is encouraged to complete the 'Pre-advising Session Reflection' form prior to scheduling an appointment with their advisor where they can specify the reason for the meeting, the expected outcomes, and any necessary follow-up. The student is also encouraged to proactively reach out to their advisor, the Coordinator of Student Affairs, WC student services, or course faculty if they have concerns or require additional support. Students are encouraged to communicate with faculty advisors, clinical instructors, and course faculty, that are cohesive with their educational goals. This open communication ensures that students have available to them and receive the guidance and resources needed to succeed in their studies.

The student handbook is available to students upon entry to the program. In fact, the Program makes the policies available to prospective and enrolled students, faculty, staff, clinical education partners, employers of graduates, and the public through the student handbook, which is provided on the Wilson College DPT Program Webpage and further offered through other program communications. The Coordinator of Student Affairs and core faculty will review the policies and procedures during orientation. The handbook includes comprehensive information, student and advisor responsibilities, academic policies and procedures along with sample forms and directions to resources. Questions concerning advising can be directed to the program director, Coordinator of Student Affairs, and core faculty.

6.1.2 Accessibility Services

Student Accommodations

The Wilson College DPT Program is committed to providing equal educational access and reasonable accommodations to qualified students with disabilities in accordance with applicable federal and state laws. The DPT Program collaborates with Wilson College Accessibility Services to facilitate the accommodation process and support student success while maintaining the essential requirements and academic standards of the program. Accommodation requests are coordinated through Accessibility Services and managed through the [Phoenix 360](#) platform.

Student Responsibility

Students seeking accommodations are responsible for:

- Self-identifying as an individual with a disability
- Initiating accommodation requests through Phoenix 360
- Providing appropriate supporting documentation
- Participating in the interactive accommodation process
- Renewing accommodations each academic term as required

Accommodations cannot be implemented retroactively.

Requesting Accommodations

Students requesting new accommodations or renewing existing accommodations must submit requests through Phoenix 360.

Students are encouraged to submit requests as early as possible. Processing may require up to two weeks depending on the time of year and completeness of documentation.

Accommodation Process

The accommodation process includes:

1. Submission of an accommodation request
2. Provision of supporting documentation
3. Review by Accessibility Services
4. Intake meeting (when applicable)
5. Consultation with DPT Program Director
5. Determination of eligibility
6. Issuance of an Accommodation Letter
7. Semester renewal as required

Supporting Documentation

Students must provide documentation that verifies the disability and supports the need for requested accommodations.

Documentation may include:

- Individualized Education Programs (IEPs)
- Section 504 Plans
- Psychological or neuropsychological evaluations
- Documentation from licensed healthcare providers
- Other documentation deemed appropriate by Accessibility Services

Eligibility Determination

To be eligible for accommodations, students must:

- Demonstrate the presence of a disability that substantially limits one or more major life activities;
- Provide supporting documentation;
- Demonstrate the relationship between the disability and the requested accommodation(s).

Accommodation Letters

Approved accommodations are documented through an Accommodation Letter generated by Accessibility Services through Phoenix 360. Accommodation letters are provided to the student and relevant faculty members responsible for implementation. Students are responsible for reviewing accommodation letters for accuracy and renewing accommodations each semester.

Confidentiality

All documentation and information submitted to Accessibility Services are maintained as part of the student's educational record and are protected in accordance with the Family Educational Rights and Privacy Act (FERPA). Accommodation records are maintained in a secure and confidential manner. Information related to a student's disability or accommodation is shared only with individuals who have a legitimate educational need to know.

Limitations

Reasonable accommodations are determined on an individual basis. Not all requested accommodations can be implemented if they fundamentally alter program requirements, compromise essential course objectives, create undue hardship, or are otherwise inconsistent with applicable laws and regulations.

Questions Regarding Accommodations

Students with questions regarding accommodations, documentation requirements, or the accommodation process should contact Wilson College Accessibility Services program at ACS@wilson.edu.

(See Full Policy [Appendix 24](#))

6.1.3 Library Services

Wilson College offers research and library support services and technology support services.

Canvas Support is 24/7 and is available when you click on the Help button in the blue menu in Canvas.

[John Stewart Memorial Library](#)

On the library's website, more than 90,000 academic e-books and more than 75 online databases containing full-text books and articles are available to Wilson students, faculty and staff. Newspapers, magazines, and scholarly journals are included within access to articles. Likewise, the DPT students have access to PhysioU and Access-Physiotherapy resources through the library services. Wilson College holds memberships in the Online Computer Library Center, LYRASIS, and Associated College Libraries of Central Pennsylvania, all of which assure students and faculty ready access to periodicals and books held by other libraries and vendors throughout the region and the country. Interlibrary loans are provided free of charge.

The library's professional staff conducts group information literacy workshops and seminars for students and faculty. Moreover, each student at Wilson College is provided with a personal librarian to assist with research projects, papers, and manuscripts.

[Library & Technology Support](#)

IT Help Desk and Technology Support:

The IT Help Desk is available Monday-Thursday 8 am to 7 pm and Friday 8 am to 5 pm. Hours after 4:30 pm are dependent upon Work Study Student availability. The contact information for the IT Helpdesk is below.

helpdesk@wilson.edu

717-264-4001, ext. 4001

Canvas Support is 24/7 and is available when you click on the Help button in the blue menu in Canvas.

6.1.4 Student Health & Wellness Support

[Chaplain Services](#)

The college chaplain supports and encourages the spiritual growth and development of all members of the campus community in a manner that honors the diversity of religious beliefs present at Wilson College. Chaplain services include online prayer requests, weekly worship, pastoral care, meditation, and many more.

Contact: chaplain@wilson.edu

[Counseling Services](#)

Wilson College provides confidential counseling services to support students' emotional, psychological, and personal well-being. All students enrolled in the DPT program are eligible to receive up to eight telehealth counseling sessions annually at no cost.

Services available include:

- Individual counseling
- Crisis intervention services
- Psychiatric referrals and appointments
- Educational outreach and wellness programming

Contact: counseling@wilson.edu

In the case of a mental health emergency where your life or the life of someone else is in danger, please call 911 immediately or go to the nearest emergency room.

6.1.5 Career Development Center

The Career Center is committed to serving Wilson College's entire student population both during and after student education. The Career Center also sponsors a variety of workshops on topics of interest and several online resources. There may be job fairs and other specific online professional development events tailored to online graduates.

When a student pursues an employment opportunity, such student is responsible for performing due diligence in researching employers when applying for or accepting employment and for thoroughly researching the facts and reputation of each organization to which they are applying. Students should be prudent and use common sense and caution when applying for or accepting any position.

For your privacy and protection when applying for a job online, it is advisable that you do not give your social security number to a prospective employer, provide credit card or bank account information, or perform any sort of monetary transaction.

Please contact linda.boeckman@wilson.edu or career@wilson.edu with questions or concerns.

Please refer to '[Student Development](#)' for information or overall support with student development.

6.1.6 Student Engagement & Involvement

The following recommendations are suggested to increase student engagement of our online DPT course. This Canvas Course will be modified as needed to increase student engagement and productivity.

RECOMMENDATIONS:

Meet, greet and connect with students

Before enrolling in the DPT Program, students are introduced to the program through detailed content available on the Wilson College DPT website [Doctor of Physical Therapy](#). The student also has the opportunity to connect with faculty via webinars, where they can learn more about the program and ask questions before making their decision to enroll. These webinars are easily accessed online.

Once enrolled, the DPT Program welcomes students into their online course environment through various communication methods, including emails, check-ins, virtual Zoom sessions, and phone calls. These touchpoints are designed to support students early in their academic experience, ensuring they feel welcomed, informed, and confident. The DPT Program is committed to providing ongoing support and resources to ensure each student's continued success throughout their academic journey.

Student-faculty communication

Students are paired with a core faculty advisor as outlined in this student handbook. Core faculty advisors offer scheduled and designated virtual office hours and synchronous sessions that provide students with regular opportunities to ask questions and engage with their advisor throughout the orientation course and beyond. Additionally, the CoSA checks in with students periodically to ensure each student is progressing well in their academic journey. Students are encouraged to reach out to their faculty advisors, CoSA, or PD if they have any questions, concerns, or uncertainties.

This DPT Program & Student Handbook also includes clear guidelines on the most effective methods of communication with faculty, as well as the expected response timelines. This ensures that students know how and when to connect for prompt and helpful support.

Building engagement through course content

Students are provided with a variety of learning methods within their course content modules, designed by the faculty to enhance peer interactions, faculty-student

engagement, and participation in courses through didactic work and discussion forums. These approaches foster collaborative learning, encourage meaningful dialogue, and provide opportunities for student engagement in a dynamic and supportive environment

Create student learning communities

An online student learning community is a virtual space where students can interact, collaborate, and support each other throughout their learning journey in an online educational setting. These communities are designed to foster engagement, communication, and a sense of belonging among students who may be geographically dispersed.

Students are encouraged to select methods that transpire collaboration with peers to work together on assignments, projects or study sessions through shared platforms or tools such as Google docs, Microsoft Teams, or GroupMe to foster team learning experiences. Students are encouraged to develop study guides, virtual study sessions or share study tips to help each other and connect to one another in this program.

As this new program evolves, peer support is encouraged to provide practical assistance, sharing of resources, advice, and study tips. Beyond academics, students are encouraged to connect to online physical therapy learning communities to socialize, share interests, or discuss non-academic topics, which helps combat feelings of isolation.

Student Engagement

The CoSA in collaboration with Student services at Wilson and DPT Program organizes events and activities to strengthen the sense of community and to keep students connected.

Student Leadership. The DPT Program encourages student advocacy and leadership through participation as a student in the American Physical Therapy Association (APTA). Students organize events, moderate discussions, advocate for necessary policies, or take on roles that help guide the community at Wilson College and Physical Therapy Practice.

6.1.7 Financial Aid

Students are responsible for their financial obligations to Wilson College. Financial aid is the economic assistance available to help students pay for college. Economic assistance at the graduate level primarily consists of graduate loans as the

source of financial aid. Wilson College Office of [Student Financial Services](#) works closely with students to process federal, local and institutional aid. All new students are required to review and accept the online Financial Consent Agreement through their MyWilson Portal Self Service. The Financial Consent Agreement only needs to be signed once.

Financial Aid for Graduate Students:

[Financial-Aid-Graduate-Students](#)

Financial Assistance and Payment Plans (are available)

The financial aid process begins with the Free Application for Federal Student Aid (FAFSA) which can be completed online. This form should be completed and filed each year as early as possible. The FAFSA process for each financial aid cycle opens on October 1st. Students starting the Doctor of Physical program in August 2027 should complete the 2027-28 FAFSA application. When completing your FAFSA, please remember to add the college code for Wilson College (003396).

It is recommended to complete the FAFSA concurrent with applying for admission. Financial aid offers are packaged once the student is admitted to the college and program. Wilson College will provide a financial aid package to all admitted students who file the FAFSA. To explore outside scholarship opportunities, please go to www.fastweb.com. To explore DPT financial aid opportunities, please go to <https://www.apta.org/your-career/financial-solutions-center>. For questions about your aid offer, please email finaid@wilson.edu.

6.2.0 Student Opportunities

6.2.1 The American Physical Therapy Association (APTA)

***"Belong Precedes Becoming"**
First Principle*

The Doctor of Physical Therapy Program at Wilson College requires all students to join the American Physical Therapy Association (APTA) following matriculation. All students are expected to maintain active membership for duration of the curriculum. Information regarding APTA membership and how to activate membership is discussed during program orientation. Student belonging to and participating in the APTA sponsored activities and projects at the state and national levels is encouraged to foster a sense of professional growth and responsibility as students transition towards becoming practicing physical therapists. The understanding that becoming a physical

therapist partly occurs through connection to the profession's primary institution, as a first principle, frames this policy.

Every student joins the APTA upon matriculation and maintains active student membership through graduation. Membership activation is addressed at the DPT Program orientation, where the information is provided. The membership requirement and its cost are disclosed in DPT Program materials and published cost-of-attendance information.

Students pay for their own APTA student membership. The DPT Program requires this deliberate action as an independent, lifelong investment in one's professional association as a formative act of the doctoring professional, which is consistent with the APTA Core Value of Duty.

This Membership Policy is grounded in two additional Principles:

Principle 1: Professional identity is claimed at matriculation. Membership is the student's first act as a member of the profession, and licensure will certify competence, but belonging comes first.

Principle 2: Paying one's own dues is the formative expression of the APTA Core Value of Duty. Investment in one's professional association is a lifelong obligation of the doctoring professional.

The DPT Program encourages students to be independent, life-long learners committed to developing their future leadership with the physical therapy profession. Accordingly, The DPT Program requires all enrolled students to pay for their own APTA membership.

Membership applications and information is given to each student during student orientation. Additional information regarding the APTA can be found at <https://apta.org/> and specific student information can be found at <http://www.apta.org/CurrentStudents/>.

6.2.2 The Grit Card

Grit is the sustained pursuit of a long-term goal through consistent effort even when motivation fades, failure occurs, or discomfort mounts. Behavioral neuroscience research confirms that deliberate, repeated practice in uncomfortable domains builds the same neural pathways that sustain performance under clinical stress.

Each Grit Card activity shares four essential characteristics:

- Requires regular, repeated practice
- Places you outside your academic comfort zone
- Carries a genuine risk of failure or struggle
- Demands something of your identity

The Doctor of Physical Therapy is a demanding professional degree. Clinical excellence alone does not define the physical therapist the student will become. The student is preparing to become someone who is compassionate and resilient under pressure, disciplined in the face of discomfort, and courageous enough to attempt difficult things that require friction. These experiences mirror the expectations physical therapists have of the patients / clients they serve. As such, every student is offered the opportunity to display Grit in addition to that required for academic success. Every student is offered a Grit Card.

The Grit Card is not an assignment but rather a personal promise. The student chooses one challenge per year. The challenge is designed as an uncomfortable activity outside of normal academic life, which requires the student to pursue it consistently to achieve a level of proficiency. In other words, the activity requires getting in the repetitions. The activity options are not without risk of failure. The Grit Card offers an additional experience of frustration and humility while stumbling through the chosen activity. Perfection is not the goal but rather the perseverance, **precisely the point**.

Students who complete their chosen task each year will earn the Wilson College DPT Challenge Coin, a symbol of character rather than academic achievement.

The Grit Card is intentionally monitored by the Program Director.

6.2.3 Community Service

“There is no higher calling than to serve”
First Principle

The curriculum builds on the principles of adult learning by progressing content from foundational sciences, system-based approaches, specialty populations, and progressing into content focused on social needs. Threads of professional formation and reflective practice, clinical reasoning, service & volunteerism, and practice-based experiences are embedded throughout a learner-centered, community-centered, and

patient-centered curriculum. Many of these threads ensure students are actively engaged in meaningful context to promote clinical thinking, problem-solving, and reflective practices that develop future physical therapists who practice in a professional manner, embrace life-long learning, and contribute to societal needs through advocacy, leadership, and service.

Students in the DPT Program are expected to engage in service activities that are determined to contribute to their community, their educational experience, and the profession. The requirement reinforces these professional expectations through altruism, social responsibility, and advocacy.

Every Student is required to complete two acts of service per year. Students select opportunities for PT-related service activities to fulfill required service activities. The core faculty advisor holds their advisee accountable to the completion of the service activity.

6.2.4 Cohort Governance

Each student cohort will have a Student Body for governance that establishes a structured framework for student representation, professional advocacy, and formal communication between the student body and program administration.

Student Governance ensures a **transparent, equitable, and professional channel** for addressing cohort-wide concerns, managing program logistics, and fostering leadership development.

Governance Structure & Leadership Roles

Each matriculating cohort elects a cohort leadership committee during the second term of the first semester. This cohort committee serves the duration of their two-year program though each member is subject to annual re-election or review.

Selected Positions and Responsibilities

- **Cohort President:** Serves as the primary liaison between the cohort and the program director, core faculty, and staff. They preside over cohort meetings and represent the class at institutional student government levels.
- **Cohort Vice President:** Assists the President in their duties and assumes leadership in the President's absence. They coordinate cohort-wide committee assignments.

- **Cohort Secretary/Treasurer:** Manages official communications, maintains meeting minutes, and oversees any approved cohort-specific funds or fundraising activities.
- **Curriculum & Clinical Education Representative:** Serves as a liaison to the Coordinator of Curriculum and Director of Clinical Education. Service to the curriculum includes collecting feedback regarding academic schedules, course loads, and curricular delivery to present to the program's curriculum committee. Service to Clinical Education includes aggregating cohort questions regarding clinical placements and compliance requirements.

7.0 FACULTY, STUDENT, & STAFF SAFETY

7.1.0 Lab Immersion Safety Policy & Procedures

Lab Safety Policy:

Safety is a priority for every person occupying the lab space. The WC Laboratory Safety Manual and a First Aid Kit are in the marked cabinet in the primary lab area. The building's Emergency Action Plan Protocol is also provided through the Learning Management System and reviewed with the students at the initial lab orientation. Fire extinguishers and posted and evacuation plans are in each room. No caustic, toxic chemicals, or biological agents are used in DPT coursework. Household cleaning supplies, when used, are governed by product labeling, and any exposure is reported to faculty immediately. Curriculum requiring sharps (e.g., TPDN) are stored accordingly. Students must receive instruction in appropriate use and safety precautions before using specialized equipment lifts and transfer equipment, thermal and physical agent modalities, orthotic fabrication tools, balance and sensory equipment.

- *Faculty*- provide lab safety orientation at new student orientation and equipment-specific safety orientation during the first lab; conduct a post-session safety check ensuring all electrical equipment is unplugged (except refrigerator and microwave), in working order, and stored without fall risk; shut down smart podiums and return projector screens; report all chemical or bloodborne pathogen exposures to the Lab Manager.
- *Students*- identify any Technical Standards requiring reasonable accommodation by notifying the Accessibility Services Coordinator and involved faculty accordingly; report equipment damage and any chemical or bloodborne pathogen exposure to faculty immediately; follow all infection control protocols, including hand hygiene, PPE when required, and sanitation procedures; clean their lab area and return all equipment to designated storage after use.

Emergency management policy:

This is to be used in conjunction with the Building Emergency Action Plan Protocol that is located on the program LMS and at <https://www.swedesfordpark.com/toc.cfm>

The following steps are to be taken in the case of an extreme emergency:

1. Call 911
2. Contact Tony Varela, Program Director at (904) 616-1282 or Stephanie McGowan at (843) 425-7703.
3. Notify WC Campus Safety as soon as possible (717) 372-2255

If local authorities are not needed:

1. Contact Tony Varela, Program Director at (904) 616-1282 or Stephanie McGowan at (843) 425-7703.
2. Call Campus Safety (717) 372-2255. Identify yourself as being from the DPT program at the KoP site. Provide as much detail as possible about the situation along with a callback number.

Students who are involved in or witness an accident or incident while participating in Lab Immersion activities in the King of Prussia Lab activities must follow the safety protocols policy on contacting Lab Space Supervisors [Program Director (PD) and Coordinator of Student Affairs (CoSA)] and completing forms related to the accident / incident as soon as possible, or at maximum, within 24 hours of the accident/incident. Students must also complete this form and send it via email to the PD and CoSA as soon as possible. (See Full Policy [Appendix 10](#))

7.1.1 Lab Access

Students are encouraged to practice skills during designated open-lab times. Key fob access to the lab space is available 7:00 AM–10:00 PM. Fobs are managed by the Administrative Lab Manager, issued at the start of each Lab Immersion, and deactivated at its end. Students are encouraged to practice laboratory skills in areas that are safe and appropriate during onsite laboratory sessions. The student bears full responsibility for the fob, including replacement cost if lost. Equipment and assessments may not be removed from the lab space. Students are required to always wear their name badge while on the King of Prussia campus and in the Lab Immersion space. (See Full Policy [Appendix 10](#))

7.1.2 Inclement Weather During Lab Immersions

The DPT Program is committed to the safety of students, faculty, staff, and clinical partners during on-campus lab immersion experiences. In the event of inclement or severe weather that may affect campus operations, travel, or scheduled lab immersion

activities, the program follows applicable Wilson College emergency and inclement-weather procedures. The College monitors weather conditions and official guidance from the National Weather Service and local authorities and determines whether campus operations and lab immersion activities continue as scheduled, be delayed, modified, moved to an alternative delivery format, or be cancelled and rescheduled.

Official Wilson College and program communications regarding weather-related changes are distributed through college email, Learning Management System announcements, and the College emergency alert system, as applicable. Students are responsible for monitoring these communication channels regularly before and throughout each lab immersion. Announcements identify the necessary course of action for the College or lab immersion activity.

Students must not travel when weather or road conditions are unsafe. A student who believes that conditions prevent safe travel to, from, or during a lab immersion must notify the Program Director, Coordinator of Student Affairs (CoSA), Program Lab Manager (PLM) as soon as reasonably possible. Students should provide timely information regarding their anticipated arrival, absence, or travel disruption so the course faculty can determine appropriate next steps. Weather-related absences that are reported promptly and supported by appropriate documentation, when requested, are addressed through reasonable alternative arrangements or make-up activities when feasible and consistent with course objectives, attendance requirements, and program policies. Students are not penalized academically solely because they made a reasonable decision to avoid unsafe travel conditions. However, faculty and students remain responsible for providing and completing all required learning activities and competencies, respectively.

Students are expected to monitor weather forecasts before departure and throughout travel, allow additional travel time when conditions may cause delays, maintain access to emergency contacts and campus directions, and make prudent travel arrangements. Students are encouraged to consider flexible or changeable travel reservations and, when severe weather is forecast, to consider arriving early when feasible. Students are responsible for personal travel, lodging, and related expenses associated with delayed, cancelled, or altered travel. Although Wilson College is not responsible for travel disruptions, the program may provide available information regarding local accommodations or campus resources when an extended stay is necessary.

If campus remains open but conditions are hazardous, the program may modify the lab immersion schedule, delay activities, offer an alternative instructional format when

appropriate, or reschedule activities after conditions improve. If campus closes or an activity cannot be conducted safely, lab content may be delivered remotely if and when appropriately feasible. Laboratory, practical, simulation, and other hands-on activities that require in-person participation are rescheduled or replaced only through methods that allow students to meet the applicable course and program learning objectives.

If severe weather occurs while students are participating in a lab immersion activity, students must follow College emergency procedures and directions from campus safety personnel, faculty, and emergency authorities. Depending on the emergency, students may be directed to shelter in place, move to a designated shelter location, evacuate, or take other protective action. Students should not leave a designated safe location until authorized to do so by Wilson College officials or emergency personnel.

Questions about lab immersion-related weather decisions should be directed to the Program Director, CoSA, or PLM. Students should maintain current contact information for the DPT Program, Campus Safety/Emergency Line, and the College's official weather and emergency notification resources. Wilson College's institutional inclement-weather policy remains the governing policy.

7.1.3 Violence and Weapons

Wilson College and the DPT Program are committed to maintaining a safe and healthy environment for all faculty, staff, and students, and has no tolerance for workplace violence committed by or against any member of its community. The College will respond promptly and decisively to violence, threatening behavior, and harassment on campus. Any violation of this policy results in disciplinary action, up to and including termination or dismissal.

All members of Wilson College community, including faculty, staff, students, and visitors are prohibited from possessing firearms, explosives or weapons on the premises of the college, in any building under college control, or at any college sponsored event, whether or not a federal or state license to possess the weapon has been issued to the possessor. Wilson is committed to maintaining a safe and secure environment in which to conduct educational activities and house its students. This policy is one step towards reducing the risk of injury or death associated with intentional or accidental use of weapons.

Any potentially dangerous situation must be immediately reported to a supervisor or the Human Resources Department. All reported incidents will be investigated.

Faculty and staff who either experience or observe an act of violence or threat of violence should immediately call Campus Safety, 717-372-2255. In the case of an immediate life-threatening emergency, please call 911 prior to calling Campus Safety. Then call Campus Safety to alert them that 911 has been contacted. Do not place yourself in peril

7.1.4 Personal Injury & Medical Emergency

In the event of a personal injury or medical emergency while in the lab immersion, the course / lab instructor must be notified immediately. First aid and Basic Life Support skills should be utilized by trained individuals accordingly. Someone not attending the medical emergency should call 911. The injured individual is directed to the closest or most appropriate medical care facility depending on the nature and severity of injury. The student needs to use their own insurance to receive care.

All injuries, which are work or educational related regardless of where they occur and any injury on Wilson College property must be reported through the 'Student Incident Report Form.' The injured party is encouraged to complete the form but if not possible, any course or core faculty in the DPT Program who has intimate knowledge of the incident can submit a report on behalf of that injured person. Incidents or injuries occurring during clinical education experiences require the notification of the facility's clinical faculty (CI and SCCE). The facility's incident / injury procedures are followed, whether the incident / injury is an emergency or not. The clinical faculty will assist the student in completing the facility's reporting form and seeking appropriate treatment for the injury. The DCE also needs to be notified by the student and / or clinical faculty as soon as possible. All DPT Program students in coordination with the clinical faculty involved must also complete the DPT Program's Incident Reporting Form and submit the form to the DCE.

7.2.0 Confidentiality of Student Records

The DPT Program commits to maintaining accurate, secure, and confidential student files throughout the lifecycle of the student record, from initial application through post-graduation alumni tracking, consistent with FERPA and Wilson College Catalog and institutional policy. The security of student information is treated as a foundational element of institutional trust and professional accountability, and every individual granted access to a student record under this policy bears personal responsibility for its confidentiality.

1. **Storage Standards:** All student records are maintained in Secure Storage at all times. Electronic records are stored only on official Wilson College devices, official Wilson College servers, or a contracted vendor platform (including Exxat) that has been reviewed and approved for institutional use and that employs encryption at rest, role-based access control, and individually authenticated user credentials. Student records are never stored on personal devices, personal cloud storage accounts, or any platform that has not been approved for institutional use.
 - i. Includes any hard copy of a student record received by the Registrar's Office such as official transcripts, vaccination records, or other physical documentation. Hard copies are digitized into the appropriate system of record as soon as administratively practicable, and the physical original is then securely destroyed or returned consistent with the document's nature and any institutional retention requirement applicable to the original. Pending digitization, physical records are maintained in Secure Storage by the Registrar.
2. **Access and Disclosure:** Access to non-directory student records is limited to School Officials with a Legitimate Educational Interest, consistent with the need-to-know principle. Access to a given student's record is provided only to the extent necessary for the accessing official to fulfill their specific responsibility to the program.
 - i. The DPT Program designates the following Directory Information categories, consistent with Wilson College Catalog and institutional policy: the student's name, address, email address, phone numbers on record, dates of attendance, classification, program of study, previously attended institutions, awards, honors, degrees conferred. Directory Information may be disclosed without the student's prior written consent unless the student has formally opted out. Consistent with Wilson College Catalog and institutional policy, a student may opt out of the disclosure of Directory Information to the Official Academic Record by submitting a written request to the WC Office of the Registrar.
 - ii. Non-Directory Information is not disclosed without the student's prior written consent, except where disclosure is permitted under a FERPA exception, including but not limited to disclosure to School Officials with a Legitimate Educational Interest, disclosure in connection with a health or safety emergency, disclosure pursuant to a lawfully issued judicial order, or disclosure to organizations conducting studies on the program's behalf under a written agreement that protects the

confidentiality of the information. Any disclosure made under a FERPA exception is documented in the student's file, including the party to whom the disclosure was made, the date of disclosure, and the legitimate interest or exception relied upon.

- iii. Clinical sites, clinical instructors, and other external parties may be provided access to a student's clinical performance records and Health and Clearance Documentation within Exxat to the extent necessary to support the student's clinical placement, consistent with the clinical affiliation agreement governing the relevant clinical site and the student's enrollment in clinical education coursework. Such access is administered and monitored by the Director of Clinical Education.

3. Student Right of Access and Amendment

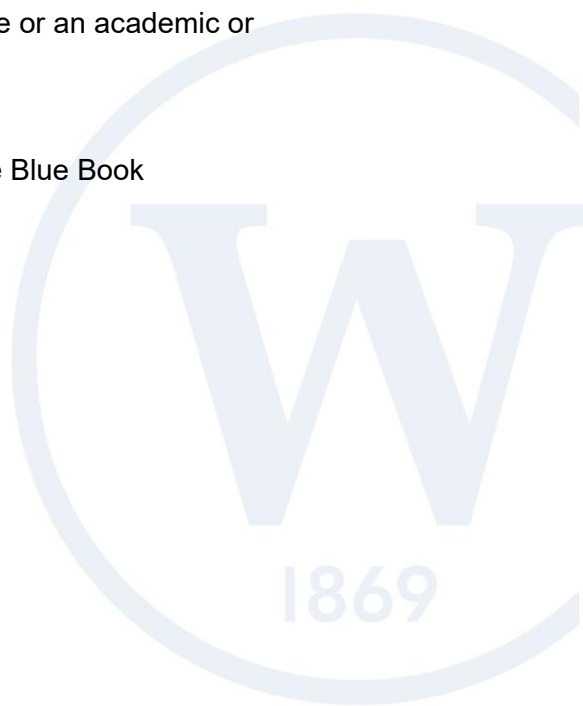
- Students may review and access their own education records, in accordance with FERPA and Wilson College Catalog and institutional policy.
- A student who believes a record in their file is inaccurate or misleading may request, in writing, that the Program Director amend the record. The Program Director reviews the request and determines whether amendment is warranted within a reasonable time. Where the Program Director declines to amend the record as requested, the student is notified in writing of the decision and of the right to a formal hearing consistent with Wilson College Catalog and institutional FERPA procedure. A request for amendment is not the appropriate mechanism to challenge a grade or an academic or disciplinary determination.

Related References:

- WC Honor Code and Honor Principle in Wilson College Blue Book
- [WC Family Educational Rights and Privacy Act](#)
- [US-DoE Protecting Student Privacy](#)

(See Full Policy [Appendix 25](#))

ACKNOWLEDGEMENT



Wilson College Doctor of Physical Therapy Program Student Handbook Acknowledgment Form

Graduate education in the Doctor of Physical Therapy (DPT) Program is a privilege and a demanding professional commitment. Each DPT student at Wilson College (WC) is provided a digital copy of the DPT Program and Student Handbook and the WC Blue Book, available on the WC Dashboard, along with DPT Program Orientation materials in Canvas. The Program Faculty, Staff, and Students follows the policies and procedures set forth in this handbook. Information in the handbook may be updated as Program policies evolve throughout a student's enrollment. Faculty advisors can assist with clarification and guidance. Moreover, each student is expected to independently read, understand, and follow the information provided.

Please print and sign your name and date below, then initial each numbered statement to confirm your review and understanding.

Student Name (Printed): _____

Date:

Student Signature: _____

Class of / Cohort:

Graduation Requirements

To graduate from the WC DPT Program, a student must:

- Successfully complete the required credit hours of academic and clinical education coursework with a minimum cumulative grade point average of 3.00 or above.
- Earn a "Satisfactory" or a letter grade of "C" (70.00%) or higher ('B-' in DPT-600 Human Anatomy) in didactic courses and 'Pass' in Pass/Fail Course in all clinical courses, which includes a ≥ 600 in the PEAT taken in either the DPT-690 and DPT-695 Capstone Courses.
- Achieve entry-level competence as a physical therapist, as demonstrated on the Clinical Internship Evaluation Tool (CIET).
- Exhibit professional behaviors consistent with clinical practice, as described in the APTA Guide for Professional Conduct, the APTA Code of Ethics, and the Technical Standards and Essential Functions within the DPT Student Handbook.
- Complete all required Wilson College and DPT Program documents in preparation for graduation.

- Honor all professional and financial obligations to Wilson College as published in the WC and DPT Program Handbooks and as specified in written communications from institutional administrators.

Additional Annual Requirements

Throughout enrollment, each student must:

- Abide by the policies, procedures, and expectations outlined in the DPT Program and WC Student Handbook.
- Abide by applicable institutional policies and procedures.
- Meet the Program's Technical Standards throughout the duration of the Program.
- Complete a criminal background check, HIPAA training, OSHA Infection Control/HIV/Bloodborne Pathogens training, an annual physical exam with up-to-date immunization records or waivers, proof of current CPR certification, and proof of personal health insurance.

Acknowledgments

Please review each statement below and initial to confirm your understanding.

1. I have reviewed the handbook materials provided, understand that this information may be updated as Program policies evolve, and have been given the opportunity to ask questions. I acknowledge my responsibility to remain current with the Program's policies throughout my enrollment. **Initial:** _____

2. I understand that I am responsible for all material presented in the handbooks. **Initial:** _____

3. I will immediately report changes in my contact information (e.g., name, address, phone number) to the WC DPT Program and update accordingly with institutional systems. **Initial:** _____

4. I understand that to matriculate within the Program, I must be able to meet the established Technical Standards. If accommodation is needed, I am responsible for filing that request through the appropriate Institutional channels. **Initial:** _____

5. I understand that placement in clinical education rotations will be more difficult if adverse elements appear on a criminal background check. If there is a possibility that negative elements exist, I will bring this to the attention of the Director of Clinical Education (DCE) as soon as possible for analysis and investigation of possible implications for placement. I understand that clinical sites have the right not to accept me as a student based on an adverse background check, and that in extreme circumstances this may delay matriculation or interfere with my ability to graduate. **Initial:** _____

6. I understand that I am responsible for completing all aspects of the application process for state licensure as a physical therapist, and for submitting relevant application materials by the times designated by the Program prior to graduation. Successful completion of the WC DPT Program does not guarantee that I will receive licensure from a state licensing agency; a professional board examination must be passed and evidence of good moral character demonstrated to the applicable licensing agency. I understand that a history of criminal action may require additional paperwork that could delay or jeopardize my licensure application, and I will contact my state licensing board directly with any questions or known issues that may affect my ability to obtain a license.

Initial: _____

7. I acknowledge that the WC DPT Program reserves the right to change or modify any existing policy or procedure and place it into effect at the beginning of the subsequent term. I understand that I will be notified of policy and procedure changes that may affect me through official Program communication. **Initial:** _____

8. I will maintain the confidential nature of information regarding patients and their records, as well as information regarding the business operations of any clinical site, and understand that certain sites may require a separate, formally signed HIPAA notice or other confidentiality acknowledgment. **Initial:** _____

9. I understand that I am responsible for all expenses related to on-campus labs and clinical education, including but not limited to transportation, housing, meals, and medical expenses. **Initial:** _____

10. I understand that it is my responsibility not to participate in a lab or activity that could seriously affect my mental health or aggravate a known medical condition. I am aware that multiple avenues exist to seek resolution, including speaking directly with the course instructor or lab faculty, my advisor, the Program Director, or the Director of Clinical Education, or contacting WC Student Services, including counseling or disability services. I understand that I will never be expected to put myself in harm's way. **Initial:** _____

11. I will maintain the privacy of my classmates' medical information and respect any personal preferences they have related to body exposure or physical contact. If I have preferences that would interfere with my ability to participate in a lab or activity, it is my responsibility to communicate them and seek resolution in advance. **Initial:** _____

12. I acknowledge that Wilson College prohibits all forms of discrimination based on sex, gender, sexual orientation, gender expression, and gender identity in its educational programs and activities, and that prohibited conduct includes sex discrimination, sexual harassment, sexual violence, and retaliation. **Initial:** _____

Final Acknowledgment

My signature below confirms that I have received, read, and understand the WC DPT Program and Student Handbook and the WC Blue Book, that I have been given the opportunity to ask questions regarding their contents and how they apply to me, and that I agree to adhere to the handbooks and all related Wilson College policies, including the WC Honor Code.

Student Signature: _____ Date: _____

POLICY APPENDICES

Appendix 1

Policy Title: Admissions Standards	Policy Number: 02-02	Wilson College, Doctor of Physical Therapy Program – Admissions
Approval: Melisa Smith, DPT, EdD, Coordinator of Admissions		
Last Reviewed: 06/02/26	Last Revised:	Effective Date: 06/15/26

Purpose:

This policy establishes the admissions standards, eligibility criteria, application requirements, determination pathways, timelines, and role-specific responsibilities governing the selection of students for enrollment in the Doctor of Physical Therapy (DPT) Program at Wilson College (WC). This policy applies to all applicants seeking admission through any recognized pathway into the DPT Program.

Scope:

This policy applies to all prospective students seeking admission to the DPT Program, to all members of the Admissions Committee, to all DPT Program faculty and staff involved in the admissions process, and to the Coordinator of Admissions. It governs the full admissions cycle from initial inquiry and application submission through final admission determination and seat deposit.

Definition:

Traditional Pathway: The traditional admissions pathway for applicants who completed a bachelor's degree from a regionally accredited institution who also completed or are

completing the required DPT prerequisite coursework. This pathway includes Wilson College undergraduate students enrolled in the WC Freshman direct admit program.

Licensed Healthcare Professional Pathway: An alternative admissions pathway available to applicants who hold an active professional healthcare license for a minimum of 1 year in a qualifying discipline and a bachelor's degree from a regionally accredited institution. Qualifying disciplines include: Athletic Trainers (AT), Registered Clinical Exercise Physiologists (RCEP), Emergency Medical Technicians (EMT), Licensed Practical Nurses (LPN), Physical Therapist Assistants (PTA), Occupational Therapist (OT), Occupational Therapy Assistants (COTA), Registered Nurses (RN), Respiratory Therapists (RT), and Speech Language Pathologist (SLP). Applicants entering through the Licensed Healthcare Professional Pathway must present documented patient-facing experience at a minimum of one (1) year. Prerequisite coursework requirements are waived for this pathway; all other admissions standards apply.

Admissions Standards: The academic, experiential, and behavioral benchmarks that applicants are expected to meet or demonstrate to be considered for admission.

Application Requirements: The materials, documents, and activities that applicants must complete or submit for consideration for admission.

Priority Pool: Applicants granted priority pool status are those whose applications are received by the established priority application deadline of January 15th, who meet the minimum scoring threshold on the admissions rubric, or who meet at least one of the following conditions: (1) have attended or graduated from Wilson College; (2) are permanent residents of Pennsylvania; (3) are current or former members of the uniformed services, veterans, or ROTC graduates; or (4) are licensed working healthcare professionals. Priority pool applicants are reviewed and evaluated before general pool processing begins.

General Pool: All applicants who do not qualify for priority pool status. General pool applications are processed on a rolling basis after priority pool determinations have been completed.

Holistic Review: An admissions evaluation approach that considers the totality of an applicant's submitted materials including academic performance, professional experience, personal statement, interview performance, letters of recommendation, and

holistic consideration factors that add to the weighted system of evaluation rather than relying solely on GPA or prerequisite performance. Holistic review identifies candidates who demonstrate the full range of attributes necessary for success in physical therapy education and practice.

Contingent Admission: A conditional offer of admissions indicating applicant has not yet fully met all admission standards. Applicants granted contingent admission must satisfy all specified admission contingencies and provide any required documentation by deadlines established by the institution. Failure to satisfy these contingencies may result in rescission of the admission offer or other action deemed appropriate by the institution.

Waiting List: A ranked list of qualified applicants for whom no seat is currently available in the anticipated incoming cohort. Waitlist applicants are ranked consistent with scoring standards, with priority pool applicants considered before general pool applicants.

Standards Not Met: A determination rationale used when an applicant does not meet the minimum eligibility requirements for admission and, in the Admissions Committee's professional judgment based on the available application materials, is not positioned to meet all required standards. This rationale may result in a Denial of Admissions.

Incomplete: An application that is missing required materials or information needed to proceed with formal admissions review. Incomplete applications remain in a holding status until the required materials are received and are not ranked or assigned a formal admissions determination.

Seat Deposit: A non-refundable financial deposit required to formally reserve an accepted applicant's place in the incoming DPT cohort is due by January 15 of the matriculation year.

Policy:

Admission to the DPT Program is granted on a space-available basis following a competitive, holistic, and transparent review of each applicant's complete submitted materials through PTCAS. The DPT Program is committed to identifying candidates who reflect the values, intellectual capacity, professional character, and mission alignment required of a doctoring physical therapist. Applicants designated for the priority pool are processed before general pool of applicants, with general pool processing beginning after priority pool determinations are completed. Applications eligible for formal admissions review will receive one of the following determinations:

1. Full Admission
2. Contingent Admission
3. Waitlist
4. Deferred Decision
5. Denial of Admission

Applicants whose applications are incomplete remain in a hold status pending receipt of required materials and are not assigned a formal admissions determination.

Admissions Standards:

Category	Standard
Degree Requirements	Bachelor's degree from an accredited institution (Traditional Pathway) Bachelor's degree and active professional license in an approved healthcare profession with a minimum of one year of patient-facing experience (Licensed Healthcare Professional Pathway)
Academic Requirement	Minimum cumulative GPA of 3.0 Minimum prerequisite/core science GPA of 3.0 (Traditional Pathway only)
Prerequisites	Completion of required prerequisite coursework (Traditional Pathway only)
Guided Observation Hours	A minimum of 50 observation hours, volunteer or work, with a licensed physical therapist is required. Observation at two separate practice type locations is required unless the experience provided extensive work hours well exceeding the minimum requirement.
Behavioral Attributes	Demonstration of professionalism, communication skills, curiosity, self-regulation, compassion, anti-fragility, and leadership.

Application Requirements:

Category	Requirement
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Application Submission	Submission of a completed application through PTCAS
Transcripts	Submission of official transcripts from all institutions attended
Licensed Healthcare Professional Documentation	Submission of active licensure documentation and verification of patient-facing experience (Licensed Healthcare Professional Pathway)
Letters of Recommendation	Required Submission of 2 letters of recommendation
Personal Statement	Submission of personal statement essay
Observation Documentation	Submission of documentation verifying observation hours and settings
Interview	Completion of asynchronous virtual interview process
Information Session	Attendance at one Wilson College DPT information session

Procedure for Admissions Roles and Responsibilities:

1. The Program Director - holds ultimate authority and accountability for the integrity, equity, and mission-alignment of the DPT admissions process.
 - a. Delegate the Coordinator of Admissions (CoA) to serve as Admissions Chair.
 - b. Coordinate with the CoA to disseminate program admission standards to all relevant communities of interest including prospective students, WC institutional offices, and applicable accreditation bodies in a timely, accurate, and accessible manner.
 - c. Forward process improvement data and admissions outcome analysis to core faculty for review, discussion, and curricular alignment decisions.
 - d. May make final admissions determinations or delegate this authority to the Admissions Committee, serving as the final institutional decision maker for disputed or outlier admission cases.
 - e. Ensure compliance with WC nondiscrimination policies and applicable CAPTE accreditation standards in all admissions activities.
 - f. Conduct or delegate an annual review of admission standards, the admissions rubric, and this policy, incorporating admissions outcome data, cohort performance data, accreditation guidance, and program mission alignment.

2. Coordinator of Admissions - the primary operational lead for all admissions activities and the primary point of contact for associated policies.
- a. Serve as the primary point of contact for all prospective student inquiries and submitted applications.
 - b. Provide routine maintenance and updates on the application platform to ensure accuracy and functionality.
 - c. Coordinate marketing and recruiting efforts and maintain a proactive nurture campaign with prospective applicants throughout the recruitment cycle.
 - d. Manage and track scheduling, logistics, and attendance records for all campus visit meetings, both in-person and virtual.
 - e. Process submitted applications in a systematic and timely manner, verifying that all required elements are present.
 - f. Communicate with applicants regarding missing or outstanding application elements and establish appropriate response deadlines.
 - g. Calculate applicant scores according to the published admissions rubric and prepare admissions recommendations for review and determination by the Admissions Committee, when applicable.
 - h. Chairs the Admissions Committee to review any questions, uncertainties, or special cases arising from the application review or rubric scoring process.
 - i. Manage the waitlist consistent with the ranking standards and conditions defined in this policy.
 - j. Communicate admissions determinations to applicants in writing, including all required information regarding next steps, conditions, and deadlines.
 - k. Assist accepted applicants in completing the WC graduate admissions process, including institutional application, official transcript submission, and seat deposit by established deadlines.
 - l. Finalize application packets with any additional post-offer materials submitted by accepted applicants.
 - m. Process initial student enrollment into the Program and assist with bulk cohort enrollment.
 - n. Collaborate with the Admissions Committee to evaluate admissions process improvement recommendations for review with the program Director.
 - o. Assume Administrative Assistant responsibilities when the Administrative Assistant is temporarily unavailable.

3. Core Faculty – Contributes their professional expertise to the establishment, review, and ongoing refinement of admission standards and to the holistic evaluation of applicants.
 - a. Determine and review admission standards to the Program on at least an annual basis, ensuring that standards remain aligned with the academic rigor of the DPT curriculum and CAPTE accreditation requirements.
 - b. Serve on the Admissions Committee when requested by the Program Director.
 - c. Communicate promptly to the Coordinator of Admissions any direct meeting, inquiry, or substantive contact with applicants or prospective applicants.
 - d. Participate in campus visits, virtual open houses, and info sessions as requested.
 - e. Evaluate whether established admission standards are sufficient to support student matriculation success and make recommendations for process improvement to the Admissions Committee.
4. Course Faculty - Course faculty provide a curriculum-grounded perspective on the adequacy of admissions standards relative to the academic expectations of individual courses.
 - a. Evaluate whether established admission standards adequately prepare students for success in their respective courses and identify patterns of academic unpreparedness that may indicate a gap in admission criteria.
 - b. Make recommendations to the Admissions Committee for admissions process improvement based on observed student performance patterns within their courses.
5. Program Administrative Assistant - supports the Admissions and Enrollment Coordinator in the operational execution of all admissions activities.
 - a. Process bulk cohort enrollment for incoming students as directed.
 - b. Direct admissions inquiries to the appropriate individual, Coordinator of Admissions promptly.
 - c. Assist with marketing, recruiting, and nurturing campaign efforts as directed by the Coordinator of Admissions.
 - d. Assist with managing and tracking campus visit meetings, both in-person and virtual.
 - e. Ensures continuity of service to prospective applicants.
6. Prospective Students / Applicants - Prospective students bear primary responsibility for understanding the admissions requirements, meeting

established deadlines, and presenting authentic, complete, and accurate application materials.

- a. Prepare in advance for all application deadlines, access, read, and understand the current DPT Program admission standards as published on the DPT Program's admissions platform and in this policy.
- b. Complete and submit the physical therapy application through the designated admissions platform by the established deadline, priority pool or general pool as applicable.
- c. Ensure that all required application elements are accurate, complete, and represent the applicant's own original work. Submission of materials that are not the applicant's own work, including AI-generated or AI-edited content in the personal statement, may result in application denial.
- d. If offered admission: complete the WC graduate admissions process, including seat deposit, by the established deadlines.
- e. If offered contingent admission: notify the program of completion of outstanding prerequisite or application elements as soon as they become available and by all established reporting deadlines. Failure to meet reporting deadlines may result in withdrawal of the contingent admission offer and forfeiture of any submitted seat deposit.
- f. If placed on the waitlist: monitor Program communications regularly and respond within the specified window when a seat offer is extended.
- g. Recognize and accept that failure to meet any outstanding admission requirement by the established deadline may result in withdrawal of the admission offer and forfeiture of any submitted seat deposit.

Monitoring, Compliance & Continuous Improvement

1. Annual review of this policy and admission standards by the Program Director, Coordinator of Admissions, and core faculty, incorporating admissions outcome data, cohort academic and clinical performance data, NPTE pass rate trends, and accreditation guidance.
2. Annual review of the admissions rubric to ensure continued alignment with Program mission, academic standards, and holistic values.
3. Annual analysis of admissions outcome data including application volume by pool, conversion rates, waitlist utilization, contingent offer completion rates, and cohort demographic profile to identify trends and inform admissions process improvements.

4. Tracking of cohort academic and clinical performance patterns to evaluate the predictive validity of admission criteria over time, with findings reported to core faculty and the Program Director annually.
5. Inclusion of relevant admissions data in CAPTE annual reporting and self-study documentation consistent with applicable accreditation standards.

Appendix 2

Policy Title: Admissions Selections	Policy Number: 02-03	Wilson College, Doctor of Physical Therapy Program – Admissions
Approval: Melisa Smith, DPT, EdD, Coordinator of Admissions		
Last Reviewed: 06/02/26	Last Revised:	Effective Date: 06/15/26

Purpose:

This policy establishes the transparent evaluation criteria, selection procedures, admissions determination process, and role-specific responsibilities governing the holistic, merit-based, equitable selection of students for enrollment in the Doctor of Physical Therapy (DPT) Program at Wilson College (WC). This policy operationalizes the admissions selection process following determination of applicant eligibility under the Admissions Standards Policy. The selection process is designed to identify candidates who possess the intellectual capacity, professional character, experiential foundation, and mission alignment required to succeed in doctoral-level physical therapy education and to become principled, doctoring professionals. This policy further preserves the flexibility necessary to evaluate the full range of qualities predictive of professional success.

Scope:

This policy applies to all prospective students seeking admission through any recognized pathway into the DPT Program, to all members of the Admissions Committee, and to all DPT Program faculty, staff, and the Coordinator of Admissions involved in the admissions selection process. This policy governs the selection phase of the admissions cycle and operates in direct coordination with the Admissions Standards Policy.

Definition:

Admissions Rubric: A structured scoring instrument used to evaluate and rank qualified applicants for admission to the DPT Program. The rubric assigns objective weighted scores to defined application components including academic performance, professional experience, letters of recommendation, personal statement, asynchronous video interview performance, and holistic consideration factors to produce a total score used to rank applicants within each pool. The complete scoring criteria, weighting methodology, and scoring instructions are maintained in the current approved DPT Program Admissions Rubric and reviewed annually prior to each admissions cycle.

Qualified applicant: An individual who has submitted a complete application and satisfied all admissions eligibility requirements established in Admissions Standards Policy, thereby advancing to the selection and ranking process governed by this policy.

Policy:

Admission to the DPT Program is selective, space-available, and determined through a competitive, rubric-based, holistic review of each qualified applicant's complete application. The program uses a structured admissions rubric to evaluate and rank qualified applicants in a fair, consistent, and mission-aligned manner. Each application component is scored according to predefined criteria, and a total weighted score is calculated for each applicant. Qualified applicants are ranked from highest to lowest weighted score within their respective applicant pool.

Individuals participating in the admissions selection process shall disclose any actual or perceived conflict of interest involving an applicant. Any individual with a conflict shall recuse themselves from the review, scoring, discussion, and admissions determination involving that applicant to ensure fairness and impartiality throughout the selection process.

Application materials, admissions rubric scores, interview evaluations, committee discussions, and admissions determinations are confidential and shall be accessed only by individuals with a legitimate educational interest in accordance with institutional policy and applicable privacy regulations.

Selection is governed by the following standing principles:

- Priority pool applicants are reviewed and ranked before general pool processing begins.
- Priority pool applicants who do not achieve the minimum rubric score of 70 out of 100 are transferred to the general pool for ranking and consideration.
- The minimum rubric threshold for the general pool is a score of 55 out of 100.
- Incomplete applications are not ranked or considered until all required elements have been received.
- Advanced Placement (AP) coursework may be accepted to satisfy prerequisite requirements for courses that do not include a laboratory component (e.g., Psychology and Statistics), provided the AP credit is documented on an official undergraduate transcript. AP coursework will not be accepted to satisfy prerequisite requirements for laboratory-based science courses.
- Top-ranked qualified applicants are extended offers of admission until the cohort is filled. A waitlist is established from the next highest-ranked applicants in rank order, with priority pool applicants ranked and offered seats before general pool waitlist applicants.

- Rubric rankings are dynamic and updated as new official transcripts, final prerequisite grades, and additional application materials are received prior to the closing of the applicable admissions cycle.
- In-progress prerequisite courses are scored at a minimally acceptable grade of 'C' for ranking calculations; scores are updated upon receipt of official final grades.
- The use of a 'C' grade for ranking calculations does not waive prerequisite course requirements. Applicants must earn a final grade of B or higher in all prerequisite courses to satisfy admissions eligibility requirements.
- Any given prerequisite course may be repeated (once is preferable); the highest grade earned is used for rubric scoring. There is a limit of one approved course substitution for a required prerequisite course, which must be an equivalent or higher-level course.
- Applicants seeking admission through the Licensed Healthcare Professional Pathway must hold an active professional healthcare license in a qualifying discipline for a minimum of one year and possess a bachelor's degree from a regionally accredited institution. Applicants who do not meet these requirements must apply through the Traditional Pathway and satisfy all prerequisite course requirements.
- The DPT Program does not accept transfer credit for physical therapy coursework completed at other academic institutions. All physical therapy coursework required for degree completion must be completed through the Wilson College DPT Program curriculum to ensure alignment with program outcomes and assessment standards.
- Submission of AI-generated or AI-edited content in any application component, including the personal statement, may result in application denial and forfeiture of any submitted seat deposit.
- Admissions determinations made under this policy are final and are not subject to appeal or reconsideration.

At the conclusion of each annual admissions cycle, the Admissions Committee conducts a post-cycle review of the admissions rubric and selection process. Recommendations for revision are forwarded to core faculty for consideration and incorporated into the subsequent admissions cycle as appropriate. Any approved revisions to the Admissions Rubric shall be implemented prospectively for a subsequent admissions cycle. Once an admissions cycle has opened, rubric criteria, scoring methodology, and weighting shall remain unchanged for applicants under review unless modification is required by institutional policy or applicable law.

If priority pool applicants do not complete outstanding requirements before priority pool processing concludes, they are transferred to the general pool for ranking and consideration once the application is complete.

Admissions Determination Pathways

All applicants whose applications are complete and eligible for formal admissions review receive a written admissions determination consistent with one of the following categories. Admissions determinations are communicated to applicants by the Coordinator of Admissions following review and approval in accordance with this policy and the Admissions Standards Policy. Incomplete applications remain in a holding status until all required materials have been received and are not assigned a formal admissions determination.

Determination	Criteria	Next Step	Responsible Party
Full Admission	Meets all standards; rubric score at or above pool threshold; space available.	Written offer issued; seat deposit deadline communicated.	Coordinator of Admissions
Contingent Admission	Holistic review indicates that applicant will satisfy outstanding admissions requirements prior to matriculation (e.g., prerequisite in progress).	Conditional offer issued with written conditions and reporting deadlines; failure to fulfill conditions results in withdrawal of offer.	Coordinator of Admissions
Waitlist	Qualified applicant; meets threshold; no seat currently available.	Ranked by rubric score. Priority pool ranked before general pool. Offers extended as seats become available.	Coordinator of Admissions
Deferred Decision	An admissions decision is deferred pending further review or information, as applicable under the program's established procedures.	Applicant notified in writing of the deferred decision and applicable next steps or timeline.	Coordinator of Admissions
Denial of Admission	Applicant does not meet one or more admissions eligibility requirements and, in the Admissions Committee's professional judgment, is not positioned to meet all required standards; or the	Written notification issued. No appeal or reconsideration provision, consistent with the applicable policy.	Coordinator of Admissions

applicant otherwise does not qualify for admission under established criteria.		
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Admissions Rubric Components

The following table summarizes the rubric components used to evaluate and rank all qualified applicants. Complete scoring criteria, sub-component definitions, weighting, and scoring instructions are maintained in the current approved DPT Program's Admissions Rubric.

Rubric Component	Pathway Applicability
Prerequisite GPA	Traditional Pathway only (waived for Licensed Healthcare Professional Pathway)
Cumulative / Science GPA	All pathways
Observation / Patient-Facing Experience	All pathways
Licensed Healthcare Professional Status	Licensed Healthcare Professional Pathway only
Letters of Recommendation	All pathways
Personal Statement	All pathways
Asynchronous Video Interview	All pathways
Holistic Consideration Factors	All pathways

The asynchronous video interview is a required component of the admissions selection process for all qualified applicants in all pools and pathways. Applicants will receive advance notice regarding interview platform requirements, prompt format, submission deadlines, and technical instructions.

Procedure:

1. Program Director

- Maintain ultimate accountability in collaboration with the Coordinator of Admissions for the integrity, equity, and mission-alignment of the admissions selection process.
- Delegate operational decision making for selection process execution to the Coordinator of Admissions as the Chair Admissions Committee.
- Receive and review process improvement data and admissions outcome analysis forwarded by the Admissions Chair and the Admissions Committee in collaboration with the core faculty; incorporate findings into annual policy review.
- Ensure compliance with WC nondiscrimination policies and applicable CAPTE accreditation standards across all selection activities.

- e. Delegate annual review of the admissions selection policy and the DPT Program's Admissions Rubric in coordination with the Coordinator of Admissions. The Admissions Rubric may be revised and approved prior to each admissions cycle to align with program outcomes, institutional mission, accreditation expectations, and admissions objectives.
 - f. Finalize and publish the general minimum rubric threshold prior to each admissions cycle once determined by the Coordinator of Admissions and the Admissions Committee.
2. Coordinator of Admissions
- a. Develop, maintain, and implement the DPT Program's Admissions Rubric, including scoring criteria, weighting, and operational scoring instructions, subject to annual review and approval by the Admissions Committee.
 - b. Serve as Admissions Chair, overseeing operations of the selection process addressing the Admissions Committee's questions, uncertainties, and special cases arising during application review and rubric scoring.
 - c. Score application components or delegate scoring to Admissions Committee members as appropriate, ensuring inter-rater consistency.
 - d. Calculate individual applicant rubric scores, rank applications within each pool, and provide finalized rankings to the Admissions Committee for determination review.
 - e. Make admissions determinations based on available space and rubric rankings; consult the Program Director as needed for process clarification or precedent-setting decisions.
 - f. Appoint Admissions Committee members as needed to support the evaluation of specific application components. Appoint a Committee member to function as Chair when absent.
 - g. Manage the priority and general waitlists consistent with ranking standards and conditions defined in this policy and Admissions Standards Policy.
 - h. Update applicant rubric scores and rankings as new or revised application materials including updated transcripts that are received.
 - i. Contact applicants with missing or incomplete application information; establish and enforce response deadlines.
 - j. Communicate all admissions determinations to applicants in writing, including applicable conditions, next steps, and deadlines.
 - k. Finalize and publish the asynchronous video interview scoring criteria and rubric weighting prior to implementation.
 - l. Conduct the asynchronous video interview platform administration, including distributing interview access, monitoring submission compliance, and recording scores upon finalization of interview scoring criteria.

- m. Appoint and convene the Admissions Committee for post-cycle review at the conclusion of each annual admissions cycle; forward process improvement recommendations to the Program Director and core faculty.
- 3. Admissions Committee
 - a. Composed of core faculty and other qualified designees appointed by the Admissions Chair as needed for application evaluation, interview scoring, and post-cycle review.
 - b. Score assigned application components according to published rubric criteria, maintaining consistency and objectivity across all applicants reviewed.
 - c. Participate in post-cycle review of the admissions rubric and selection process; submit recommendations for improvement to the Admissions Chair for forwarding to the Program Director and core faculty.
- 4. Core Faculty
 - a. Evaluate admissions rubric standards on an annual basis, ensuring continued prediction of student matriculation success, alignment with the academic rigor of the curriculum and CAPTE requirements.
 - b. Serve on the Admissions Committee when requested by the Program Director or Coordinator of Admissions and score assigned application components as designated.
 - c. Participate in post-cycle review and provide recommendations for rubric and process improvement to the Coordinator of Admissions and Program Director.
 - d. Communicate promptly to the Coordinator of Admissions any direct contact, inquiry, or substantive interaction with applicants or prospective applicants.
- 5. Course Faculty
 - a. Evaluate whether established selection standards and rubric criteria adequately prepare students for academic success in their respective courses and identify patterns of academic unpreparedness that may indicate gaps in admissions criteria to the Coordinator of Admissions and the Admissions Committee.
- 6. Administrative Program Manager
 - a. Assist the Coordinator of Admissions in calculating individual rubric scores and ranking applications within each pool as needed.
 - b. Assist in tracking virtual meetings and interview submission compliance as needed.

Appendix 3

Policy Title: Student Workload and Accelerated Hybrid Best Practices	Policy Number: 01-13	Wilson College, Doctor of Physical Therapy Program – Student Policies
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Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 05/06/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the workload expectations and the accelerated hybrid learning standards of the Wilson College (WC) Doctor of Physical Therapy (DPT) Program. It defines how student workload is calculated and communicated and further offers the shared best-practice framing that governs hybrid instruction for faculty and students. Together, these practices ensure a learning environment that is cognitively demanding, structurally supportive, and pedagogically intentional prepares entry-level physical therapist.

Scope:

This policy applies to all enrolled DPT Program students and all core, course, and adjunct faculty across every learning experience; synchronous online instruction, asynchronous learning activities, on-campus Lab Immersions, and clinical education.

Definitions:

Accelerated Hybrid Learning: The Program's intensive delivery model integrating synchronous and asynchronous online learning with recurring on-campus lab Immersions, designed so each modality seamlessly serves a specific, intentional pedagogical function.

Graduate Student Workload: The full-time commitment and deliberate work-life integration required of every DPT student comparable to a high-intensity professional role that spans academic coursework, clinical education, and professional development while requiring self-directed learning, problem-solving under pressure.

Credit and Contact Hours: Consistent with the federal credit hour definition and a 15-week term, one credit hour equates to a combined total of three and half hours of direct and indirect learning per week. Direct learning is structured, instructor-led engagement through synchronous lectures, interactive activities, demonstrations, and guided laboratory experiences. Indirect learning is student-driven through asynchronous materials, inquiry-based activities, projects, readings, and reflection.

Regular and Substantive Interaction (RSI): The federally mandated engagement standard distinguishing distance education eligible for federal financial aid from correspondence education. RSI requires instructor-initiated, predictable, academically meaningful interaction.

Policy:

The DPT Program's didactic workload is calculated on the federal credit hour model over a 15-week term. For lecture courses, one semester credit hour comprises fifteen hours of direct learning combined with approximately 35 hours of indirect learning across the semester. As a general expectation, one ten-minute break accompanies each hour of

direct learning. The accelerated model requires most courses to be delivered in 8-week terms, which doubles the expected weekly workload. The workload expectation for a one credit course in an 8-week term is approximately 6.25 hours of direct and indirect work per week. The student can expect a workload of approximately 52 to 60 hours per week within any given term or semester. The workload for laboratory immersions for clinically related courses is calculated that one credit hour equals forty hours of direct learning through guided experiences. Laboratory courses typically range from half-credit to 1-credit hour per course and never exceed two credits per term. For clinical education, one credit hour is earned each week in the Clinical Education experiences, which have their own designated terms and semester.

Curricular Scaffolding. Course-level objectives are written using Bloom's Taxonomy to make the depth of knowledge, skill, and effort explicit. The curriculum scaffolds from foundational levels through application-level objectives, in learning lab courses, which provide the higher-order work of analyzing, evaluating, and creating in practice management coursework and clinical education. Concepts integrate cumulatively whereas students continuously revisit and apply prior learning to master progressively higher performance objectives across the curriculum.

Hybrid Design Principles. Synchronous remote sessions are active, participatory learning events prioritizing interactive and case-based discussions, structured debate, peer teaching, polling, and collaborative problem-solving. Lab Immersions are reserved for the integration, application, and synthesis of clinical knowledge and psychomotor skills. Asynchronous activities carry the preparatory and exploratory learning that makes both possible, consistent with the flipped classroom model. All content in every learning experience aligns with program outcomes, entry-level DPT practice requirements, and RSI compliance. Evidence-informed engagement structures are reinforced across learning experiences.

Faculty Presence and Feedback. Faculty maintain visible instructional presence through consistent announcements, discussion participation, synchronous engagement, and responses to student inquiries within two (2) business days consistent with the same standard asked of students. Feedback on student work is actionable, specific, and timely delivered within the timeframe specified in the course syllabus, with feedback equivalent in quality and rigor to in-person experiences. Performance expectations, rubric criteria, and grading standards are communicated at the outset of each course and reviewed before every major assessment. All official course communication uses WC channels (LMS, institutional email, EXXAT).

Accessibility and Universal Design. Faculty apply Universal Design for Learning principles proactively. All synchronous sessions incorporate accessibility standards and requirements. All digital materials meet accessibility standards or the institutional baseline. Individual accommodations are administered through Accessibility Services.

Student Obligations. Students engage fully in all planned learning experiences, graded or ungraded, synchronous or asynchronous. Student completion of ungraded formative activities is a professional expectation. Students complete asynchronous activities within designated windows, arrive at synchronous sessions and immersions prepared, and submit work per expected timeframes.

Procedure:

1. Program Director
 - a. Establish, operationalize, and safeguard workload and hybrid learning standards.
 - b. Ensure dissemination of standards to students and faculty at orientation with the Coordinator of Student Affairs, and upon revision at the start of each academic year.
 - c. Ensure alignment between the hybrid delivery model, CAPTE accreditation standards, and federal RSI compliance.
 - d. Ensure faculty access to professional development and credentialing for hybrid education.
 - e. Address systemic barriers to effective hybrid learning beyond individual faculty purview.
 - f. Conduct or delegate an annual review incorporating faculty assessment, student evaluation, and program outcome data.
2. Core Faculty
 - a. Establish, review at minimum annually, and update evidence-informed standards for hybrid instruction, design, delivery, assessment, and learner support, ensuring compliance with Wilson College Catalog and institutional policies, accreditation standards, and applicable law governing student workload.
 - b. In Coordination with the Coordinator of Curriculum, maintain curricular maps delineating which program outcomes are addressed through synchronous, asynchronous, and laboratory modalities; collaborate to identify and correct gaps or redundancies across the curriculum.
 - c. Engage in ongoing professional development in hybrid pedagogy, instructional technology, and distance DPT education, documented in annual reviews.
 - d. Advise and onboard adjunct and new course faculty on hybrid expectations, program tools, and LMS standards.
3. Course Faculty
 - a. Design each course so every learning experience serves an intentional pedagogical function.

- b. Publish workload expectations in the syllabus and align all activities and assessments to Bloom's-based course and lesson objectives across cognitive, psychomotor, and affective domains.
 - c. Meet all content development deadlines for timely student access and LMS readiness.
 - d. Maintain instructional presence and respond to student inquiries within two business days.
 - e. Provide timely, specific, actionable feedback within syllabus timeframes.
 - f. Publish attendance, participation, and engagement expectations for all learning experience in the syllabus.
 - g. Apply UDL principles and captioning standards.
 - h. Maintain current LMS and instructional technology proficiency, proactively pursuing hybrid teaching certification and technical training.
 - i. Identify and address individual student concerns promptly, referring to the core faculty advisor or Coordinator of Student Affairs and documenting the referral when concerns exceed faculty scope; provide feedback on workload impact for students and faculty.
- 4. Coordinator of Curriculum
 - a. Oversee accurate implementation and coordination of the curriculum, including learning experience and curricular mapping across terms and across the Program.
- 5. Coordinator of Admissions
 - a. Communicate workload expectations accurately during recruitment and orientation, so every matriculating student understands the Program's intentional intensity before day one.
- 6. Students
 - a. Appreciate the workload and complexity communicated through assigned credit hours and Bloom's-level objectives.
 - b. Plan personal and professional obligations around full-time enrollment.
 - c. Attend all synchronous sessions and Lab Immersions as scheduled, notifying course faculty in advance of unavoidable absence per the Grading, Attendance, and Participation Policy.
 - d. Complete all preparatory work before sessions and all asynchronous activities within designated windows.
 - e. Seek clarification proactively when expectations are unclear and before performance concerns arise.
 - f. Engage constructively with faculty feedback, reviewing, reflecting on, and integrating it into subsequent performance.

- g. Complete all work independently; provide honest feedback on workload impact throughout the curriculum.

Appendix 4

Policy Title: Faculty Attendance, Professionalism, and Responsiveness	Policy Number: 04-07	Wilson College, Doctor of Physical Therapy Program – Program Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 08/25/26	Last Revised:	Effective Date: 11/1/26

Purpose:

This policy establishes the Wilson College (WC) Doctor of Physical Therapy (DPT) Program's expectations for faculty attendance, professional conduct, and timely responsiveness to Program communications. These expectations support the program's ability to function as a collaborative, faculty-governed unit consistent with Policy 04-06 Responsibility for Program Academic and Curriculum Regulations to fulfill the service and responsibilities expected of core faculty while providing students, colleagues, and communities of interest with reliable access to faculty and program leadership. Faculty conduct establishes the practical standard of professionalism DPT students are expected to internalize and carry into clinical practice. This policy requires faculty to model the same behavioral expectations of punctuality, preparedness, and professional conduct that the program expects of students.

Scope:

The attendance provisions of this policy apply to core faculty with standing program obligations, including regularly scheduled faculty meetings, assigned committee meetings, and the annual Faculty Retreat & Strategic Planning Meeting. The Professionalism and Responsiveness provisions of this policy apply to all DPT Program faculty, including core, course, and adjunct in all program-related communication and conduct.

Definitions:

Standing Program Meeting: A regularly scheduled faculty meeting, faculty Working Accountability Groups (WAGs), an assigned committee meeting, or the annual Faculty Retreat & Strategic Planning Meeting established under the Program & Curricular Assessment – Strategic Planning policy.

Excused Absence: An absence from a Standing Program Meeting for which the faculty member has provided advance notice to the Program Director consistent with this policy, or which arises from illness, emergency, or an approved leave.

Business Day: Monday through Friday, excluding lab immersion days that require weekend responsibilities, Wilson College holidays, and approved faculty leave.

Time-Sensitive Communication: A Program communication expressly identified by the sender as requiring a response sooner than the standard Responsiveness timeline established in this policy, due to a deadline, safety concern, or accreditation-related obligation.

Professionalism: Conduct in all Program-related interactions, written, verbal, and in-person, that is respectful, constructive, and consistent with the APTA Code of Ethics and Wilson College Faculty By-Laws.

Policy:

Faculty attendance, professionalism, and responsiveness are foundational to the DPT Program's compliance, culture, governance, and service to students and communities of interest.

Attendance

Core faculty are expected to attend all Standing Program Meetings for which they hold a standing obligation. Where attendance is not possible:

- The faculty member notifies the Program Director as far in advance as reasonably possible, and no later than 24 hours before the meeting for a foreseeable conflict.
- For illness, emergency, or other unforeseeable circumstances, the faculty member notifies the Program Director as soon as practicable.
- The faculty member reviews meeting materials, minutes, and assigned action items following any absence and remains accountable for decisions made and responsibilities assigned during the meeting.

More than two unexcused absences from Standing Program Meetings within an academic year is addressed through the corrective action process described below. Excused absences are not counted toward this threshold but remain subject to the accountability expectations above.

Class Delivery, Preparedness, and Cancellation

Faculty demonstrate professionalism to students first and most directly through reliable, prepared instruction. For every Scheduled Class Session, faculty:

- Arrive with course materials, instructional technology, and any planned assessments ready before the scheduled start time beginning and ending the session at its scheduled time.
- Notify students promptly, through official Program communication channels, of any change affecting a Scheduled Class Session.

A Scheduled Class Session is not cancelled unilaterally. Where a foreseeable conflict arises, the faculty member confers with their faculty counterpart if available or requests approval from the Program Director as far in advance as possible, and no later than 24 hours before the scheduled session. The faculty member notifies their course faculty colleague and Program Director as soon as practicable regarding any illness, emergency, or another unforeseeable circumstance.

In either case:

- The Colleague Course Instructor considers coverage if available.
- Program Director first considers coverage if the course's assigned Secondary Instructor isn't available, consistent with Faculty Workload Policy, before approving cancellation of the session.
- If no coverage is available, the Program Director approves the cancellation and, together with the faculty member, establishes a make-up session, substitute coverage, or an alternative instructional activity that preserves the Direct Hours standard established under the Faculty Workload Policy for that credit hour.
- Students are notified of the cancellation and the make-up plan through official Program communication channels as soon as both are confirmed.

Professionalism

Faculty conduct in all Program-related interactions is expected to be respectful, constructive, and consistent with the APTA Code of Ethics and Wilson College Faculty By-Laws. This includes:

- Engaging colleagues, students, staff, and communities of interest with courtesy and good faith, including in written communication and in disagreement.█
- Raising concerns about Program decisions, governance, or leadership directly with the Program Director or through the applicable committee structure, rather than through indirect channels or delegation to other staff.█
- Maintaining confidentiality of student, personnel, and Program information consistent with FERPA and Wilson College Catalog and institutional policy.█
- Disclosing conflicts of interest that may affect Program decisions, admissions, or student evaluation.█
- Representing the Program accurately and professionally in communications with clinical partners, communities of interest, and the public.█
- Modeling the professional and ethical behavior standards expected of DPT students under Student the Professional Behavior, Conduct, & Dress Code policy, including punctuality, preparedness, and respectful communication, in recognition that faculty conduct establishes the practical standard students are held to throughout the Program.

Responsiveness

Timely responsiveness to Program communications is a professional expectation of all faculty. Unless otherwise specified in an individual communication:

- Faculty respond to Program-related communications from the Program Director and Program committees within two business days.

- Faculty respond to Time-Sensitive Communications within one business day.
- Faculty complete assigned action items and deliverables by the deadline established at the time of assignment or proactively communicate a revised timeline to the requesting party before the deadline passes.
- Faculty set an out-of-office notification for any planned unavailability exceeding two business days, identifying an alternate point of contact where applicable.

Corrective Action

Concerns regarding a faculty member's attendance, professionalism, or responsiveness are addressed through the following escalating process, consistent with Faculty Workload Policy:

1. Informal Conversation. The Program Director addresses the concern directly with the faculty member, identifying the specific expectation at issue and a reasonable path to resolution.
2. Documented Follow-Up. If the concern persists, the Program Director documents the concern and the discussed resolution as part of the faculty member's Faculty Professional Development Plan (PDP) established under the Faculty Workload Policy.
3. Institutional Referral. If the concern remains unresolved, the Program Director refers the matter to the School Dean of the School of Professional and Graduate Studies and/or Provost and Vice President for Academic Affairs (Provost) for action consistent with Wilson College Catalog and institutional policy and Faculty By-Laws.

This policy establishes Program-level expectations and does not itself create grounds for discipline or termination independent of Wilson College Catalog, institutional policy, and Faculty By-Laws.

Appendix 5

Policy Title: Student Advising	Policy Number: 04-01	Wilson College, Doctor of Physical Therapy Program – Faculty Policies
Approval: Stephanie McGowan, PT, DScPT, OCS, Coordinator of Student Affairs		
Last Reviewed: 03/17/26	Last Revised: 09/16/2026	Effective Date: 08/23/27

Purpose:

This policy defines and governs the conduct, documentation, obligations, structure, responsibilities, standards of practice, and boundaries of the Student Advising function within the Doctor of Physical Therapy (DPT) Program at Wilson College (WC). Student Advising is a faculty responsibility that provides each enrolled DPT student with a designated core faculty member who serves as a consistent, engaged guide through the academic, clinical, and professional dimensions of the program while fostering an

environment where mentorship can develop organically. Where student needs exceed the scope of academic advising, advisors are obligated and in certain circumstances legally required to connect students with appropriate institutional or external resources.

Definition:

Faculty Advisor: A core faculty member is the primary point of contact assigned to guide students through the academic and clinical aspects of the DPT Program while monitoring progress and providing referrals as needed.

Advisee: A student assigned to a specific Faculty Advisor for the duration of enrollment, unless reassigned, who receives guidance through the academic and clinical aspects of the program.

Technical Aspects: Guidance related to program academic and clinical requirements including matriculation standards, curriculum navigation, program policies and procedures, clinical preparedness, professional expectations, and graduation readiness.

Policy:

Advisor Assignment: Every student enrolled in the DPT Program is assigned a Faculty Advisor by the Coordinator of Student Affairs at the time of program orientation. Advisor assignments consider faculty workload and or when professional interests and goals align. The Program Director may serve as a temporary advisor when a reassignment is pending or when no other assignment is practicable.

Workload Allocation: The Student Advisor role is formally recognized as **5% of core faculty administrative workload**. This allocation is reflected in faculty workload documentation and annual faculty performance review. The Coordinator of Student Affairs distributes advisee assignments equitably across core faculty, considering other assigned responsibilities, to ensure no faculty member carries a disproportionate advising load.

Boundaries of the Faculty Advisor: The Faculty Advisor role is purposefully defined within a specific scope. Clarity of scope protects both students and faculty from role confusion and ensures that students are directed to appropriate resources when their needs exceed academic advising.

Within Scope of Student Advising	Outside Scope — Requires Referral
Academic progress, monitoring, and graduation readiness	Personal counseling, mental health support, or therapeutic intervention
Curriculum navigation, course sequencing, and prerequisite guidance	Medical or clinical health advice
Review of program policies, procedures, and standards	Legal advice or financial planning beyond program financial aid awareness
Interpretation of grades, academic standing, and matriculation status	Title IX investigations or formal Honor Code adjudications
Facilitation of referrals to institutional or external resources	Clinical supervision during clinical education experiences

Support during promediation, probation, and dismissal processes	Advocacy that compromises the Faculty Advisor's objectivity or creates a conflict of interest
Clinical Education Readiness Assessment (CERA) participation	Actions that constitute practice of psychology, social work, or licensed counseling
Guidance on professional development, APTA membership, and licensure preparation	Mandatory reporting disclosures (these are mandatory regardless of scope)

Meeting Frequency and Format: Faculty Advisors are required to meet with each assigned advisee at least once per academic term during enrollment in didactic courses. Meetings may be conducted in person or in a virtual format and either individual or in a small group. All meetings must be scheduled in advance with adequate notice.

The minimum once-per-term standard is a baseline expectation for students progressing satisfactorily through the program. Meeting frequency may increase with any of the following conditions:

- **Academic concern:** A student earns below the program's minimum passing standard in any course, as soon as identified.
- **Promediation:** A student enters the formal promediation process as per Promediation & Remediation Policy.
- **Remediation:** A student requiring formal individualized structured academic intervention to support academic performance or competency attainment after failure of a formative examination worth 20% or more of the final grade or a practical examination through the Promediation & Remediation Policy.
- **Probation:** The Promediation interventions escalated to a probationary status requiring an Academic Success Plan in accordance with the Probation & Dismissal Policy.
- **Clinical Education Readiness concern:** A student's clinical readiness is flagged.
- **Student request:** A student requests an additional meeting for any reason.
- **Faculty or Program Director referral:** The Coordinator of Student Affairs, a course faculty member, or the Program Director refers a student for additional advising support.
- **Faculty Advisor's professional judgment:** The Faculty Advisor identifies any pattern or concern warranting more frequent contact.

Meeting Frequency during Clinical Education Rotations:

As members of the DPT Clinical Education faculty team, the faculty advisors along with the DCE maintain contact with their advisees during clinical education rotations. The advisor reviews each weekly clinical performance sheet and serves as an initial point of contact for the student. Additionally, the faculty advisors conduct a mid-term and final conference (site visit, telephone call, or web-based meeting) during each clinical

education experience to assess student progress and identify any areas in need of further development. During the visit, the faculty team member or DCE meets with the CI and student jointly, as well as with the CI and the student individually. The DPT Clinical Education faculty and the SCCE/CI collaborate on finding a convenient time and mode of communication. When the review reveals concerns for performance, the faculty member reports the findings to the DCE for consideration of appropriate action.

Documentation Requirement: Every point of contact between a Faculty Advisor and their advisee regardless of whether it is a scheduled meeting, an impromptu conversation, an email exchange, or a phone call with substantive academic content **must be documented** in the student's official record within three business days, regardless of who initiated the contact.

Faculty Advisor Change Process: The integrity of the advising relationship requires a defined process with Coordinator of Student Affairs agreement and authorization.

1. *Student initiated request:* A student may request a change of faculty advisors if the student believes that the advising relationship is not functioning effectively. The student can submit a written request to the Coordinator of Student Affairs, who considers all the options unless a specific advisor is requested. The request must:

- Be submitted in writing (email is acceptable)
- Describe the nature of the concern without disclosure of personal or sensitive information
- Not be based solely on disagreement with an academic decision (e.g., a grade outcome), which is addressed through the academic appeals process
- The Coordinator of Student Affairs meets privately with the student within five (5) business days of receiving the request and may:
- Facilitate a structured conversation between the student and faculty advisor with the goal of restoring a functional working relationship
- Reassign the student to another core faculty advisor when reassignment is in the best interest of the student's academic progress and when a qualified replacement is available. Student requests for a particular faculty advisor are taken into consideration. However, final decisions are based on academic needs and advisor availability.
- Decline the request with documented rationale if the request does not meet the above criteria.

- *Program (Coordinator of Student Affairs) initiated reassignment:* The Coordinator of Student Affairs may initiate a reassignment under any of the following circumstances:
 - Conflict of interest: The assigned faculty advisor has a direct evaluative, supervisory, or personal relationship with the advisee that compromises objectivity.
 - Faculty leave or departure: The assigned faculty advisor takes an extended leave of absence, resigns, or otherwise becomes unavailable to fulfill advising duties.
 - Workload rebalancing: A significant shift in faculty responsibilities necessitates rebalancing of advising loads.
 - Professional conduct concern: A concern arises regarding the advisor's conduct in the advising relationship that is referred to the Program Director or Dean of the School of Professional and Graduate Studies.

In all program-initiated reassignments, the Coordinator of Student Affairs collaborates with the student prior to any formal decision. The Coordinator of Student Affairs formally contacts the student within five business days of the decision, and the transition is managed to minimize disruption to the student's academic progress.

Documentation: Document every substantive point of contact with an advisee within three business days.

1. Student advising records must be maintained on the Wilson College DPT Program designated software in a folder structure that isolates each student's records and restricts access to authorized personnel only, consistent with FERPA requirements.
2. Each student advising record entry must include, at minimum:
 - a. Date and time
 - b. Format of contact (in-person meeting, virtual meeting, email, telephone)
 - c. Names of participants
 - d. Summary of topics discussed
 - e. Any action items assigned, with responsible party and target completion date
 - f. Referrals made, if any (resource, reason, date)
 - g. Follow-up plan and timeline
 - h. Faculty advisor's signature (electronic or physical)

3. Use the standardized Student Advising Session Documentation Form for all formal scheduled meetings. Brief contacts (e.g., a five-minute impromptu) may be documented in a brief note.
4. Copy the Coordinator of Student Affairs on advising documentation when:
 - a. A student is referred to the Program Director for any reason
 - b. A mandatory reporting obligation is triggered
 - c. The student is on formal remediation or probation
 - d. The faculty advisor has identified a pattern of concern that may require program-level response
 - e. Requested by the Program Director
5. Student Advising records are retained in accordance with Wilson College's records retention schedule and FERPA requirements. Records are not destroyed without authorization from the Program Director and the College's records management authority.

Procedure:

1. Program Director
 - a. Conduct an annual review of the student advisorship structure in coordination with the Coordinator of Student Affairs and the core faculty, making revisions warranted by program needs, CAPTE standards, or institutional policy changes.
 - b. Establish, review, and update faculty advisor standards for the program ensuring that the policies are compliant with existing institutional policies and meet program needs.
2. Coordinator of Student Affairs
 - a. Function as an advisor and guide to the faculty providing guidance on advisor / advisee relationships and follow through.
 - i. Authorize all faculty advisor changes and manage the transition processes.
 - b. Remove themselves from direct student advising while maintaining an open-door policy to support students as necessary.
 - i. Serve as the point of escalation for any matter that cannot be resolved at the faculty advisor level.
 - c. Assign each entering student to an advisor equitably across core faculty prior to or at orientation, with consideration for faculty workload.
 - i. Maintain a current, accurate record of all advisor-advisee assignments
 1. Update this record promptly when reassignments occur.

- d. Ensure that all core faculty fulfill their student advising documentation obligations and that advising records are maintained in compliance with this policy and FERPA.
 - e. Convene the core and adjunct (as necessary) faculty for a formal advising review at least once per academic year to discuss any aggregated student & systemic concerns.
 - f. Provide orientation and annual guidance to all advisors regarding their mandatory obligations, FERPA compliance, student services, and documentation standards.
3. Core / Adjunct Faculty
- a. Serve as Faculty Advisor as appointed and remain open to advising students when opportunity is presented.
 - b. Mindfully maintain awareness of workload associated with student advising.
 - c. Meet with advisees regularly, at least once per semester, to discuss academic and clinical progress leading to graduation readiness and discuss identified concerns.
 - d. Document student advising accordingly, maintaining confidentiality and professionalism as per policy requirements.
 - e. Copy relevant faculty, staff or administration on related documentation as appropriate.
 - f. Make referrals to appropriate institutional offices when needed.
 - g. Support course faculty and students when needed for promediation processes.
 - h. Refer to Coordinator of Student Affairs if issues arise that are unable to be resolved at the faculty advisor level.
 - i. Support student if formal Academic Success Plans are established
4. Students
- a. Attend scheduled meetings with their faculty advisor.
 - b. Failure to attend a scheduled advising meeting without advance notice to the advisor is considered a lapse in professional responsibility.
 - c. Provide the advisor with at least 48 hours of advance notice when unable to attend a scheduled meeting and propose an alternative time.
 - d. Come prepared for each Advising meeting with a completed Pre-Advising Form and an awareness of current academic standing.
 - e. Follow through on action items and recommendations made during Advising sessions by the agreed target date.

- f. Communicate proactively with the Faculty Advisor about any academic, personal, or professional circumstance that affects academic, clinical performance or readiness.
- g. Recognize that Advising records are maintained as education records under FERPA, and that information shared in Advising sessions may be communicated to the Coordinator of Student Affairs and other relevant faculty in circumstances defined by this policy.
- h. Understand that Faculty Advisors are mandatory reporters, and that certain disclosures will require the advisor to make required reports to institutional or external authorities as needed.
- i. Engage in proactive self-advocacy by requesting additional advising contact when needed, and by utilizing institutional resources when personal, financial, or health challenges arise.

Appendix 6

Policy Title: Grading, Attendance & Participation	Policy Number: 01-05	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 02/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes consistent, equitable, and transparent expectations for grading, assessment, attendance, punctuality, and participation in the Wilson College (WC) Doctor of Physical Therapy (DPT) Program. It defines how student performance is evaluated, communicated, documented, and appealed within didactic coursework while identifying circumstances that require referral for academic and non-academic review. The DPT Program evaluates students across cognitive, psychomotor, affective, professional, and safety-related domains necessary for progression toward entry-level physical therapy practice.

Scope:

This policy applies to all DPT students and to the faculty and staff who assign, communicate, review, or maintain academic grades and attendance records. It governs the didactic course grading, lab practical examinations and live patient interactions, attendance, punctuality, and participation in scheduled learning activities including synchronous online sessions, lab immersions, and program-wide assessments. It also governs academic performance reporting, documentation, and grade appeals. Clinical education attendance is governed by the Director of Clinical Education in accordance with the Clinical Education Attendance Policy.

Definitions:

Academic Performance Concern: A documented performance outcome, pattern, or behavior that may require faculty referral, support, or progression review including consideration of promediation & remediation under applicable DPT Program policies.

Attendance: Presence, physical or virtual, as designated for the scheduled duration of a required learning activity.

Excused Absence: An absence, late arrival, or early departure supported by timely documentation and approved under this policy. Excused status does not remove academic responsibility for missed content.

Grade Replacement: Consistent with the Wilson College Catalog Repeat Course Policy, when a student repeats a course as required through formal program action, the most recent grade is used to calculate the cumulative GPA.

Interim Grade Report: A faculty communication submitted to the advisor and Coordinator of Student Affairs (CoSA) that identifies a student whose performance indicates a need for early academic support, monitoring, or promediation.

Low-Grade Report: A faculty communication submitted to the student's advisor and CoSA when a student's performance meets the reporting threshold related to summative assessments established in this policy and the Promediation and Remediation Policy.

Participation: Active, prepared, and engaged involvement in scheduled learning activities. Participation includes completion of preparatory work, meaningful contribution, and sustained attention.

Punctuality: Arrival at least five minutes before the designated start of a learning activity, prepared, and ready to participate. Arriving after that point, late entry, or a lack of readiness is recorded as tardy. Faculty are expected to model and enforce this standard.

Unexcused Absence: Any absence, late arrival, or early departure that does not meet excused criteria or lacks timely documentation. An unexcused absence is a documented lapse in professional behavior under the Professional Behaviors, Conduct, and Dress Code Policy.

Withdrawn: Official transcript notation assigned when a student withdraws from a course through the approved withdrawal process or is withdrawn administratively in accordance with College policies. A W does not affect the student's GPA but reflects that enrollment in the course was discontinued after registration.

Grading System & Official Scale Defined:

The DPT Program uses the following grading systems:

Letter grading (A-F)- for all didactic courses (lectures and labs).

Pass (P) / Fail (F) Grading- for all clinical education courses. Refer to the Clinical Education Handbook for grading policies and procedures.

Grading Policy:

Grades for individual assignments, examinations, practical examinations, and other assessments are not rounded. The final numerical course grade is calculated using the weighting specified in the course syllabus and is rounded to the nearest whole

percentage point only after the inclusion of all course requirements and assessments. Therefore, a final calculated course grade of 72.50% or higher rounds to 73% and meets the minimum passing grade requirement, while a final calculated course grade below 72.50% does not pass. The Registrar calculates the official cumulative GPA using Wilson College grade-point equivalencies.

Letter Grade	Numeric Range (%)	GPA Value (WC Official)
A	93–100	4.0
A–	90–92	3.7
B+	87–89	3.3
B	83–86	3.0
B–	80–82	2.7
C+	77–79	2.3
C	73–76	2.0
C–	70–72	1.7
D+	67–69	1.3
D	63–66	1.0
D–	60–62	0.7
F	0–59	0.0
W		Withdrawn

Minimum Passing Thresholds. The DPT Program has two progression thresholds, passing each course and the cumulative GPA. The minimum passing grade in a didactic course is 'C' (73.00%) and in a clinical education course is a 'P' (Pass). The exception to this is DPT-600: Human Anatomy for which the minimum passing grade is a B– (80.00%). The acceptable threshold in clinical courses is Pass (P) consistent with the 'Clinical Education Promediation and Dismissal Policy'. Students who do not pass the clinical education course are subject to suspension or dismissal. Regarding didactic courses, students who earn a grade below the minimum passing threshold are subject to suspension or dismissal as defined in the Matriculation & Graduation Policy; Grading, Attendance, & Participation Policy; Essential Functions & Technical Standards Policy; and Probation & Dismissal Policy.

Minimal GPA Standard with Transitional Provision. The DPT Program applies a semester-sensitive GPA minimum standard to support student success in the accelerated hybrid curriculum. A minimum GPA of 2.80 is required at the conclusion of Semester 1 (Fall, Terms 1 and 2). However, beginning with Semester 2 (Spring) and all subsequent semesters, a minimum cumulative GPA of 3.00 is required. The Semester 1 accommodation of 2.80 offers a transitional pathway rather than a permanent floor. Students finishing Semester 1 below a 3.00 and above a 2.80 must exceed a 3.00 in Semester 2 to achieve the required cumulative GPA. Students must

also maintain the cumulative GPA and all other progression requirements for graduation as established in the Matriculation and Graduation Policy. Students earning below the minimum passing GPA are subject to the processes defined in the Probation & Dismissal Policy.

NOTE: Because GPA is credit-weighted and a 'C' carries a value of 2.0, a grade of 'C' in a high-credit didactic course can place a student below the required cumulative 3.00 GPA threshold and trigger academic probation. The 'C' threshold is a floor, not a performance target.

A passing grade in an individual course does not independently establish good academic standing. Because GPA is credit-weighted, one or more passing grades may nevertheless result in a cumulative GPA below the Program's required threshold. Academic standing and progression determinations are made under the Matriculation & Graduation Policy and the Probation & Dismissal Policy.

Academic Performance Reporting Policy:

Course faculty monitor student performance throughout each course to provide timely feedback and optimal opportunities for students to improve.

Course faculty submit an Interim Grade Report when a student earns B- or below on a formative assessment, or when performance otherwise suggests a meaningful risk to successful course completion, competency development, clinical readiness, or progression. The report is shared with the student, core faculty advisor, CoSA, and Program Director. Course faculty also submit a Low-Grade Report when a student earns B- or below as a summative examination or course grade. The report summarizes the student's performance, feedback provided, interventions attempted, and relevant assessment data.

A Low-Grade Report, Interim Grade Report, failed practical assessment, safety-related assessment failure, course grade below the minimum passing standard, or cumulative GPA below the required standard is a documented performance event. It requires review and may result in an action plan associated with promediation, remediation of a failed assessment or lab practical, probation with an Academic Success Plan, and Academic suspension or dismissal (deceleration) review. A final progression determination is not made under this policy alone.

Laboratory Practical and Live Patient Interaction Assignments Policy:

Grading for Practical Examinations. Passing a practical examination and/or live patient interactive assignments in the DPT Program requires a score of $\geq 80\%$. Students must meet the following requirements to successfully complete a course that has a laboratory component.

Practical Examinations & Live Patient Interaction Assignments

- Students must pass each practical examination and live patient interaction with a minimum score of 80%.
- Students must pass all practical examinations and live patient interaction assignments to pass the course.
- Any safety violation putting the patient or others at risk during a practical examination and live patient interaction assignment is an automatic failure.
- Additional automatic failure criteria are defined by the course faculty and articulated in the course syllabus. This includes Critical Safety Elements (CSEs).

Communication of Practical Examination Results. Practical examination outcomes and scoring feedback are communicated through the Learning Management System (Canvas) within 12 hours of the assessment unless otherwise specified in the course syllabus. Faculty may provide verbal feedback following the assessment; however, results posted in Canvas constitute the official assessment outcome.

DPT Lab Practical Retake Procedure

Failure and Retake of Laboratory Practical and Live Patient Interaction Assignments.

Any student who fails a laboratory practical examination is required to enter the remediation process as defined by the Promediation and Remediation Policy. Course faculty provide notification of failure verbally and in writing by email to the student, with copies to the student's core faculty advisor, the Coordinator of Student Affairs (CoSA), and the Program Director. The notification will identify areas of deficiency, retake process and timeline, and any required remediation actions.

A student who does not pass a required laboratory practical examination or live patient interaction assignment is eligible for one retake of that assessment within the same course, for a maximum of two attempts per assessment.

Process and Plan for Retakes:

- If a student has failed a lab practical and successfully remediated and passed the retake, fails a subsequent practical, they are referred to the CoSA for review under applicable program policies. Final academic progression, probation, deceleration, dismissal, and re-enrollment decisions are governed by the Probation & Dismissal Policy.
- A retake must occur within the timeframe established by course faculty and before completion of the relevant laboratory immersion or course segment. The timeframe must allow the program to maintain assessment integrity and

determine whether the student has met required competency before progression to subsequent curricular progression.

- Official results of the retake are posted in the course gradebook on Canvas within 48 hours of the assessment.
- The retake is graded pass/no pass. A student who passes a retake receives a recorded score of 80.00% for that assessment. A student who does not pass the retake does not meet the required competency standard for the assessment.
- Practical examination retakes must be evaluated by at least two qualified faculty members, which may include core or associated / adjunct faculty. Retakes are video recorded and consistent with institutional privacy requirements to permit independent review if / when needed.
 - If the two evaluators do not reach consensus, a third qualified evaluator reviews the recording and applicable rubric. The third evaluator's determination resolves the assessment outcome.
- A failed retake, a second failure of a laboratory practical examination or live patient interaction assignment within the same course, or a safety-related assessment failure results in failure of the course. This requires timely documentation and referral to the CoSA for review under applicable program policies. Final academic progression, probation, Academic suspension and dismissal, and re-enrollment decisions are governed by the Probation & Dismissal Policy.

Before a retake, the student must:

- Meet with their course faculty to review the performance deficiencies and retake expectations.
- Meet with the core faculty advisor or the CoSA when directed by the CoSA.
- Complete any required preparation, targeted practice, and learning activities established by the faculty. Content for eligibility to retake the practical examination or live patient interaction.

Grade Appeal Policy:

The statement below is modeled on Wilson College's standard Grade Appeal Policy found in the College's Catalog.

Informal Process

Any student who would like to appeal a grade should attempt to resolve the situation directly with the course faculty instructor. The student should first informally discuss the grade appeal with the course faculty instructor. Most appeals will be resolved through this informal process.

Formal Process

Level 1: Written Appeal to Instructor

If the student is not satisfied with the response above and would like to formally appeal the grade, a formal appeal must be submitted in writing to the instructor, copying the CoSA, and the PD. This written appeal should be completed as soon as possible, but no later than day three (3) of the next semester/term the student is enrolled. The instructor must respond to this appeal in writing within two (2) business days.

The responsibility for evidence rests with the student. Disagreement with the faculty member's academic judgment alone is not sufficient grounds for appeal. The appeal the must identify:

- The specific grade or assessment decision being appealed;
- the alleged procedural, calculation, or application of policy error;
- supporting evidence;
- any new information that was not reasonably available before the grade was assigned, and the requested resolution.

The primary course faculty member responds in writing within one business day when feasible and no later than the timeline required by institutional policy. If an error is identified, the faculty member corrects the grade through the appropriate institutional process and notifies the student, CoSA, and Program Director accordingly. However, if the appeal does not overturn the grade, the course grade remains, and the CoSA and Program Director determine the academic progression decision according to the Probation & Dismissal Policy. If the student believes the appeal remains unresolved, the student may proceed under the Appeals, Complaints & Grievances Policy.

Level 2: Written Appeal to Dean of Professional Graduate Studies (Dean)

If, after formally appealing to the instructor, the student feels that the situation is still unresolved, an appeal may be submitted to the Dean. The appeal goes straight to the Graduate Studies Council if the Dean is the instructor. The student must submit the appeal within two (2) business days of the response from the faculty. A copy of the initial appeal letter and response should be forwarded to the dean. The student may choose to write an additional letter directly to the Dean. The Dean should attempt mediation between the student and the instructor. This period gives the Dean the opportunity to investigate the case. The Dean must respond to this appeal in writing within five (5) business days.

Level 3: Final Written Appeal to the Graduate Studies Council

Should the appeal not be resolved after reaching the Dean, the student may petition graduate Studies Council (GSC). The student must submit the appeal within two (2) business days of the response from the Dean. The GSC should receive copies of the

original appeal letter and all related correspondence. The GSC must respond in writing within five (5) business days.

All decisions by GSC are considered final.

Considerations:

- If a student is enrolled in a course that requires the appealed grade as a prerequisite, the student will be allowed to remain in the course until the appeal process is completed. If the appeal is denied, the student will be administratively dropped from the course and incur no charges for the course.
- The course instructor will be informed of the appeal and invited to participate in meetings at every level of the process.
- If the student believes that any step of the appeal process is not progressing in a timely manner, the student should contact the Dean of Professional & Graduate Studies for assistance in expediting the process.
- Any modifications to the established timelines will be communicated to the student at the time of the appeal.
- All appeal meetings are closed except to the appealing student, the instructor, the Dean, and members of GSC.
- Students should consult with the Office of Financial Aid if a course drop results in enrollment falling below full-time status.

Attendance, Punctuality, and Participation Policy:

Students must attend all required learning activities, arrive on time, remain for the full scheduled duration, and participate in a prepared, engaged, and professional manner.

Attendance, punctuality, and participation are essential professional expectations because they support learning, patient and colleague safety, collaborative practice, reliability, and readiness for clinical education. Faculty must model these standards and apply them consistently.

Students must notify course faculty as early as possible when an absence, late arrival, or early departure is anticipated or occurs. When an absence affects multiple courses, the student must also notify the core faculty advisor.

Students are responsible for all missed content, learning activities, assessments, and course requirements, regardless of whether an absence is excused.

Excused Absence Categories.

Qualifying absences, late arrival, or early departure are excused when supported by timely and appropriate documentation for one of the following reasons:

- The student's illness, injury, medical condition, treatment, or recovery.

- A serious personal or immediate-family emergency.
- A required military obligation, including mandatory drill, training, or deployment. Refer to the Wilson College Catalog for further detail.
- Unsafe travel conditions, including severe weather or documented hazardous conditions.
- A significant life event approved by the Program on a case-by-case basis.
- Another circumstance for which accommodation or excused status is required by applicable law or WC policy.

Supporting documentation must be submitted within two business days of the missed activity unless circumstances make that timeframe unreasonable. Faculty may request only documentation necessary to determine excused status and must maintain confidentiality consistent with institutional policy and applicable law.

An excused absence does not constitute a disciplinary occurrence or an automatic lapse in professional behavior. However, a pattern or cumulative impact of absences, whether excused or unexcused, may require review when it affects course participation, competency development, safety, academic performance, essential functions, or readiness to progress.

Students must not travel when doing so would create a foreseeable safety risk. Students need to notify faculty as soon as possible when unsafe travel conditions prevent attendance.

Unexcused Absence, Tardiness, and Early Departure

An unexcused absence, tardiness, or early departure is documented as a potential lapse in professional behavior and is addressed under the Professional Behaviors, Conduct, and Dress Code Policy.

For didactic coursework, occurrences are tracked cumulatively across courses within an academic term. A lapse in one course and a lapse in another course are separate occurrences.

- The first documented occurrence results in constructive counseling by course faculty.
- The second documented occurrence results in a formal written warning, required meeting with the core faculty advisor, and notification to the CoSA.
- The third documented occurrence requires referral to the CoSA and Program Director for review under applicable Program policies.
- Additional occurrences may compound a pending intervention or referral.

Faculty may permit make-up work for an unexcused absence at their discretion. Faculty are not obligated to provide a make-up opportunity for an unexcused absence. A missed graded activity may receive a score of zero when this consequence is published in the course syllabus and applied consistently.

Absence Management

For an excused absence, course faculty will develop a reasonable, documented make-up plan when the missed activity is required to achieve course objectives or assess competency. The make-up activity may be equivalent rather than identical to the original activity. The course faculty may modify the timing, format, or conditions of a make-up activity when necessary to preserve assessment integrity, ensure safety, maintain equitable treatment, or meet course and progression requirements.

For laboratory experiences, practical examinations, live patient interaction assignments, and other competency-based activities, a make-up opportunity must permit the Program to determine whether the student has achieved the required competency. A student may not progress to a subsequent activity, course, or clinical education experience when required prerequisite competencies remain incomplete or unresolved.

Clinical education attendance and make-up requirements are governed by the Clinical Education Attendance Policy and applicable clinical education procedures.

Cases involving short-term student absence, long-term student absence, or military leave of absence due to deployment are handled according to the Wilson College Catalog and the Leave of Absence, Withdrawal, and Re-enrollment Policy.

Procedure:

1. Program Director
 - a. Ensure consistent implementation of grading, attendance, and participation standards.
 - b. Ensure the program policies, course syllabi, and institutional requirements are aligned.
 - c. Receive notification of performance events and referrals that may affect student progression.
 - d. Ensure progression review occurs as designed under appropriate policies.
 - e. Support annual policy review using aggregated, de-identified data related to grades, practical assessment outcomes, attendance, referrals, appeals, and student progression.
 - f. Ensure records are maintained in the student's official academic file in accordance with institutional policy and FERPA.
2. Coordinator of Student Affairs

- a. Orient students to this policy and related progression policies.
 - b. Receive and maintain Interim Grade Reports, Low-Grade Reports, attendance referrals, and supporting documentation.
 - c. Coordinate communication among course faculty, core faculty advisors, the Program Director, and students as appropriate.
 - d. Initiate or coordinate review of associated program policies when a documented event requires action beyond the course level.
 - e. Maintain confidential documentation in the student's official academic file.
- 3. Core Faculty
 - a. Review grading, attendance, and participation practices at least annually for alignment with Program and institutional policy, CAPTE expectations, and contemporary physical therapy education.
 - b. Model fair, transparent, and professional evaluation practices.
 - c. Participate in review of competency, safety, professional behavior, and clinical-readiness concerns as appropriate.
- 4. Core Faculty Advisors
 - a. Advise assigned students regarding academic performance, attendance, professional expectations, and progression implications.
 - b. Receive and respond to relevant performance and attendance documentation.
 - c. Meet with students when required and communicate significant concerns to the CoSA.
 - d. Support coordinated responses when a student's concern affects multiple courses.
- 5. Course Faculty
 - a. Publish the grading scale, assessment structure, assignment weighting, practical-examination requirements, retake criteria, safety-related failure criteria, attendance expectations, participation expectations, and consequences for missed graded work in the course syllabus before the course begins.
 - b. Assign and communicate grades accurately, consistently, and within institutional timelines.
 - c. Provide timely feedback and document interventions.
 - d. Submit Interim Grade Reports, Low-Grade Reports, and required referrals in accordance with this policy.
 - e. Document late arrivals, early departures, and unexcused absences promptly and communicate them to the student, core faculty advisor, and CoSA as required.

- f. Determine excused or unexcused status promptly and develop reasonable make-up plans for excused absences when appropriate.
 - g. Refer concerns that may affect progression, safety, competency, professional behavior, or clinical readiness to the CoSA.
- 6. Director of Clinical Education
 - a. Administer clinical education grading and attendance requirements in accordance with the Clinical Education Handbook and applicable clinical education policies.
 - b. Notify the Program Director, CoSA, and core faculty advisor of clinical performance or attendance concerns that may affect progression.
 - c. Maintain required clinical education records and coordinate clinical-performance referrals under applicable policies.
- 7. Students
 - a. Review and comply with each course syllabus, including grading, assessment, attendance, participation, safety, and retake requirements.
 - b. Attend required learning activities, arrive prepared and on time, remain for the full session, and participate actively and professionally.
 - c. Notify faculty promptly of anticipated or unanticipated absences, tardiness, or early departures.
 - d. Submit required supporting documentation within established timeframes.
 - e. Complete make-up work, remediation, retakes, and other requirements within established timelines.
 - f. Respond in good faith to faculty feedback, Interim Grade Reports, Low-Grade Reports, and referrals.
 - g. Recognize that failure to engage in a review or intervention process does not suspend the process or eliminate responsibility for Program requirements.
 - h. Use the grade appeal process responsibly and within published timelines.

Appendix 7

Policy Title: Matriculation and Graduation Standards	Policy Number: 01-03	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 02/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the academic, clinical, professional, and administrative standards every student must satisfy to progress through the Wilson College (WC) Doctor of Physical Therapy (DPT) Program and to qualify for the Doctor of Physical Therapy degree. The DPT Program's mission, Academic Integrity Policy, and the WC Academic Standards and Integrity validate this policy. The DPT Program's mission further aligns with the professional standards of the American Physical Therapy Association (APTA), the accreditation requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE), the licensure eligibility requirements of the Federation of State Boards of Physical Therapy (FSBPT), which collectively reflect the program's fundamental obligation to graduate clinicians who practice ethically.

Scope:

This policy governs semester-to-semester progression and degree conferral for all students enrolled in the DPT Program.

Definitions:

Matriculation: The ongoing process by which an enrolled student progresses through the sequenced DPT Program's curriculum with established academic and professional standards.

Semester Grade Point Average: The grade point average calculated from all DPT coursework completed within a defined academic semester, evaluated independently at each progression checkpoint. Cumulative Grade Point Average (GPA) is the aggregate across all DPT coursework from enrollment through the current semester. GPAs are calculated on a credit-weighted basis by the Office of the Registrar and are not rounded.

Passing Grade: A final course grade of A, A-, B+, B, B-, C+, C, or P (Pass). The exception to this is DPT-600: Human Anatomy for which the minimum passing grade is a B- (80.00%). Grades of C in Human Anatomy, and C-, D, F in all other didactic courses are non-passing and trigger the procedures associated with the Grading, Attendance & Participation Policy and Probation and Dismissal Policy. Because GPA is credit-weighted, a grade of C or C+ may be passing in an individual course while remaining incompatible with the cumulative 3.00 GPA standard, particularly in high-credit foundational coursework.

Technical Standards: The defined physical, cognitive, affective, and professional performance capabilities required for participation in and completion of the DPT Program, established separately as the Essential Functions and Technical Standards Policy.

Clinical Education Readiness: The formal determination, documented through the Clinical Education Preparedness Form, that a student has met the academic, professional, and psychomotor benchmarks required to progress to supervised clinical practice.

National Physical Therapy Examination Eligibility: Qualification to sit for the National Physical Therapy Examination (NPTE) administered by the FSBPT. Students are eligible to sit for the NPTE after graduation, or up to 90 days before graduation when permitted

by the licensing jurisdiction and approved by the Program as per section Section 4.3 of the DPT Program & Student Handbook.

Early Commencement Participation: The exception-based accommodation permitting a student who has not completed all graduation requirements to participate in the commencement ceremony prior to degree conferral, with advance written approval of the Program Director, the Dean of Professional & Graduate Studies, and the Provost and Vice President of Academic Affairs (Provost). Participation does not constitute degree conferral.

Policy:

The DPT curriculum is sequential and competency based. Students must satisfy defined academic, clinical, professional, and administrative standards each semester to progress to the next. Students who do not meet matriculation or graduation standards are referred to the Coordinator of Student Affairs (CoSA) pursuant to the Grading, Attendance & Participation Policy. The CoSA in collaboration with the Program Director determines the course of action in accordance with institutional and program policies, which may include promediation, remediation, probation, suspension, or dismissal. Consistent with the Wilson College Catalog, academic probation, suspension and dismissal are documented through a signed Academic Success Plan.

Academic Performance Standards

- a. Graduation requires an academic performance standard of achieved passing final grades in all courses (A through C, or P).
- b. Graduation also requires the academic standard of a maintained cumulative GPA of 3.00 from the conclusion of Semester 2 onward.
- c. The academic standards requirements recognize that passing grades of C+ or C must be offset to sustain the cumulative 3.00 GPA. Because GPA is credit-weighted, a grade of C in high-credit foundational coursework (e.g., seven-credit Human Anatomy in Semester 1) is generally incompatible with the applicable GPA threshold.

Clinical and Professional Standards

- a. Meet all Essential Functions and Technical Standards, confirmed through the annual attestation process.
- b. Demonstrate the professional behaviors required of a developing physical therapist clinician per the Professional Behaviors, Conduct, and Dress Code Policy as evidenced through course assessment and advisor assessments.
- c. Have no pending, unresolved Academic Success Plan.
- d. Prior to clinical education, achieve satisfactory performance on the Clinical Education Preparedness Form, as reviewed and determined by the Director of Clinical Education (DCE).

Institutional and Administrative Standards

- a. Maintain compliance with all WC and DPT Program policies; complete all institutional processes associated with semester-to-semester matriculation, including enrollment verification and financial aid compliance.

Graduation Standards

- a. Academic completion: pass every required course in the DPT curriculum, no required course may be excluded, waived, or substituted, and achieve a cumulative Program GPA of at least 3.00. All degree requirements must be completed within the time limit established by the Wilson College Catalog.
- b. Clinical completion: successfully complete all required clinical education experiences with satisfactory evaluations confirmed by the DCE, including a determination of progressive entry-level readiness on the Clinical Internship Evaluation Tool (CIET) in each experience.
- c. Professional development: complete all required elements of the DPT Curricular Map, approved by the designated faculty reviewer, and demonstrate the professional behaviors, values, and dispositions of entry-level practice.
- d. Administrative clearance: submit the formal Application for Graduation to the WC Office of the Registrar two semesters before the anticipated graduation date per the Wilson College Catalog; clear all financial obligations; return all WC property if applicable; and have no pending disciplinary proceedings at graduation clearance.
- e. Early commencement participation: a student on track for imminent completion though decelerated for any reason may petition for early commencement participation by written request to the Program Director no less than 30 calendar days before the ceremony, with written approval of the Program Director, the Dean of the School of Professional and Graduate Studies (Dean), and Provost and formal acknowledgment that participation does not constitute degree conferral. Early participation is the exception, not the standard.

Procedure:

1. Program Director
 - a. Establish and operationalize the Matriculation and Graduation Policy to students and faculty at the start of each academic year, and to all communities of interest upon revision.
 - b. Conduct or delegate an annual review of these standards with leadership and core faculty, incorporating outcome data (graduation rates, NPTE first-time pass rates, attrition) for continuous improvement.
 - c. Report outcome data to the Dean and Provost for CAPTE annual reporting and self-study.
 - d. Maintain oversight of progression records and authorize final graduation clearance in collaboration with the Office of the Registrar, confirming all academic, clinical, professional, and administrative requirements are satisfied.
 - e. Serve as the decision-maker in complex or contested determinations in collaboration with the Dean of the School of Professional and Graduate

- Studies ensuring due process, and maintaining Family Educational Rights and Privacy Act (FERPA) compliance throughout.
2. Coordinator of Student Affairs
 - a. Disseminate all matriculation and graduation standards to enrolled students at orientation and upon any revision.
 - b. Facilitate interpretation and enforcement of Academic Integrity and Professional Behavior Standards Policies of the institutional and program when probation, suspension, and dismissal decisions are necessary.
 - c. Facilitate communication and referral to the Program Director when concerns escalate requiring consideration of institutional and programmatic policies when probation, suspension, and dismissal decisions are necessary.
 3. Core Faculty
 - a. Participate in the review of the standards constituting satisfactory matriculation and graduation, at minimum annually, ensuring alignment with WC institutional requirements, CAPTE standards, and NPTE eligibility criteria.
 - b. Analyze aggregate student performance data to identify curricular or structural factors adversely affecting progression and take corrective programmatic action.
 - c. As core faculty advisors, monitor each advisee's progression status at every checkpoint, initiate early outreach under the Promediation & Remediation Policy when trends suggest risk or lack of achievement of academic standards, review and approve the advisee's path to completion while maintaining FERPA-compliant confidentiality.
 4. Course Faculty
 - a. Monitor student performance continuously, identify early warning indicators consistent with the Promediation & Remediation Policy, and conduct proactive, documented outreach connecting at-risk students with appropriate resources.
 - b. Initiate and document written notice in student's advising record copying the Coordinator of Student Affairs and core faculty advisor when performance meets the threshold defined in the Grading, Attendance & Participation Policy and collaborate on course-level support within any approved Action Plan, Learning Plan, and / or Academic Success Plan.
 5. Director of Clinical Education
 - a. Administer the Clinical Education Preparedness Form prior to the initial clinical education experience placement and communicate results to the Coordinator of Student Affairs and Program Director
 - b. Report clinical performance or safety concerns to the Coordinator of Student Affairs and Program Director.
 - c. Confirm in writing to the Coordinator of Student Affairs and Program Director, as a required element of graduation clearance, that all clinical education experiences are complete and entry-level performance is

achieved; maintain FERPA-compliant records of all placements, CIET evaluations, and readiness determinations.

6. Students

- a. Maintain passing grades within all courses.
- b. Maintain performance at or above the GPA and grade thresholds of this policy at every progression checkpoint
- c. Comply with all Essential Functions and Technical Standards, professional conduct expectations, and WC and Program policies.
- d. Consult proactively with course faculty and the core faculty advisor when circumstances arise that may affect matriculation or graduation standing; engage actively with professional development requirements throughout the program.
- e. Complete all administrative submissions within established deadlines, including the Application for Graduation two semesters before the anticipated graduation date; submit any early commencement petition to the Program Director at least 30 calendar days before the ceremony.

Appendix 8

Policy Title: Academic Integrity	Policy Number: 01-01	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 3/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the Wilson College (WC) Doctor of Physical Therapy (DPT) Program's commitment to Academic Standards. The DPT Program **fully adopts the Wilson College Honor Principle and Academic Integrity Statement**, which maintains a culture of integrity through ethical behaviors reinforced by honesty and trust within our academic community. This policy ensures that all WC DPT students comprehend academic integrity, recognize what constitutes academic misconduct, and are aware of violation consequences.

Definition:

1. Academic Standards and Academic Integrity Statement
 - a. Refer to the **Academic Standards** on the [Wilson College Catalog](#)
2. The WC Academic Integrity Statement Policy is also found within the [Wilson College Honor Principle](#).
 - a. *The strength of Wilson College lies in the integrity and honesty of all its members. Being honest at Wilson includes living up to the Honor Principle created by faculty and students. For this reason, academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to, cheating on an exam (copying someone else's work or using prohibited resources or materials, while taking an exam, whether inside or*

outside of class), allowing someone else to copy your work, and plagiarism (the presentation, intentionally or unintentionally, of someone else's work as your own or the unauthorized use of Artificial Intelligence). Those found responsible for using unethical or prohibited means in academic work are subject to the College's Academic Regulations and Joint Regulations of Faculty and Students found in the Blue Book. As a student, it is your responsibility to have read the Blue Book and to understand how cheating is defined at Wilson.

3. Academic Standards and Integrity refer to the institutional expectation that the student takes ownership of their commitment to produce honest, original, and accountable work in every aspect of their education. Academic integrity requires the student to truthfully represent their knowledge and engage in learning without deception. It encompasses fairness, honesty, honor, ownership, respect, responsibility, and trust.

Policy:

All members of the DPT Program community are expected to adhere to the highest Academic Standards with a commitment to Academic Integrity. The DPT Program follows the Academic Standards and Integrity Policies established within the Wilson College Catalog and Honor Principle, the DPT Programs Academic Integrity Policy, the **American Physical Therapy Association's (APTA)** Guide for Professional practice, and the APTA Code of Ethics.

Violations of this policy are treated seriously, swiftly, and may result in disciplinary action in accordance with the DPT Program's Academic Integrity Policy. Students are responsible for familiarizing themselves with the **WC Academic Standards and Integrity Policies** and the **APTA Code of Ethics**. The student must seek clarification if needed. Students who actively breach Academic Integrity standards are considered in violation are required to meet with the Coordinator of Student Affairs (CoSA) and / or the Program Director in accordance with Professional Behavior, Conduct, and Dress Code Policy. Student cases involving academic violations and major social violations may warrant referral to the Wilson College Joint Honor Council (JHC) in accordance with the WC Blue Book.

Procedure:

1. Program Director
 - a. Establish, operationalize, and safeguard academic integrity standards in the program, among the enrolled students, and communities of interest.
 - b. Ensure the DPT Program's Academic Integrity Policy dissemination.
 - c. Confer and coordinate with the course faculty, core faculty advisor, and the CoSA who may suspect academic integrity violations.
 - d. Promote consistent application across faculty, courses, and student bodies.

- e. Share aggregate information related to academic integrity with core and adjunct faculty that may need to be addressed in policy adjustment and / or process improvement.
- 2. Coordinator of Student Affairs
 - a. Ensure dissemination of WC Academic Standards and Integrity Statement Policies to the students enrolled in the DPT Program.
 - b. Facilitate interpretation and enforcement of Academic Standards of the institutional and programmatic policies when promediation, remediation, and probation decisions are necessary.
 - c. Facilitate interpretive guidance and clarification when precedents are established and maintain consistency with policies and prior decisions.
 - d. Facilitate communication and referral to the Program Director when concerns escalate requiring consideration of probationary status per institutional and programmatic policies.
- 3. Core Faculty
 - a. Clearly establish and update academic integrity expectations for their students and their specific courses ensuring compliance and consistency with the established WC Blue Book Student Handbook.
 - b. Work with advisees and the CoSA to correct and manage identified issues related to academic integrity.
- 4. Course Faculty
 - a. Follow established DPT Program Academic Integrity Policy, WC Academic Standards and Integrity Statement, and WC Blue Book to ensure policy is clearly articulated in their syllabus.
 - b. Establish and communicate course level academic integrity expectations with respective syllabi.
 - c. Monitor academic integrity of students enrolled in the program in all learning settings.
 - d. Report to the CoSA and Program Director when academic integrity concerns arise.
- 5. Students
 - a. Acknowledge and appreciate high academic integrity standards throughout the entirety of the curriculum.
 - b. Review and emulate established Academic Integrity expectations as defined by the DPT Program, core faculty, and Wilson College.
 - c. Follow the WC's Academic Standards and Integrity Statement Policy found within the Wilson College Catalog, WC Honor Principle, and APTA Code of Ethics.

- d. Seek clarification from course faculty on established Academic Standards and Integrity for a given assessment or assignment.
- e. Students found in violation of Academic Integrity must provide a description of the incident in a written statement to their course faculty, core faculty advisor, and CoSA by close of the following business day after being confronted or asked to provide a statement.
- 6. Maintain the right to appeal any probation or dismissal decision to the Graduate Studies Council if disagreement or conflict warrant external mediation in accordance with the Appeals, Complaints & Grievances Policy.

Appendix 9

Policy Title: Professional Behavior, Conduct, and Dress Code	Policy Number: 01-02	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 3/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the Wilson College (WC) Doctor of Physical Therapy (DPT) Program's standards for professional behaviors, conduct and dress code. It defines the attitudes, behaviors, and presentation every DPT student is expected to embody; establishes the framework for identifying, documenting, and managing lapses in professionalism; and affirms that professional formation is a required, independently evaluated component of the curriculum. Professional conduct is considered predictive of future clinical behavior and is developed, modeled, observed, and evaluated throughout the curriculum as the program prepares doctoring professionals and principled leaders. This policy is grounded in the APTA Code of Ethics for the Physical Therapist, the APTA Core Values, the Ten Professional Behaviors framework (May, Kontney & Iglarsh, 2009), the WC Honor Principle, and the WC Blue Book Student Handbook.

Scope:

This policy applies to all students enrolled in the DPT Program throughout their enrollment, in every learning environment and program-related context: synchronous and asynchronous online instruction; on-campus laboratory immersions; clinical education experiences; program-sponsored events and professional activities; and all written, verbal, and digital communications, including social media activity in which the student is identifiable as a WC DPT student. Where a clinical site standard is more specific or more restrictive than the program's baseline, the clinical site standard governs. Cases involving domestic violence, sexual violence, sexual harassment, or stalking are referred to the Title IX Coordinator in accordance with WC policy.

Definitions:

Professionalism: The consistent demonstration of attitudes, behaviors, and conduct grounded in the values of academic and healthcare environments, encompassing accountability, civility, integrity, kindness, reliability, and respect. Professionalism is observable, assessable, and subject to formal documentation and consequence.

Professional Conduct: The observable, behavioral expression of professionalism in a specific interaction or setting, including respectful and timely communication, preparation and engagement, appropriate boundaries, and honest representation of one's knowledge, work, and identity.

Professional Appearance: The collective presentation of dress, grooming, hygiene, and accessories consistent with the standards of doctoral-level health professionals and the requirements of the specific learning environment.

Lapse in Professionalism: An isolated, documented instance in which a student's behavior or appearance falls below established standards. A lapse does not presuppose intent and is generally correctable through immediate counseling and accountability. Dress code non-compliance constitutes a lapse.

Pattern of Unprofessional Behavior: Recurring professional conduct deficiencies across one or more interactions, courses, or settings, determined by the professional judgment of the course faculty, core faculty advisor, and Coordinator of Student Affairs (CoSA) based on documented incidents rather than a fixed threshold alone.

Serious Misconduct: A single incident that, by its nature, severity, or potential for harm, warrants immediate escalation regardless of prior history as determined by CoSA and Program Director. Examples include academic dishonesty; physical or verbal aggression; discriminatory or harassing behavior; boundary violations with patients or clients; misrepresentation of clinical or academic performance; significant breaches of confidentiality; and conduct that compromises patient safety or Program integrity.

Reasonable Accommodation: Refer to the WC student academic regulations and the Student Accommodations and Academic Support Services Policy. A modification to an appearance standard granted in response to a documented religious observance, disability, or medical condition, determined case by case and documented in the student's academic record,

Policy:

First Principle. Professionalism is a foundation identity.

Every student is expected to habitually demonstrate the attributes of a healthcare professional, across all settings, from the first day of enrollment through program completion, and to approach all program-related interactions with the assumption of constructive intent. The DPT Program promotes a doctoring profession, and society holds those who bear the title of Doctor to a corresponding elevated standard. The DPT

Program recognizes that professional development is formative. Isolated lapses are met first with supportive, constructive counseling. Patterns of unprofessional behavior and serious misconduct, however, are threats to the student's professional formation and to the WC Academic Standards and Integrity, WC Honor Principle, the DPT Program, and its clinical partners, and are subject to formal escalation. Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior. The specific behavioral expectations that operationalize the APTA Code of Ethics, APTA Core Values, and Ten Professional Behaviors appear in the addendum in the this policy and carries the full force of this policy.

Standards of Professional Conduct. The following standards illustrate the scope of expected conduct:

- *Interpersonal conduct:* Treat all individuals with courtesy, respect, and civility; manage personal reactivity; respond to conflict, feedback, or disagreement with composure; refrain from dismissive, condescending, harassing, or discriminatory behavior.
- *Communication:* Respond to all faculty and staff communications within two business days through official institutional channels; communicate professionally in every medium; prepare emails with appropriate subject, salutation, and signature.
- *Engagement:* Attend all scheduled sessions; arrive prepared and punctual (arrival five minutes before start is expected); complete all pre-work; participate meaningfully; silence personal devices; remain engaged until formal dismissal; leave shared spaces ready for the next user.
- *Academic integrity:* Represent one's own work, knowledge, and performance honestly always, in accordance with DPT Academic Integrity Policy, the WC Honor Principle, and the WC Academic Integrity Statement. Prohibited conduct includes unauthorized access to or retention of examination materials, unauthorized collaboration, sharing examination content before all students have completed the assessment, obstructing another student's work, and failure to report observed cheating.
- *Clinical conduct and boundaries:* Maintain HIPAA compliance and patient confidentiality without exception; prioritize patient safety, dignity, and well-being; maintain professional boundaries with patients, clinical instructors, and site personnel; represent credentials and scope accurately; demonstrate cultural humility; report any safety concern immediately to the Clinical Instructor and, as appropriate, the Director of Clinical Education (DCE). Students must comply with all clinical site policies; Clinical Instructors may suspend a student's participation for documented concerns, with immediate report to the DCE.

Standards of Professional Appearance. Universal standards apply in every setting: clothing clean, in good repair, odor-free, and free of offensive or inflammatory language or imagery; hygiene consistent with a patient care environment; hair clean, groomed, and secured away from the face during examination activities; fragrance neutrality in

laboratory and clinical settings; jewelry limited and secured for safety; fingernails short and clean; attire that keeps the trunk covered and undergarments not visible; visible body piercings other than small ear or nose piercings removed or covered in laboratory and clinical settings. Visible tattoos are acceptable as a Program baseline; clinical sites may require coverage. The WC DPT name tag is displayed at all times during on-campus immersions and clinical rotations.

- **Laboratory settings:** Professional functional and / or scrub attire (preferably blue) or designated workout attire, with closed-toe, closed-heel athletic or clinical shoes, is the default standard for lab immersions. When faculty explicitly designate Lab Dress for examination practice, students wear attire providing discreet regional access (mid-thigh shorts; form-fitting tank top, sports bra, or athletic shirt) while all professional behavior standards and patient-equivalent dignity for peers remain in effect.
- **Clinical settings:** The Program baseline is professional scrub attire or other professional clinical attire as directed by the site; closed-toe, closed-heel, non-slip shoes; clean, well-fitting, wrinkle-free clothing; and name tag displayed. Site-specific requirements govern without exception; students clarify site requirements with the Clinical Instructor or Site Coordinator of Clinical Education (SCCE) no later than the first day of the rotation and acquire required items in advance. Consistent with College health-program practice, a student who arrives out of compliance may be sent home, and the absence counts as missed clinical time to be made up per the Clinical Education Attendance Policy.
- **Synchronous online sessions:** Appearance visible on camera must reflect the same professional identity; name tags are optional.

Progressive Consequence Framework. All documented lapses in professional behavior, whether in conduct or appearance, are managed through one cumulative framework. Occurrences accumulate across all courses throughout the curriculum including clinical practice courses. The cumulative framework honors the formative process of professionalism by not providing a reset. The distinction among lapse, pattern, and serious misconduct is not solely numerical but rather requires faculty professional judgment. The nature and context of the behavior and the student's response to prior counseling are all relevant. A single instance of serious misconduct triggers immediate intervention, independent of prior history. Faculty are obligated to document every observed lapse in judgement.

Occurrence	Classification	Consequence	Responsible Party
First documented lapse	Lapse	• Supervising faculty at time of occurrence holds a constructive verbal counseling meeting with the student.	Course / supervising faculty; core faculty advisor notified

		- Documentation of the occurrence and all meetings is placed in student's advising record within one (1) day of the meeting. - Faculty advisor, CoSA, and DCE (when applicable) copied on all documentation	
Second documented lapse (any course, same semester or rotation)	Escalating lapse	- Involved faculty member(s) issues a formal written warning to the student; Faculty advisor, CoSA, and DCE (when applicable) notified. - Mandatory meeting scheduled between student and core faculty advisor within three (3) days of incident - Documentation of the occurrence and all meetings placed in student's advising record, CoSA and DCE (when applicable) copied.	Course faculty; core faculty advisor
Third documented lapse, or any single instance of serious misconduct	Pattern / serious misconduct	- Involved faculty member(s) documents the occurrence and copies the student, faculty advisor, CoSA, and DCE (when applicable) - The CoSA and DCE (when applicable) reviews the student's records, confers with the student, course faculty, faculty advisor, other involved parties, and develops an Action Plan as determined by the DPT Program Policies & Procedures.	CoSA (notified and intervenes) for Action Plan. Collaboration with Program Director

		Documentation of the occurrence and all meetings and placed in student's advising record.	
Subsequent occurrence during a pending referral or active action	Compounding misconduct	- Each subsequent documented occurrence compounds the pending or active action. - The CoSA, DCE (when applicable) and Program Director are notified of each occurrence, review the student's case, and recommend for either suspension or dismissal in accordance WC and DPT Program Policies & Procedures - Documentation of the occurrence and all meetings placed in the student's advising record.	Program Director

Violations of the policies outlined in the WC Student Conduct and Community Standards processes are subject to procedures outlined in the Wilson Blue Book and are under the adjudication of the Joint Honor Council (JHC).

Adjudication and Appeals. Refer to the Appeals, Complaints, and Grievances Policy for details, which are premised on the Academic Integrity Policy, the WC Blue Book, and Wilson College Catalog.

Professional Behavior Frameworks and DPT Behavioral Expectations

The following frameworks are adopted. The right-hand column states the observable DPT Program expectation; each expectation carries the full force of this policy.

Policy ADDENDUM:

APTA Code of Ethics for the Physical Therapist

Principle	WC DPT Behavioral Expectation
1. Dignity and Rights	Treat every patient, peer, faculty member, and staff member with unconditional positive regard, regardless of background, identity, ability, or circumstance.

2. Trustworthiness and Compassion	Maintain honesty in all academic and clinical representations; demonstrate empathy as an observable clinical behavior.
3. Sound Professional Judgment	Accept responsibility for mistakes without deflection; prioritize effectively; maintain appropriate academic and clinical boundaries.
4. Integrity in Relationships	Be truthful in all interactions; honor commitments; never misrepresent performance, credentials, or work products.
5. Legal and Professional Obligations	Maintain HIPAA compliance; protect confidential information; respond to all faculty and staff communications within two (2) business days through official institutional channels.
6. Lifelong Learning	Receive feedback constructively; recognize personal limitations; seek guidance proactively; pursue knowledge through appropriate scholarly resources.
7. Organizational and Business Ethics	Comply with all College and Program policies; maintain academic integrity; never use College or clinical facility property for personal purposes; never use drugs or alcohol in class or clinical settings.
8. Service to Society	Fulfill required professional and service activities; seek opportunities to contribute to community health beyond Program requirements.

APTA Core Values

Core Value	WC DPT Observable Behavioral Indicators
Accountability	Acknowledges errors without deflection; follows through on all Program commitments; upholds academic integrity.
Altruism	Places patient and peer learning needs above personal convenience; assists classmates even when personally proficient.
Collaboration	Works constructively in all team settings; contributes equitably to group work; communicates openly with academic and clinical partners.
Compassion and Caring	Demonstrates empathy in patient and peer interactions; responds to the emotional and social dimensions of health.
Duty	Fulfills all curricular and professional obligations reliably, including required extracurricular activities.
Excellence	Applies current evidence; seeks feedback to elevate performance; challenges complacency.
Integrity	Is truthful in all academic and clinical representations; never submits AI-generated work as original; discloses errors; keeps confidences.

Social Responsibility	Participates in community health initiatives; advocates for health equity; applies awareness of social determinants of health.
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Ten Professional Behaviors (May, Kontney & Iglarsh, 2009)

Behavior	WC DPT Behavioral Expectation
1. Critical Thinking	Identifies gaps in own knowledge and seeks resolution; analyzes problems systematically; challenges assumptions with respectful inquiry.
2. Communication	Responds to faculty and staff within two (2) business days through institutional channels; adapts style to audience; writes professional emails with appropriate subject, salutation, and signature.
3. Problem Solving	Resolves concerns through appropriate institutional channels; seeks guidance before escalating; follows up on solutions.
4. Interpersonal Skills	Demonstrates respect, empathy, and cultural humility in all interactions; avoids exclusionary language.
5. Responsibility	Accepts accountability without deflecting blame; meets all deadlines; complies with College, Program, and clinical site policies.
6. Professionalism	Adheres to the APTA Code of Ethics, Core Values, and Standards of Practice at all times, on and off campus, online, and in clinical settings.
7. Use of Constructive Feedback	Receives feedback without defensiveness; implements changes demonstrably and promptly; engages in honest self-assessment.
8. Effective Use of Time and Resources	Completes all pre-work before class; arrives punctually; uses College and clinical resources only for authorized purposes.
9. Stress Management	Recognizes personal stress responses; seeks support proactively before stress compromises conduct; adapts to changing environments.
10. Commitment to Learning	Takes ownership of educational advancement; formulates independent thought beyond AI-generated content; pursues lifelong learning.

Appendix 10

Policy Title: Lab Immersion Attendance, Behavior, and Safety	Policy Number: 01-11	Wilson College, Doctor of Physical Therapy Program – Student Policies
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Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 07/01/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the attendance, preparation, participation, behavioral, and safety expectations governing Lab Immersion sessions on the Wilson College (WC) Campus in King of Prussia. The Doctor of Physical Therapy (DPT) Program's lab Immersions are intensive, hands-on components of the curriculum. Because Lab Immersion content is competency-based, cohort-dependent, and cannot be replicated asynchronously, the DPT Program holds students to an elevated standard during these sessions. This policy applies the general standards of Policies 01-02 Professional Behaviors, Conduct, and Dress Code, and Policy 01-05 Grading, Attendance, & Participation to the Lab Immersion environment.

Scope:

This policy applies to all enrolled DPT Program students during scheduled Lab Immersion sessions including practical examinations, simulation activities, and on-campus learning activities. The policy also applies to the faculty and staff who plan, facilitate, and evaluate the students. Expectations are in effect for the full duration of each Lab Immersion block, including pre-session preparation, active sessions, inter-session periods, and post-session activities in the lab space.

Definitions:

Flipped Classroom Model: The instructional design of Lab Immersion when students complete assigned preparatory didactic content independently before arriving on campus. Arriving without completed preparatory work violates the participation expectation.

Lab Dress: The professional attire standard for Lab Immersion sessions, as defined in the Professional Behavior, Conduct, and Dress Code Policy, is functional attire that provides discreet access to body regions being examined while maintaining the student's dignity.

Active Participation: Engaged, prepared, purposeful involvement in all session components with completed preparatory work, willingness to practice techniques, willingness to serve as a practice subject, and engaged observation during demonstrations.

Practice Subject: A student who serves as the recipient of physical examination or manual technique practice by a peer or faculty member. Serving as a practice subject is an expected component of participation.

Lab Immersion Tardiness: Arriving after five minutes before the published start time without readiness to participate immediately in hands-on practice (lacking required materials, attire, or completed preparation). Consistent with the Professional Behavior, Conduct, and Dress Code Policy and the Grading, Attendance, and Participation Policy, Tardiness is a documented lapse in professionalism.

Unexcused Lab Absence: Any absence from a scheduled Lab Immersion session without timely, appropriate documentation under the Grading, Attendance, and Participation Policy.

Excused Lab Absence: An absence supported by timely documentation under the Grading, Attendance, and Participation Policy. Excused status does not eliminate academic responsibility for missed competency content and does not guarantee a make-up opportunity.

Policy:

Lab Immersion schedules are published within the Academic Calendar and at the start of each semester. Lab immersions are scheduled for every academic term and run up to two weeks per term for a total of six times in the first year and twice in the second. Students are responsible for arranging housing, transportation, and personal logistics in advance. Onsite lab immersion sessions are strategically scheduled for each academic term in the 7th and 8th week.

Attendance and Punctuality. Attendance at all scheduled Lab Immersion sessions is mandatory, for the published duration. Early departure is prohibited except by documented, course-faculty-approved arrangement made in advance. Punctuality follows the Grading, Attendance, and Participation Policy requiring presence and ready for immediate lab practice at least five (5) minutes before the published start time.

Preparation. Lab Immersion operates on the flipped classroom model. Completing assigned preparatory work before each session is a professional obligation and a component of active participation. The schedule does not allow faculty to suspend, delay, or repeat pre-session content for unprepared students. Consistent unpreparedness is documented under Professional Behaviors, Conduct, & Dress Code Policy and may require promediation intervention.

Lab Immersion content cannot be made up in an asynchronous or alternative format since it is cohort-dependent, supervised, and competency-based. A student who misses any part of a session, excused or not, receives no substitute instruction unless the course faculty in consultation with the Coordinator of Student Affairs and Program Director determines a specific Action Plan opportunity is feasible given scheduling, faculty availability, and the nature of the missed content. Make-up lab time can never be guaranteed. Missed lab immersion content may adversely affect matriculation.

Physical Participation and Consent. Serving as a practice subject is a routine component of participation. A student with a documented physical limitation, medical condition, or injury that inhibits participation in a specific lab experience must notify course faculty before the session; accommodations are available through Accessibility Services. All physical contact occurs within the bounds of the clinical learning environment and always remains the right of the student to withdraw consent. A student who experiences discomfort or injury during practice must immediately notify the supervising faculty member.

Devices, Recording, and Noise. Personal electronic devices are only permitted for purposes directly related to session content. Social media, texting, and non-academic device activity are documented lapses of professional behavior. Audio or video recording

of colleagues during technique practice requires the explicit consent of the faculty member and every individual who appears in the recording. Unauthorized recording is a serious professional conduct violation. Students must maintain a noise level consistent with the focused, clinical tone of the environment, and disruptive conduct that impairs colleagues' or faculty's ability to communicate is also a professionalism lapse.

Professional Appearance. The Lab Dress standard of Professional Behaviors, Conduct, & Dress Code Policy applies for the full duration of every immersion. Students arriving out of compliance may be required to correct attire before entering the lab. Time lost for correction is not excused and does not justify tardiness.

Lab Safety Policy:

Safety is a priority for every person occupying the lab space. The WC Laboratory Safety Manual and a First Aid Kit are in the marked cabinet in the primary lab area. The building's Emergency Action Plan Protocol is also provided through the Learning Management System and reviewed with the students at the initial lab orientation. Fire extinguishers and posted and evacuation plans are in each room. No caustic, toxic chemicals, or biological agents are used in DPT coursework. Household cleaning supplies, when used, are governed by product labeling, and any exposure is reported to faculty immediately. Curriculum requiring sharps (e.g., TPDN) are stored accordingly. Students must receive instruction in appropriate use and safety precautions before using specialized equipment lifts and transfer equipment, thermal and physical agent modalities, orthotic fabrication tools, balance and sensory equipment.

- *Faculty-* provide lab safety orientation at new student orientation and equipment-specific safety orientation during the first lab; conduct a post-session safety check ensuring all electrical equipment is unplugged (except refrigerator and microwave), in working order, and stored without fall risk; shut down smart podiums and return projector screens; report all chemical or bloodborne pathogen exposures to the Lab Manager.
- *Students-* identify any Technical Standards requiring reasonable accommodation by notifying the Accessibility Services Coordinator and involved faculty accordingly; report equipment damage and any chemical or bloodborne pathogen exposure to faculty immediately; follow all infection control protocols, including hand hygiene, PPE when required, and sanitation procedures; clean their lab area and return all equipment to designated storage after use.

Emergency management policy:

This is to be used in conjunction with the Building Emergency Action Plan Protocol that is located on the program LMS and at <https://www.swedesfordpark.com/toc.cfm>

The following steps are to be taken in the case of an extreme emergency:

1. Call 911
2. Contact Tony Varela, Program Director at (610) 304-2710 or Stephanie McGowan at (843) 425-7703.
3. Notify WC Campus Safety as soon as possible (717) 372-2255
4. If local authorities are not needed:

5. Contact Tony Varela, Program Director at (610) 304-2710 or Stephanie McGowan at (843) 425-7703.
6. Call Campus Safety (717) 372-2255. Identify yourself as being from the DPT program at the KoP site. Provide as much detail as possible about the situation along with a callback number.

Students who are involved in or witness an accident or incident while participating in Lab Immersion activities in the King of Prussia Lab activities must follow the safety protocols policy on contacting Lab Space Supervisors [Program Director (PD) and Coordinator of Student Affairs (CoSA)] and completing forms related to the accident / incident as soon as possible, or at maximum, within 24 hours of the accident/incident. Students must also complete this form and send it via email to the PD and CoSA as soon as possible.

Lab Access. Students are encouraged to practice skills during designated open-lab times. Key fob access to the lab space is available 7:00 AM–10:00 PM. Fobs are managed by the Administrative Lab Manager, issued at the start of each Lab Immersion, and deactivated at its end. The student bears full responsibility for the fob, including replacement cost if lost. Equipment and assessments may not be removed from the lab space.

Procedure:

1. Program Director
 - a. Oversee Lab Immersion planning, confirming facilities, faculty, and instructional resources in coordination with the Administrative Program Manager and the Administrative Lab Manager well in advance of each block
 - b. Communicate immersion expectations in writing at the start of each academic year and upon schedule publication.
 - c. Receive reports of immersion absences and behavioral, dress, and safety concerns from course faculty and the CoSA, determine, in consultation with course faculty and the CoSA, whether any remediation opportunity is feasible.
 - d. Consult with the CoSA when student progression policies are breached and require intervention or decision accordingly.
2. Coordinator of Student Affairs
 - a. Receive and maintain all documentation of immersion attendance, tardiness, and behavioral concerns; initiate collaboration of Action Plans and Policy decisions with the course faculty, core Faculty advisor, and the Program Director.
3. Coordinator of Curriculum

- a. Coordinate with the Administrative Program Manager to create and circulate the Lab Immersion schedule independently and within the Academic Calendar for students for all relevant communities of interest at the start of each semester and each cohort.
- 4. Core Faculty
 - a. Establish and review curricular expectations for immersion attendance, preparation, and participation, ensuring immersion content requires and reinforces the active, prepared presence of every cohort member.
 - b. Review this policy annually through the program's policy review cycle.
- 5. Course Faculty
 - a. Plan every immersion session in advance, with schedules, preparatory assignments, and learning objectives reflected in the syllabus and posted with sufficient lead time for completion before the session.
 - b. Open each session at least five minute before the published start time; document every absence and tardy at that time and communicate documentation to the CoSA and Program Director within one business day.
 - c. Address behavioral, dress, and safety concerns immediately upon observation; report violations and any conduct compromising safety or cohort learning to the Program Director and CoSA without delay; participate in make-up session when feasible and determined for excused absences.
- 6. Students
 - a. Review the published immersion schedule at orientation and at the start of each semester.
 - b. Independently arrange travel, lodging, and personal logistics to ensure full, focused attendance at every session. Plan accordingly.
 - c. Complete all preparatory work before arrival, arrive at least five minutes before the published start time in Lab Dress and full readiness, and actively participate for the full duration of every session.
 - d. Notify course faculty and the CoSA in advance of any anticipated absence or logistical barrier per the Grading, Attendance, & Participation Policy. Notify course faculty in writing before any session in which a documented physical limitation prevents full participation.
 - e. Serve as a practice subject as a routine component of participation.
 - f. Comply with all behavioral, dress, device, noise, and safety expectations, including colleague respect.

Appendix 11

Policy Title: Timeliness of Submission	Policy Number: 01-07	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 05/25/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes uniform, professional expectations for the timely submission of all curricular deliverables in the Wilson College (WC) Doctor of Physical Therapy (DPT) Program. Timeliness is professional behavior. Missed deadlines for documentation, plans of care, referrals, and communications carry direct consequences for patient care and organizational trust. This policy reinforces the professional formation principles of Student Policy 01-02 Professional Behavior, Conduct, and Dress Code and Policy 01-05 Grading, Attendance & Participation.

Scope:

This policy applies to all enrolled DPT Program students and all faculty responsible for assigning, receiving, and evaluating curricular deliverables. It governs all digital, online, and lab immersion submissions with an established deadline, including individual and group assignments, written projects and papers, discussion board posts, quizzes and written examinations, and clinical education documentation. It does not govern practical examinations.

Definitions:

Timeliness: The consistent practice of submitting all required curricular deliverables by the designated deadline.

Standard Submission Deadline: 8:00 PM Eastern Time (ET) on the assigned due date, applied uniformly across all courses in the DPT curriculum.

Late Submission: Any submission received after the 8:00 PM ET deadline for which no pre-approved extension exists. A submission received after the deadline is late regardless of the margin of time elapsed and is subject to penalty.

Pre-Approved Extension: An agreement, initiated by the student and approved in writing by the course faculty member before the deadline, granting additional time for a specific deliverable. Extensions are never retroactive. A request after the deadline has passed does not excuse late status.

Late Penalty: A grade reduction applied to a late submission as defined in the course syllabus. The Programmatic standard is 10% loss per day. Any percentage and structure

of the penalty determined by the course faculty member's syllabus cannot be more lenient than the program standard.

Policy:

Success is dependent on reliability. Submitting your assignments on time demonstrates reliability. Late assignments are associated with professional behavior and subject to academic warnings. A student who submits any late assignment is assessed with a 10% reduction of the final assignment grade per day, which is a program wide standard. However, faculty have the academic freedom to increase the penalty, which must be clearly articulated in their syllabus. A student who must be absent on the day an assignment is due should submit the completed work PRIOR to the due date. Extenuating circumstances may be considered on an individual base. Clear and timely communication with course faculty is an absolute necessity. Excused absences are not retroactive.

Program-Wide Standard: The 8:00 PM ET standard is a deliberate program design that respects students' sleep health consistent with the health promotion principles embedded in the DPT curriculum.

Hard Cutoff: The deadline is a hard cutoff with no automatic grace period. A submission received at 8:01 PM ET is late. Students who anticipate missing a deadline must contact the course faculty before the deadline. Any conversation after the deadline cannot retroactively convert a late submission to an on-time submission. Faculty retain full discretion to apply the syllabus late penalty or grant an exception based on the circumstances.

Extension Requests: An extension request is a professional communication expectation. The student must ask for the extension as timely as possible. The faculty member is not obligated to grant an extension, and the absence of a response before the deadline does not constitute implicit approval.

Faculty Autonomy: Each course faculty member must adhere to the programmatic standard though has the professional freedom and responsibility to define the late penalty structure for their course though without the liberty to be more lenient. Regardless, the penalty must be reasonable, stated in the course syllabus before any assignment is due, and applied consistently.

Technology Failure: Technology failure does not suspend the student's communication obligation. A student who experiences a submission-time technical failure must contact the faculty member before or immediately after the deadline and documentation can follow. A student who does not communicate proactively cannot expect the same consideration.

Patterns: An isolated late submission is an academic matter resolved through the syllabus late penalty. A pattern of late submissions is a professional behavior concern may activate promediation under the Promediation & Remediation Policy and is documented and managed as a lapse under the Progressive Consequences framed in the the Professional Behavior, Conduct, and Dress Code Policy.

Procedure:

1. Program Director
 - a. Operationalize and disseminate the 8:00 PM ET submission standard to students at student orientation in coordination with the Coordinator of Student Affairs.
 - b. Conduct or delegate an annual review of this policy with the Assessment Committee and the core faculty.
 - c. Receive reports from course faculty and core faculty advisors regarding patterns of late submission warranting promediation or formal professional behavior intervention.
2. Coordinator of Student Affairs
 - a. Ensure dissemination of Timeliness of Submission and Communication Standards to all the enrolled students.
 - b. Facilitate interpretation and enforcement of Timeliness of Submission Standards of the institutional and programmatic policies when promediation, or probation decisions are necessary.
 - c. Facilitate interpretive guidance and clarification when precedents are established and maintain consistency with policies and prior decisions.
 - d. Facilitate communication and referral to the Program Director when concerns escalate requiring consideration of probationary or dismissal status per institutional and programmatic policies.
3. Core Faculty
 - a. Establish and annually review the programmatic Timeliness of Submission standard
 - b. Ensure any course-level deviation is more strict and justified, documented, and communicated clearly in the course syllabus.
 - c. As core faculty advisors, advise advisees regarding patterns of late submission as part of the advising and promediation framework of the Promediation Remediation Policy.
4. Course Faculty
 - a. State the submission deadline, defaulting to 8:00 PM ET unless a justified course-specific exception is established. State the late penalty structure for every graded deliverable in the course syllabus.
 - b. Evaluate extension requests submitted before the deadline and communicate decisions in writing (email); reasoning must be uniform and consistent. Faculty are not obligated to grant extensions.
 - c. Document and address individual late submissions consistent with the syllabus penalty structure; address patterns through direct communication

with indication of a pre-mediation referral is required as per the Promediation and Remediation Policy and Low-Grade Report processes under the Grading, Attendance, and Participation Policy.

- d. Report patterns of late submission to the student's core faculty advisor and the Coordinator of Student Affairs when the pattern suggests a lapse of professionalism.

5. Students

- a. Read and understand the submission deadline and late penalty structure in every course syllabus from the first day of the course.
- b. Plan work schedules so all deliverables are submitted on time.
- c. Contact the course faculty member before the deadline when an extension is imminently needed for extenuating circumstances.
- d. Contact the course faculty member immediately when a technology failure occurs during the submission window. Do not wait until after the deadline to contact faculty.
- e. Embrace the professionalism standard for timeliness of submission and accept that a submission received after 8:00 PM ET is late with consequences unless a written pre-approved extension was obtained.
- f. Understand that a pattern of late submissions is a professional behavior concern that is fully addressed through the Professional Conduct, Behaviors, and Dress Code Policy and the Promediation and Remediation Policy.

Appendix 12

Policy Title: Communication	Policy Number: 01-14	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 03/07/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the communication standards of the Wilson College (WC) Doctor of Physical Therapy (DPT) Program including channels, tiers, response expectations, and feedback governing every exchange within the educational community. Effective communication is a central tenet of professionalism and reflects a core competency in the APTA's Domains of Practice and the Ten Professional Behaviors framework. Moreover, this policy frames how the DPT Program community communicates with one another and models the standard students carry to patients, families, colleagues, and interprofessional partners throughout their careers.

Scope:

This policy applies to all DPT Program faculty (core and adjunct), staff, and students in all modes of Program communication: institutional email, video conferencing, the Canvas LMS and announcement boards, shared digital folders, and in-person and telephone interactions.

Definitions:

Professional Communication: Clear, respectful, purpose-driven exchange that adheres to professional standards, assumes positive intent, and is calibrated to the audience, context, and urgency of the matter.

FERPA: The Family Educational Rights and Privacy Act (1974) that protects the privacy of student education records to which all communication involving student academic information must comply.

HIPAA: The Health Insurance Portability and Accountability Act (1996) establishes national standards for the privacy and security of Protected Health Information (PHI) to which any DPT Program communication involving patient information must comply. Violations carry individual legal liability in addition to DPT Program consequences under the Professional Behaviors, Conduct, & Dress Code Policy and the Digital & Social Media Policy.

SBI Feedback Model: The Situation-Behavior-Impact framework that the DPT Program adopts as a standard for constructive feedback and referenced throughout this policy and the Promediation & Remediation Policy and the Student Conflict Management Strategy. SBI describes the specific **Situation** in which the behavior was observed, the observable **Behavior**, and the **Impact** of the behavior on others, the team, the patient, or the learning environment.

Policy:

All DPT Program communication regardless of mode, platform, or context reflects clarity, respect, cultural humility, and presence. Communication is viewed as an observable expression of professional identity, applies to every community member without exception, and is held to the professional conduct standards of the Professional Behaviors, Conduct, & Dress Code Policy. Any disrespectful, harassing, or discriminatory communication is subject to the same consequence framed as any other professional conduct violation.

Official WC institutional email is the required primary channel of formal written communication. Personal email addresses, text messaging platforms, and non-WC approved third-party applications are not authorized for official program communication. Students who forward institutional email to personal accounts are responsible for ensuring its security, consistent with WC program practice. Students must check

institutional email and the Canvas LMS announcements and discussion boards daily during active terms.

The DPT Program maintains dedicated Canvas announcement boards for structured Program-level communication. Enrollment is mandatory for all relevant faculty and students, as assigned by the Lab Manager, the Coordinators of Curriculum and Student Affairs for the applicable course sequence.

Confidentiality. All communication involving student records, academic performance, professional conduct concerns, or patient information complies with FERPA, HIPAA, and WC policy, occurs only through WC-approved channels, and reaches only individuals with a legitimate educational or clinical need to know.

Tiered Communication Protocol: The most consistent source of professional communication breakdown is the mismatch between the nature of a concern and the channel chosen. Every community member matches the concern to the channel using the following protocol:

Tier	Category of Concern	Examples	Required Mode and Response
Tier 1 (Immediate)	Patient safety risk, clinical emergency, acute mental health crisis, imminent physical danger, active HIPAA breach.	Student injury on site; active patient safety incident; report of imminent harm.	In-person or direct phone call, immediately, to CI, DCE, or Program Director. Follow emergency protocols. Avoid email.
Tier 2 (Urgent)	Serious professional conduct or academic integrity concern; formal complaint initiation; student crisis requiring same-day response.	Suspected HIPAA violation; witnessed exam dishonesty; student in acute distress; student-CI conflict requiring intervention.	Phone or video call the same business day; written follow-up via institutional email within one (1) business day to document.
Tier 3 (Time-Sensitive)	Academic performance concerns, attendance patterns, Low-Grade Report notifications, grade questions, scheduling conflicts.	Grade 'B-' or below in a course; pattern of tardiness; request to reschedule a practical examination.	Institutional email; response within two (2) business days. If unanswered, escalate to phone or video call.
Tier 4 (Routine)	General administrative questions, course logistics, LMS navigation, non-urgent clarifications.	Assignment due date question; office hours request; clinical placement process inquiry.	Email or LMS message; response within two (2) business days.

Tier 5 (Program-Wide)	Non-urgent announcements, curriculum updates, scheduling notices, event reminders for the full cohort.	Lab schedule updates; clinical placement information; program events.	Canvas Program Announcement Board. Students read within one (1) business day of posting; no individual response required.
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Response Standards. Routine and time-sensitive communications (Tiers 3 & 4) receive responses within two (2) business days in both directions from faculty to student and student to faculty. Messages received outside business hours, on weekends, or on WC holidays are addressed the next business day. Tier 1 and Tier 2 concerns are not handled by email alone but rather through direct verbal communication, immediately for Tier 1 and same-business-day for Tier 2, with no waiting for scheduled appointments when patient safety or acute student welfare is at risk.

Communication Guidelines:

Institutional Email. Use a clear, specific subject line referencing the course or policy where relevant; open with a professional salutation; maintain professional tone; be concise with matters requiring extended nuance or emotional context belong in a more immediate mode.

Video Conferencing. Keep video on when participation standards require it so as to signal engagement with visible presence. Maintain a professional background and check for sensitive information in open applications before screen sharing. Arrive punctually for synchronous digital settings, which is considered the same professional conduct required as in-person communication.

Canvas and Announcement Boards. Monitor all course pages, discussion boards, and assigned announcement boards; failure to read posted announcements is not an acceptable basis for missing a deadline, schedule change, or expectation. Discussion posts meet the professional standards of this policy, dismissive, disrespectful, or unengaged posts are unacceptable.

In-Person and Telephone. Verbal communication carries the same standards of clarity, respect, and cultural humility as written and in-person communication. Demonstrate active listening. Tier 1 and Tier 2 concerns require direct verbal communication. Document important verbal conversations with a brief follow-up email summarizing key points, decisions, and action items, creating a record and reducing misunderstanding.

Feedback Standards:

Giving and receiving feedback effectively is among the most consequential professional communication skills in physical therapy education and profession. Feedback fosters students developing clinical competency. The DPT Program's standard is the SBI model, which works by separating observable behavior from inference and judgment while anchoring feedback to a specific situation (the date, session, clinical encounter, or

assignment). SBI describes what was observed, and states the actual, proportionate impact on the patient, team, learning environment, and / or observer.

Effective feedback is timely, delivered close to the observed behavior; private, protecting the dignity of the recipient; behavioral, addressing what was done; bidirectional, with faculty receiving feedback by the same standard they deliver it; actionable, pointing toward something the recipient can change; and culturally humble, attentive to how feedback lands across differences in backgrounds and experiences.

Conflict. Disagreement is a normal dimension of professional life. The communication behaviors used in navigating conflict are a measure of professional competency. Interpersonal conflict is managed through the Student Conflict Management Strategy Policy, using the classification, direct-resolution, and escalation pathway defined there.

Procedure:

1. Program Director
 - a. Establish, operationalize, and govern the Program's communication standards.
 - b. Ensure dissemination of this policy with the Coordinator of Student Affairs at orientation, annually, and upon revision.
 - c. Model timely, professionally grounded communication.
 - d. Receive and investigate reports of communication policy and professional behavior violations, including confidentiality breaches and unprofessional digital conduct, determining referral or response consistent with Professional Behaviors, Conduct, & Dress Code, Probation & Dismissal Policy, and Digital & Social Media Policy.
 - e. Discuss communication and technological communication violations with the Leadership Committee accordingly.
2. Core Faculty
 - a. Establish, review at minimum annually, and update communication standards for alignment with WC policy, CAPTE requirements, and evolving professional norms
 - b. Model effective communication in all faculty-student, faculty-faculty, and clinical partner interactions.
 - c. Respond to student email and Canvas messages within two business days.
 - d. Provide timely, specific, actionable feedback to advisees using the SBI framework.

- e. Consult the Coordinator of Student Affairs and Program Director promptly upon awareness of any violation, including suspected FERPA or HIPAA breaches.
- 3. Course Faculty
 - a. Carry primary responsibility for day-to-day course communication.
 - b. Publish course-specific communication expectations in every syllabus, including Canvas monitoring, email standards, and video conferencing requirements.
 - c. Respond to student messages within two business days.
 - d. Identify, address, and document student communication behaviors inconsistent with this policy and beginning with direct course-level coaching. Escalate to the Coordinator of Student Affairs and the Program Director as warranted.
- 4. Director of Clinical Education
 - a. Maintain the clinical education communication infrastructure by establishing the clinical sequence announcement board with all students and faculty before each placement.
 - b. Communicate requirements, placements, and schedule changes to students and partners in a timely, documented manner.
 - c. Serve as the primary Program-level contact for CIs and SCCEs during active placements, responding promptly and documenting communication relevant to student performance.
 - d. Apply the tiered protocol to clinical concerns, escalating Tier 1 and Tier 2 matters to the Coordinator of Student Affairs and Program Director immediately by phone.
- 5. Students
 - a. Demonstrate the communication professionalism required of licensed physical therapists.
 - b. Understand that communication conduct is directly observable and assessed as a dimension of professionalism under the Professional Behavior, Conduct, and Dress Code Policy.
 - c. Check institutional email and Canvas, including all assigned announcement boards, daily during active terms. Failure to monitor assigned channels is not an acceptable basis for missing assigned expectation.
 - d. Respond to faculty and staff communications within two (2) business days.

- e. Apply the tiered protocol to every communication and avoid using email for Tier 1 or Tier 2 concerns.
- f. Apply the email standards of this policy and the netiquette standards of the Digital & Social Media Policy in all written communication.
- g. Ask clarifying questions proactively when expectations are unclear and seek clarification as a professional communication behavior with intention to avoid assumptions.

Appendix 13

Policy Title: Student Conflict Management Strategy	Policy Number: 01-15	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 10/18/25	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the Wilson College (WC) Doctor of Physical Therapy (DPT) Program's strategy for identifying, managing, and resolving interpersonal conflict. This policy is premised on the conviction that conflict is inevitable and offers an opportunity for personal and professional growth. The DPT Program recognizes that the capacity to navigate and constructively resolve conflict is a professional competency directly relevant to patient care, interprofessional collaboration, and the ethical obligations of a licensed physical therapist. The DPT Program treats conflict management as a component of professional formation, expecting students to demonstrate increasing self-awareness, communication skills, and professional maturity. The policy's direct-resolution-first design is consistent with the confrontation-and-dialogue culture of the WC Honor Principle, in which parties first seek to understand one another's standards and values 'to avoid self-righteousness or the appearance of moral superiority,' with the APTA Code of Ethics, and Policy 01-02 Professional Behavior, Conduct & Dress Code.

Scope:

This policy applies to all enrolled DPT students and to the faculty, staff, and clinical education partners involved in their development. It governs interpersonal conflict, student-to-student, student-to-faculty, student-to-staff, student-to-clinical educator, and any other interpersonal conflict within the DPT Program community. It does not govern matters with dedicated pathways: academic integrity violations, grade appeals,

complaints and grievances, disability accommodation concerns, or conduct triggering mandatory reporting under Title IX, ADA/Section 504, or WC institutional policy. Where a conflict involves both an interpersonal dispute and a policy violation, the dedicated policy is prioritized.

Definitions:

Conflict: An interpersonal disagreement, tension, or dispute between two or more individuals that requires effort beyond normal interaction to resolve while understanding conflict often involves differences in communication style, expectation, values, perception, or personality.

Interpersonal Conflict: Conflict with a personal dimension, disagreement, or tension between identified individuals rooted in relational, communicative, or behavioral dynamics.

Clinical Conflict: Interpersonal conflict or professional disagreement arising in the clinical education environment, including disputes involving Clinical Instructors (CIs), Site Coordinators of Clinical Education (SCCEs), clinical site staff, or patients.

Direct Resolution: The first and preferred approach recognized as a private, respectful, direct conversation intended to achieve mutual understanding without a third party.

Facilitated Resolution: A structured approach in which a third party facilitates communication to help the parties reach a mutually acceptable resolution.

Good Faith: A sincere, honest, non-adversarial effort to resolve conflict through understanding and respect for the other party, openness to their perspective, and genuine willingness to consider mutually acceptable solutions.

Retaliation: Any adverse action taken against any person for good-faith participation in or initiation of a conflict management process. Retaliation is strictly prohibited and independently actionable under the Appeals, Complaints, & Grievances Policy.

Policy:

Every student needs to approach interpersonal conflict with the professional values that define effective physical therapy practice, self-awareness, respectful communication, personal accountability, and commitment toward resolution. The responsibility is a service of a shared professional community. Personal accountability is the foundational pathway that prioritizes direct and personal resolution. The steps to resolution are sequential requiring that each are attempted and documented where required, before advancing. There is one exception, a Level 4 (Critical) conflict bypasses the sequence entirely and triggers immediate escalation to the Coordinator of Student Affairs (CoSA), Program Director, and mandatory reporting channels.

Conflict Classification. Every conflict is classified at the outset, and reclassified as circumstances develop, using the following framework. The classification determines the entry point in the resolution pathway:

Classification	Nature of Conflict	Entry Point in Pathway
Level 1 (Minor)	Everyday interpersonal friction-communication style differences, isolated misunderstandings, and single-incident tension.	Self-reflection (Step 1) → direct resolution (Step 2). Personal notes only.
Level 2 (Moderate)	Recurring or persistent tension; direct resolution attempted without success; or conflicts in which a power differential makes direct resolution inappropriate as a first step.	Facilitated resolution through the core faculty advisor (didactic) or DCE (clinical) (Step 3), with next-level involvement as needed (Step 4).
Level 3 (Significant)	Unresolved after facilitation with multi-party involvement, materially affects academic or clinical progress, and / or implicates professional conduct standards.	Written summary to the CoSA and the Program Director (Step 5).
Level 4 (Critical)	Threats to personal safety; harassment or discrimination; patient safety concerns; conduct governed by Title IX.	Immediate CoSA and Program Director notification, and mandatory reporting channels. Bypasses all prior steps.

Step 1. Self-Reflection. Before any external action, the student examines their own perceptions, assumptions, reactions, and communication with the same critical eye applied to the other party. This self-reflection means identifying the specific behavior or communication of concern, examining their own contribution, determining whether the conflict is rooted in factual misunderstanding, communication style, differing expectations, or deeper incompatibility, identifying the desired outcome before initiating contact.

Step 2. Direct Resolution. For Level 1 and Level 2 conflicts where appropriate, the student initiates a private, direct, respectful conversation with the other party. The conversation is scheduled in advance and conducted in a private setting rather than launched in an emotionally charged moment. Communication is framed in Situation-Behavior-Impact (SBI) language, describing the specific situation, the observed behavior, and its impact on the speaker, and intentionally grounded in good-faith toward mutual understanding. If resolution is reached, the student documents it briefly and the matter closes. If not, or if the conflict proves more serious than first assessed, the student proceeds to Step 3. A student who raises a conflict with a faculty member or CI in front of peers, communicates a conflict complaint through social media, or engages in

public confrontation violates the professional conduct standards regardless of the underlying merit of the complaint.

Step 3. *Facilitated Resolution.* When direct resolution is unsuccessful, or the conflict is Level 2 from the outset, the student consults the core faculty advisor (didactic) or the DCE (clinical). The facilitator listens in a private, confidential setting and helps ground the student toward examining the conflict with greater objectivity and encourages self-reflection. Consultation with the student at this step is not a formal complaint and does not require findings or fault to be documented unless the facilitator determines escalation is warranted. The advisor helps determine whether continued facilitated dialogue or escalation requires the Coordinator of Student Affairs (CoSA), Program Director. Where both parties agree to discuss and resolve the conflict, and it is appropriate and safe, the advisor or 3rd party facilitates a structured conversation between those involved in the conflict.

Step 4. *Next-Level Involvement.* For academic conflicts requiring course-faculty involvement, or clinical conflicts requiring CI- or site-level involvement, the advisor or DCE coordinates escalation to the course faculty member, site supervisor, CoSA, or Program Director, communicating the student's account clearly and professionally. The next-level contact reviews the documented history, meets separately with the parties before any joint conversation, applies professional judgment to identify any policy, grading, or professional conduct dimension requiring separate handling, and documents and communicates the outcome.

Step 5. *Coordinator of Student Affairs and Program Director Review.* When prior steps have not resolved the conflict, or the conflict is Level 3 from the outset, the student submits a written summary to the CoSA and / or Program Director containing the factual, objective description of the specific behaviors, communications, and events including all prior resolution attempts with dates, persons, and outcomes. Documentation also requires the student's desired outcome and supporting documentation. The CoSA or Program Director reviews and determines the course of action, directs facilitation or mediation, in accordance with program policies where professional conduct standards are implicated.

Step 6. *Institutional Escalation.* Where Program-level review has not produced resolution or the matter exceeds the Program Director's responsibilities, the Program Director refers it to the Dean of Professional and Graduate Studies, the Office of Student Success, the Title IX Coordinator, or other institutional resources. Mandatory reporting obligations under Title IX, ADA, and applicable law are fulfilled regardless of the status of Program-level resolution efforts.

Documentation. Students maintain contemporaneous, factual documentation of conflict-related events, conversations, and outcomes from Step 1 onward. Facilitators document consultations and facilitated outcomes at Step 3 and beyond. Step 5

submissions and determinations are retained in the student's official academic file consistent with FERPA. How a student manages conflict including the language used, the channels chosen, the professionalism demonstrated is considered an observable expression of professional character and part of the student's professional development.

Procedure:

1. Program Director
 - a. Operationalize, disseminate, and annually review this policy, ensuring students, faculty, staff, and clinical partners understand the pathway and their roles.
 - b. Hold ultimate accountability for conflict resolution and serve as the final internal escalation point.
 - c. Review all Step 5 written summaries and communicate written determinations within five (5) business days and determine program-level action, including facilitation, consultation with the CoSA.
 - d. Initiate referrals to the Provost, Office of Student Success, or Title IX Coordinator when matters exceed programmatic responsibility or trigger mandatory reporting.
 - e. ensure no person experiences retaliation for good-faith participation, investigating any retaliation allegation promptly under the Appeals, Complaints, & Grievances Policy.
 - f. Maintain all Step 5 records in the student's official academic file consistent with FERPA.
2. Director of Clinical Education
 - a. Serve as the first contact above the student level for all clinical education conflicts between student-CI, student-SCCE, student-staff, and student-patient or family.
 - b. Facilitate resolution conversations while coordinating with the SCCE as site-level liaison.
 - c. Respond immediately to patient safety concerns arising from clinical conflicts, notifying the CoSA and Program Director acting without delay, escalating unresolved clinical conflicts, and any conflicts involving professional conduct, patient safety, or mandatory reporting.
 - d. Maintain complete, confidential records of all clinical conflict consultations and outcomes.
3. Core Faculty
 - a. Establish and annually review the conflict management standards of this policy for alignment with WC policy and the DPT Program's professional formation mission.

- b. Model the conflict management behaviors expected of students in every faculty-student interaction.
 - c. As core faculty advisors remain accessible to advisees seeking conflict consultation. Conduct facilitated resolution with professional neutrality, documenting outcomes, and escalating to the CoSA and the Program Director when any conflict does not resolve, implicates professional conduct, or triggers mandatory reporting.
- 4. Course Faculty
 - a. Publish clear written expectations for academic interaction, group work, feedback, and grading in every syllabus to reduce misunderstanding-based conflict.
 - b. Address student-initiated academic conflicts respectfully and privately, referring students to this policy's pathway when an initial conversation does not resolve the concern.
 - c. Report patterns of peer-to-peer conflict or conduct concerns to the student's core faculty advisor consistent with the Promediation & Remediation Policy.
 - d. Maintain confidentiality of all conflict discussions consistent with FERPA.
- 5. Students
 - a. Approach every conflict in genuine good faith seeking mutual understanding.
 - b. Engage in honest self-reflection before external action, examining one's own role before attributing the conflict to the other party.
 - c. Initiate direct, private, respectful conversation as the first step for Level 1 and appropriate Level 2 conflicts, using SBI language and active listening.
 - d. Consult the core faculty advisor or DCE when direct resolution fails or facilitation is the appropriate entry point.
 - e. Maintain contemporaneous, factual documentation from Step 1 onward; submit Step 5 summaries that describe behaviors and events, not evaluative judgments; never discuss conflict matters through social media, public forums, or with uninvolved community members in accordance with the Digital & Social Media Policy.
 - f. Recognize Level 4 circumstances including safety threats, harassment, discrimination, patient safety, Title IX conduct, and report them immediately to the Program Director or appropriate institutional channel, bypassing all prior steps.

Appendix 14

Policy Title: Promediation and Remediation	Policy Number: 01-04	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 02/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy operationalizes proactive intervention strategies to support Wilson College (WC) Doctor of Physical Therapy (DPT) Program students when early performance signals indicate there is a risk of failing to meet academic or professional behavior standards. Promediation is a proactive practice that occurs before concerns reach formal probation or Academic suspension or dismissal framework of Policy 01-08 Probation & Dismissal and reflects the program's foundational commitment to student success through early and individualized support. When identified deficiencies in academic performance or competencies warrant a more structured intervention, remediation may be implemented to provide targeted support and opportunities for students to demonstrate achievement of required program competencies and progression standards. Both promediation and remediation occur within the academic term in which the concern is identified. This policy is consistent with early academic warning practices across WC health programs.

Scope:

This policy governs faculty-initiated intervention when an early performance concern for Academic and Professional Behavior is identified. Proactive interventions apply to academic performance, professional behavior, attendance and participation, academic integrity, and safety or clinical readiness concerns. The policy also governs remediation plans implemented to address identified deficiencies in academic performance or competencies. Where promediation is unsuccessful, or a concern exceeds its scope, the formal framework of the Probation & Dismissal Policy governs. Confirmed academic integrity violations and serious misconduct are addressed by the Coordinator of Student Affairs (CoSA) in collaboration with the Program Director.

Definitions:

Promediation: the intentional and proactive practice of student support within a didactic or clinical education course, characterized by direct faculty engagement, targeted guidance, advisor consultation, and documented support. Promediation is an opportunity for students to correct their academic trajectory. All proactive interventions and support measures are formally documented.

Remediation: the intentional and structured practice of student support within a didactic course, characterized by a formal, individualized, and mandatory process designed to

address identified deficiencies in academic performance or competency attainment. It provides students with targeted support and opportunities to demonstrate achievement of required program competencies and progression standards. Remediation plans, interventions, and outcomes are formally documented. Final exams are not subject to remediation.

At-Risk Student: A student whose observable academic performance, professional behavior, attendance, safety conduct, or academic integrity raises reasonable concern that matriculation standards may not be met without targeted support. At-risk identification is made within the professional capacity of the faculty. Proactive intervention does not determine failure.

Early Performance Signal: An observable indicator of potential difficulty that initiates proactive faculty intervention.

Action Plan: A written corrective document used for concerns arising within the didactic curriculum that identifies the student's challenge and required corrective steps, assigned responsibilities, measurable benchmarks, and defined timelines for resolution. Action Plans support promediation processes.

Promediation and Remediation Documentation: The written record of all promediation and remediation activities including the identified concern or deficiency, faculty-student interactions, agreed-upon improvement strategies, timelines, and follow-up checkpoints. Documentation is retained in the student's advising record.

Policy:

DPT Program faculty are the primary agents of promediation, remediation, and when escalated, probation all of which are support mechanisms in place to assist student success starting with early academic or professional behavior performance signals. Faculty proactively identify students demonstrating early performance signals across academic and professional behavior domains and initiate structured support. Course faculty, core faculty advisors, and the CoSA are the primary coordinators of student support. Faculty are expected to monitor performance continuously. Students can refer to the Wilson College Catalog and the DPT program's Promediation & Remediation and Probation & Dismissal Policies for further information.

Promediation and remediation are distinct but complementary student support practices within the DPT Program. Promediation is intended to address early performance signals and emerging concerns before a documented academic or professional deficiency occurs. Remediation is a structured practice initiated when a student demonstrates a qualifying deficiency in academic performance or competency attainment as defined by this policy. While promediation and remediation share the goal of supporting student success and achievement of program standards, each process has distinct triggers, procedures, and outcomes.

Promediation is the intentional and proactive practice of student support within a didactic or clinical education course, characterized by direct faculty engagement, targeted guidance, advisor consultation, and documented support. Promediation is an opportunity for students to correct their academic trajectory and is supported by an Action Plan. All proactive interventions and support measures are formally documented in the student's advising record. Faculty proactively identify students demonstrating early performance signals across academic and professional behavior domains and initiate structured support.

At-Risk Indicators activating promediation

Faculty initiate promediation upon observing one or more of the following indicators. The list is not exhaustive. The professional judgment by the faculty may identify additional concerns warranting promediation.

1. Academic performance

- a score below 73% on any written or case-based summative assessment worth up to and including 19% of the total course grade.
- a pattern of declining or consistently low formative assessment performance suggesting progressive difficulty with course content.
- a current course grade trajectory that, if maintained, would fall below the minimum passing threshold (C for didactic courses and a 'B-' in DPT-600 Human Anatomy).
- a regularity of incomplete readings, preparatory work, or assignments suggesting systemic academic difficulty rather than isolated missed submissions.

2. Professional behavior

- documented lapses or emerging patterns under the Professional Behaviors, Conduct, and Dress Code Policy and the Grading, Attendance, and Participation Policy including tardiness, absence, communication deficiencies, or difficulty receiving constructive feedback that suggest disengagement or a developing barrier to clinical readiness.

3. Safety and clinical readiness

- observable unsafe behaviors in lab or simulation environments suggesting gaps in safety awareness or clinical judgment.
- psychomotor skill development that, on its current trajectory, may jeopardize required practical examinations or clinical education prerequisites.
- concerns regarding physical or cognitive readiness for clinical education, identified through faculty observation or student self-disclosure.

Promediation Process. Promediation proceeds through five sequential steps. The CoSA remains available to support faculty and students throughout the process.

1. Identification. The course faculty member identifies at-risk indicators at the earliest observable signal.
2. Engagement. The course faculty member initiates a private, direct conversation with the student that describes the observed concern using the SBI (Situation-Behavior-Impact) feedback model; is framed as supportive and developmental; identifies specific, concrete improvement strategies; and establishes a follow-up checkpoint timeline.
3. Documentation and Notification. The course faculty member documents the promediation engagement promptly in the student's advising record, including the date, identified concerns, improvement strategies, established follow-up checkpoints, and the student's response. This documentation serves as notification to the CoSA and the student's core faculty advisor.
4. Monitoring. The course faculty member and core faculty advisor monitor performance against the improvement strategies at the established checkpoints, documenting progress or continued concern accordingly.
5. Promediation Outcome Review. At each checkpoint, the course faculty member and core faculty advisor jointly evaluate, based on documented evidence, whether promediation is producing demonstrable improvement. Based on this review, promediation may be continued, modified, or concluded.

Indicators Triggering the Remediation Process:

Faculty initiate remediation upon observing one or more of the following indicators. The list is not exhaustive. The professional judgment by the faculty may identify additional concerns warranting remediation. The CoSA remains available to support faculty and students throughout the process.

Academic performance

1. A score below 73% on any written or case-based summative assessment valued at least 20% of the overall course grade.
2. Failure of a lab practical as per the Grading, Attendance, and Participation Policy.

Remediation Process:

1. Identification. The student meets one or both of the criteria above.
2. Engagement. The course faculty member initiates a private, direct conversation with the student to review the failed summative assessment; is framed as supportive and developmental; engages the student in identifying specific, concrete improvement strategies tailored at content or competency deficiencies which may include, study modules, mock quizzes, practice time, and/or various learning activities as determined by course faculty; and establishes a follow-up checkpoint timeline. All activities in the plan are mandatory.

3. Documentation and Notification. The course faculty member documents the remediation engagement promptly in the student's advising record, including the date, identified concerns, improvement strategies, established follow-up checkpoints, and the student's response. This documentation serves as notification to the CoSA and the student's core faculty advisor.
4. Monitoring. The course faculty member and core faculty advisor monitor performance against the remediation strategies at the established checkpoints, documenting progress or continued concern accordingly.
5. Remediation Outcome Review: At each checkpoint, the course faculty and core faculty advisor jointly evaluate, based on documented evidence, whether the student is making satisfactory progress toward remediation objectives and completing required remediation activities. Based on this review, remediation may be concluded, modified, or referred for consideration under the applicable provisions of the Probation and Dismissal Policy.

Procedure:

1. Program Director
 - a. Support faculty throughout promediation and remediation, providing consultation and guidance; ensure documentation is filed in the student's advising record.
 - b. Determine, in consultation with the course faculty member, core faculty advisor, and the CoSA whether the outcome of remediation warrants referral to the Probation & Dismissal Policy, and ensure referral is initiated promptly and without administrative delay.
 - c. Disseminate the current Promediation and Remediation policy and procedures to all relevant communities of interest.
 - d. Conduct an annual review of this policy incorporating outcome data, escalation rates, and faculty feedback.
2. Coordinator of Student Affairs
 - a. Ensure timely, consistent dissemination of the current Promediation and Remediation policy and procedures to all students.
 - b. Receive and maintain organized Promediation and Remediation records in the student's advising record.
 - c. Serve as the administrative liaison among faculty, advisors, and the Program Director in all Promediation and Remediation communications and decisions consistent with the Academic Integrity Policy and the Professional Behaviors, Conduct, and Dress Code Policy.
3. Core Faculty Advisors

- a. Participate in the review of the Promediation and Remediation Policy, ensuring congruence with institutional standards; model the feedback and documentation practices expected of course faculty.
 - b. As core faculty advisors, serve as the primary contact for advisees in promediation and remediation: meet with the student, provide guidance, monitor progress, and contribute a holistic view of the student's academic and professional profile.
 - c. When concerns span multiple courses, coordinate cross-course communication among course faculty to ensure a coherent, non-duplicative response; initiate communication with the CoSA when indicators present that course faculty member may not have recognized.
4. Course Faculty
- a. Monitor student performance continuously across all assessments, summative, formative, practical examinations, and professional behaviors, and identify at-risk indicators at the earliest observable signal.
 - b. Address identified concerns directly with the student in a timely, private, professional, and compassionate conversation using the SBI feedback model, communicating specific concerns, improvement strategies, and follow-up timelines.
 - c. Document all Promediation and Remediation activity promptly; submit documentation to the CoSA with copies to the core faculty advisor; update the record at each follow-up checkpoint.
 - d. Report outcomes of promediation and remediation that may warrant referral to the probation and dismissal policy to the CoSA.
5. Students
- a. Engage proactively and in good faith with Promediation and Remediation support
 - b. Implement communicated improvement strategies in a demonstrable and timely manner. Passive acknowledgment without behavioral change is not good-faith engagement.
 - c. Utilize constructive feedback effectively and work proactively with course and core faculty to resolve identified performance deficits
 - d. Maintain full compliance with the WC Academic Integrity Statement throughout the promediation and remediation period.
 - e. Understand that failure to engage in good faith, or to demonstrate improvement within the agreed timeline, may result in referral under applicable institutional and program policies.

- f. Seek additional support as needed through the core faculty advisor, WC Academic Success Center, WC Office of Student Success, or the Student Wellness Counselor.

Appendix 15

Policy Title: Probation and Dismissal	Policy Number: 01-08	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 05/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the standards governing the didactic academic and non-academic (professional behavior) probation and dismissal pathways in the Wilson College (WC) Doctor of Physical Therapy (DPT) Program. It is the formal intervention tier above Policy 01-04 Promediation and Remediation when early support has not resolved a concern, or an escalating circumstance warrants further intervention. This policy provides structured, time-sensitive, and accountable intervention where promediation falls short, or conduct makes continued enrollment untenable. This policy provides a rigorous and fair probation and dismissal pathway protected by due process. This policy serves the DPT Program's purpose to nurture the student toward successful completion while upholding the standards of the physical therapy profession.

Scope:

This policy applies to all enrolled DPT Program students and governs all probation and dismissal processes, including re-enrollment eligibility. It receives escalations from the Promediation and Remediation Policy; automatic referrals under the Grading, Attendance & Participation Policy; and third-occurrence referrals under the Professional Behaviors, Conduct, and Dress Code Policy.

Definitions:

Probation: A formal warning status identifying the risk of dismissal issued in one or both of the following instances:

1. Academic Probation: A formal warning status when a student's cumulative GPA falls below required academic standards set by the program. Academic probation attaches automatically to the defined triggers defined by this policy.
2. Non-Academic Probation: A formal warning status identifying a student's risk of dismissal due to deficiencies in professional conduct, academic integrity, safety, attendance, professional readiness, or other non-academic standards expected of DPT students as defined by this policy.

Academic Success Plan: A written, individualized, and signed agreement between the student and the DPT Program used to document required conditions for academic

progression, probation, or re-enrollment. The Academic Success Plan outlines the student's academic status, required actions, performance expectations, timelines, responsible parties, deadlines, criteria for successful completion, consequences of non-compliance, curriculum implications, anticipated re-enrollment term when applicable, and any required evidence of academic, professional, or clinical readiness.

Academic Suspension and Dismissal: The formal, involuntary separation of a student from the DPT program which may occur as a Suspension with the privilege of reenrollment (Deceleration) or as Dismissal without the privilege of re-enrollment and is preceded by due process.

1. Suspension (Deceleration): is a separation of the student from the DPT Program for a defined period of time. Within the DPT Program, this status is referred to as Deceleration, and the student may be eligible to apply for reenrollment upon successful completion of all the conditions of the Academic Success Plan. Re-enrollment is not guaranteed.
2. Dismissal: a final dismissal determination resulting in permanent separation from the DPT Program, rendering the student permanently ineligible for re-enrollment. Dismissal is reserved for the most serious violations, including severe patient safety violations, egregious confirmed academic integrity violations, repeated and willful professional conduct violations following formal intervention, or conduct demonstrating fundamental incompatibility with the ethical and professional standards of physical therapy. A student is dismissed if they fail to make academic progress upon return from suspension.

Policy:

This policy serves the DPT Program's purpose to nurture the student toward successful completion while upholding the standards of the physical therapy profession. Probation provides a rigorous and fair pathway protected by due process.

Intervention Pathway: Failure to meet established academic or non-academic standards results in required intervention through referral to the Coordinator of Student Affairs (CoSA). Intervention pathways are automatically triggered by the Probation & Dismissal Policy, escalation of the Promediation and Remediation Policy, any third occurrence of professional behavior referrals under the Professional Behaviors, Conduct, & Dress Code Policy, violations of the Academic Integrity Policy, and Wilson College Catalog as well as any egregious safety and / or readiness concerns for Clinical Education progression.

Academic Probation: Consistent with the WC Course Catalog and the academic progression standards, Academic Probation is automatically outlined by a cumulative GPA below established standards in accordance with the Matriculation & Graduation Policy, which identifies a cumulative GPA of 2.8 at the conclusion of the first semester or a 3.0 from the second semester onward. Students who fail to meet the minimum GPA required for a term or semester are automatically placed on probation. Probation applies

only to students enrolled in the didactic portion of the curriculum. The individualized Academic Success Plan is a collaborative agreement between the student, CoSA, core faculty advisor, and course faculty. Probation is a structured pathway back to good standing.

Non-Academic Probation: Consistent with the DPT Program's professional, ethical, behavioral, and safety standards, Non-Academic Probation is initiated when a student enrolled in the didactic portion of the curriculum meets one or more non-academic probation triggers outlined in this policy. These include professional conduct violations, safety issues arising in classroom, laboratory, or simulation environments, attendance violations, Essential Functions concerns, or documented concerns regarding fitness for professional practice. The individualized Academic Success Plan is a collaborative agreement between the student, CoSA, core faculty advisor, and other relevant faculty or administrators as appropriate to the concern. The Academic Success Plan establishes corrective expectations, measurable benchmarks, assigned responsibilities, and timelines designed to support restoration of professional standing, progression, and compliance with program expectations. Probation is a structured pathway back to good standing.

Probation Duration: Probation begins the semester immediately following the semester in which the triggering grades were recorded. Probation ends at the completion of the semester when the student meets all applicable academic standards; passing grades in all courses, a cumulative GPA at or above a 3.0, and full completion of Academic Success Plan requirements. Consistent with the Wilson College Catalog, probation extending beyond one semester is grounds for dismissal.

Probation is supported by an Academic Success Plan which is a written, individualized, and signed agreement between the student and the DPT Program documenting required conditions for academic progression, probation, or re-enrollment. The Academic Success Plan outlines the student's academic status, required actions, performance expectations, timelines, responsible parties, deadlines, criteria for successful completion, consequences of non-compliance, curriculum implications, anticipated re-enrollment term when applicable, and any required evidence of academic, professional, or clinical readiness.

Suspension: Suspension (Deceleration) is a separation of the student from the DPT Program for a defined period of time. Within the DPT Program, this status is referred to as Deceleration, and the student may be eligible to apply for reenrollment upon successful completion of all the conditions of the Academic Success Plan. Re-enrollment is not guaranteed. The Academic Success Plan document specifies measurable corrective steps, assigned supervisory responsibilities, benchmarks, and explicit timelines. The student must formally accept the Success Plan or appeal it within the timeframe specified; inaction or partial compliance does not constitute acceptance and may be grounds for escalation. The absence of engagement with the Success Plan

process or an inability to complete required elements constitutes grounds for dismissal. Academic dishonesty during any corrective activity is an egregious violation of Academic Integrity and treated as serious misconduct in accordance with Academic Integrity and Professional Behavior, Conduct, and Dress Code Student Policies, and reinforces the grounds for dismissal regardless of the original concern.

Consistent with Wilson College Catalog and the academic progression standards, suspension from the DPT Program is automatically outlined when the student earns a non-passing final grade in any course in accordance with the Matriculation & Graduation Policy, which identifies non-passing grades as 'C-', 'D,' or 'F'. The exception to this is DPT-600: Human Anatomy for which the minimum passing grade is a 'B-' (80.00%). Prior intervention with probation status may precede suspension but is not mandatory. Suspension preserves the student's eligibility for re-enrollment with the subsequent cohort. Eligibility does not extend beyond that cohort. An Academic Success Plan supports Suspension and outlines the terms and conditions required for re-enrollment. To return to the program, students must do the following at least three weeks prior to the beginning of the next semester:

1. Contact the WC Registrar, the DPT Program Director (PD), CoSA, and Coordinator of Admissions (CoA) indicating intent to return.
2. Submit appropriate documentation showing satisfactory completion of all aspects of the Academic Success Plan.
3. Schedule a meeting with the Dean of Student Success (DSS) and the CoSA.
4. Request clearance from Student Financial Services, if applicable.

Institutional Coordination and Due Process. Probation, suspension, and dismissal determinations are communicated to the WC Office of Financial Aid, the Office of the Registrar, the Dean of the School of Professional and Graduate Studies and the Office of Student Success as applicable and consistent with FERPA. All processes are governed by equity, transparency, and due process requiring written communication, fair opportunity, and appeal rights in accordance with the Appeals, Complaints, & Grievances Policy. An appeal does not suspend compliance requirements.

Academic Success Plan. This document specifies measurable corrective steps, assigned supervisory responsibilities, benchmarks, and explicit timelines. The student must formally accept the Success Plan or appeal it within the timeframe specified; inaction or partial compliance does not constitute acceptance and may be grounds for escalation. The absence of engagement with the Success Plan process or an inability to complete required elements constitutes grounds for dismissal. Academic dishonesty during any corrective activity is an egregious violation of Academic Integrity and treated as serious misconduct in accordance with Academic Integrity and Professional Behavior, Conduct, and Dress Code Student Policies, and reinforces the grounds for dismissal regardless of the original concern.

Conditions for Academic Progression Intervention:

1. Academic Triggers for Probation
 - a. Cumulative GPA below the applicable minimum: 2.80 at the conclusion of the first semester; 3.00 from the second semester onward, per the Matriculation & Graduation Policy.
 - b. Students who fail to meet the minimum grade required for a course.
2. Non-Academic Triggers for Probation
 - a. A third documented lapse or any single instance of serious misconduct under the Professional Behaviors, Conduct, & Dress Code Policy, including documented breaches of professional behavior toward colleagues, faculty, staff, or patients.
 - b. Safety concerns arising in lab or simulation, including Essential Functions concerns under the Essential Functions & Technical Standards Policy.
 - c. Attendance violations exceeding the limits of the Grading, Attendance, & Participation Policy, or patterns of untimely submission under the Timeliness of Submission Policy.
 - d. Any documented concern regarding fitness for professional practice.
3. Academic Suspension
 - a. A non-passing final grade in any DPT course: 'C-', 'D,' or 'F', per the Grading, Attendance, & Participation Policy. The exception to this is DPT-600: Human Anatomy for which the minimum passing grade is a B- (80.00%).
4. Academic & Non-Academic Triggers for Dismissal
 - a. Confirmed or egregious violation of the Academic Standards and Integrity Statement and expected Professional Behaviors, including plagiarism, unauthorized collaboration, misrepresentation of AI-generated content, cheating on written or practical examinations, cheating on graded assignments, or misrepresentation of clinical documentation or patient information; academic dishonesty during a promediation activity (an aggravated violation regardless of the original concern); or a pattern of integrity concerns demonstrating willful disregard for the ethical and professional standards of the profession.
 - b. Failure to achieve or maintain the GPA thresholds of the Matriculation and Graduation Policy following intervention through promediation, remediation, and / or probation extending beyond one semester.
 - c. Egregious or repeated violations of professional behavior standards under Professional Behaviors, Conduct, & Dress Code Policy; a documented patient, colleague, or public safety violation demonstrating incompetence, recklessness, or willful disregard for patient welfare; HIPAA, patient confidentiality, conduct that seriously discredits the student, the DPT Program, Wilson College, or the profession; fundamental breach of the APTA Code of Ethics or Core Values.

Academic Suspension and Dismissal Procedure During a Semester:

1. Intervention Referral. Any core or course faculty may initiate a formal written referral for intervention to the CoSA when conduct or performance has the ultimate potential of Academic Suspension or Dismissal. Referrals must include a specific description of the concern, supporting documentation, and the referring party's professional assessment of severity and urgency.
2. Notification and Due Process. Within three business days of the referral to the CoSA, the student receives written notification of the nature of the concern; the specific standards alleged to have been violated; and a request for a meeting with the CoSA. A meeting between the student, course faculty, core faculty advisor, and the CoSA is scheduled as quickly as possible to determine appropriate course of action per policies.
3. Deliberation and Determination. The CoSA and the PD deliberate on the full record starting with historical documentation, the initiating referral and associated documentation, the student's written response, meeting determinations, and any information gathered during review. The CoSA confers as needed with the student, core faculty advisor, course faculty, the PD, and institutional offices. The CoSA and the PD render a written determination specifying findings, the policy or standard violated, the recommended action (including re-enrollment designation where Academic Suspension and Dismissal is recommended), the rationale, and any re-enrollment conditions.
4. Program and Institutional Review. The PD signs off on the Academic Success Plan after student agreement. When dismissal is the final determination, the PD approval of the dismissal is forwarded immediately to the Dean of the School of Professional and Graduate Studies for review.
5. Written Notification. Upon final approval from the Dean of the School of Professional and Graduate Studies, the PD issues formal written Academic Suspension and Dismissal notification to the student within three business days, which is retained in the student's official academic file. The formal written dismissal states the specific grounds with policy citations, the effective date, the re-enrollment designation, any conditions, any timelines, the student's appeal rights under the Appeals, Complaints, & Grievances Policy, contact information for the appeal process, and confirmation that the Office of Financial Aid, the Office of the Registrar and Office of Student Success have been notified.

Procedure:

1. Program Director
 - a. Establish and disseminate probation, and Academic Suspension and Dismissal standards annually to faculty and staff, and upon any revision; conduct an annual review incorporating committee outcomes, dismissal and appeal data, re-enrollment outcomes, and procedural gaps.
 - b. Meet with the core faculty Advisor and the CoSA to review evidence and the corrective Academic Success Plan and sign off on the finalized plan;

maintain a consultative role with the CoSA; communicate status to the Dean of the School of Professional and Graduate Studies.

- c. Hold final program-level decision-making responsibility on Academic Suspension and Dismissal recommendations, ensuring due process is satisfied before any determination advances to the Dean of Professional and Graduate Studies; issue Academic Suspension and Dismissal notifications within required timelines; grant or deny stays of compliance during appeals; render re-enrollment decisions in collaboration with the CoSA and the WC DSS
2. Coordinator of Student Affairs
 - a. Disseminate probation and Academic Suspension and Dismissal standards at orientation for each cohort.
 - b. Receive and process all student intervention referrals, communicate with student within three business days to provide written notification of concern, the specific standards alleged to have been violated, and the student's rights to respond and appeal consistent with the Notification and Due Process of this policy.
 - c. Meet with each student entering academic probation, together with the core faculty advisor, to present the Academic Success Plan maintain oversight of all active Academic Success Plan with the PD; communicate status to the Financial Aid and Office of Student Success consistent with FERPA.
 - d. Maintain complete, confidential records of referrals, Academic Success Plans, meetings, determinations, and outcomes in the student's advising file.
3. Director of Clinical Education
 - a. Monitor student clinical performance and professional conduct continuously throughout all clinical education experiences consistent with the standard of continuous monitoring required of Course Faculty; maintain ongoing communication with Clinical Instructors and Site Coordinators of Clinical Education regarding student progress and concerns.
 - b. Evaluate and document any concerns regarding a student's Essential Functions under the Essential Functions & Technical Standards Policy arising during clinical education and refer such concerns to the CoSA in accordance with this policy.

- c. Provide complete documentation and factual testimony to CoSA meetings and/or the PD when requested and confer in the deliberation and determination process as described in this policy.
- 4. Core Faculty Advisors
 - a. Establish and annually review the academic, clinical, and professional thresholds for probation, Academic Suspension and Dismissal, and denial of re-enrollment, ensuring alignment with WC policy, CAPTE standards, and the ethics of the profession.
 - b. As core faculty advisors: oversee advisees' Academic Success Plans with scheduled check-ins and documented progress reports to the CoSA,
 - c. Alert the CoSA and advisors proactively when patterns suggest escalating Academic Suspension or Dismissal risk, maximizing the opportunity for intervention; maintain FERPA-compliant confidentiality of all proceedings.
- 5. Course Faculty
 - a. Monitor performance continuously and refer promptly when performance meets or approaches referral or Academic Suspension and Dismissal thresholds while maintaining early identification as a professional responsibility; submit written referrals through the CoSA and faculty advisor with specific documentation.
 - b. Support Academic Success Plan at the course level (retake examinations, targeted instruction, repeat competency assessments, supplemental learning); document all activities and outcomes; provide complete documentation and factual testimony to CoSA meetings and / or when requested.
- 6. Students
 - a. Formally accept the Academic Success Plan or appeal it under the Appeals, Complaints, & Grievances Policy within the timeframe specified; comply fully with all elements by established deadlines; communicate proactively when barriers arise and seek support.
 - b. In Academic Suspension and Dismissal determinations, respond to written notification in a timely, professional, good-faith manner (silence does not suspend the process) and exercise the right to submit a written response and/or appear at a formal hearing; accept or appeal the final determination under Appeals, Complaints, & Grievances Policy within five business days, identifying recognized grounds with supporting documentation.
 - c. Engage with the entire process with professionalism, honesty, and a growth-oriented disposition; adhere to the Academic Standards and

Integrity Statement throughout; continue meeting all other Program requirements while understanding that an active Academic Success Plan does not suspend other academic obligation.

7. Dean of Professional and Graduate Studies
 - a. Provide institutional review of all Academic suspension or Dismissal determinations approved by the PD, approving or reversing within three business days with documented rationale; approve interim Academic suspension and dismissal in urgent safety cases; and upon approval or reversal, return documentation to the PD.

Appendix 16

Policy Title: Leave of Absence, Withdrawal, and Re- enrollment	Policy Number: 01-10	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 09/20/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the criteria, procedures, responsibilities, and documentation requirements for the Wilson College (WC) Doctor of Physical Therapy (DPT) student Leave of Absence (LOA), withdrawal, and re-enrollment. The intention of this policy is to ensure that interruptions in academic progression are managed equitably, consistently, and supportively while the integrity of the sequential, cohort-based curriculum.

Scope:

This policy applies to all enrolled DPT students experiencing a potential interruption in didactic and clinical education coursework progression. This policy is implemented in conjunction with the current WC Course Catalog, Registrar procedures and forms, financial aid policies, and all applicable DPT Program policies. The Dean of the School of Professional and Graduate Studies (Dean) is the final College authority for graduate DPT student withdrawal, leave of absence enrollment status, return / re-enrollment, and related institutional determinations. The Registrar and other authorized institutional offices administer official grade, enrollment, registration, withdrawal, financial aid, billing, and records processes.

Definitions:

Leave of Absence (LOA): A period of time approved by the College during which the student is not in attendance but is considered a student of record. An LOA may be granted to a matriculated Wilson College student upon completion of the Leave of Absence Form available through the Registrar's Office. An LOA may not exceed one year. Students granted LOA are eligible for re-enrollment only with the next entering

cohort. If a student does not re-enroll with that cohort, eligibility for future re-enrollment is forfeited. Upon return from an LOA, the student will re-enroll in the same semester or term from which they departed and will remain subject to the same catalog year requirements.

Medical Leave of Absence: A medical leave may be granted or required for mental and/or physical conditions that interfere with a student's ability to participate in campus life, including their ability to complete or make satisfactory progress toward academic goals. Medical leave is granted or required with the assistance of the Director of Counseling and the Director of the Health Center and requires appropriate medical documentation. The Vice President for Student Development makes the final decision in supporting or denying the request or requirement for a medical leave in consultation with the appropriate staff member and medical documentation. Medical leave is not intended to shield a student from unsatisfactory progress or any other academic irregularity, nor does medical leave release a student from accountability to the Honor Principle or the regulations of the College. When a medical LOA is taken, the grade of W (withdrawal) for each course is recorded by the registrar.

- a. **Student-Initiated Medical Leave of Absence:** A student experiencing mental or physical conditions that interfere with their ability to function and meet academic requirements may apply for a medical LOA in order to obtain the medical or psychological treatment that allows the student to return to full-time study at Wilson.
- b. **College-Initiated Medical Leave of Absence:** Wilson College reserves the right to place students on a college-initiated medical LOA when it becomes evident through observed behavior or by report(s) from faculty, staff or students that a leave from the College may be in the best interest of a student and the College. The Vice President engage in a determination on a case-by-case basis and apply the direct threat analysis, taking into consideration the nature, duration and severity of the risk and likelihood, imminence and nature of future harmful conduct, either to the student or to others in the college community.

Military Leave of Absence Due to Deployment: Wilson College recognizes the important contributions of its military students to the safety and well-being of the country. The College recognizes that qualified students under this policy may be required to satisfy military obligations outside their control, and often with little notice, including being called to active duty, specialized training, or disaster relief efforts.

In accordance with the HEROES Act and in alignment with Wilson's mission this policy provides the structure and procedures in support of Active Duty members of the United States Armed Forces, members of the National Guard or Reserve and international military students that are activated for duty, or receive Deployment or Temporary Duty

orders that require extended absence and/or inability to perform academic work for a sustained period of time during an academic term.

This policy covers the process of applying for, managing, and returning from a Military Leave of Absence (MLOA) to minimize disruptions and ensure equitable academic, financial and administrative treatment.

Short-Term Student Absences: Policies relating to short-term student absences (i.e., funerals, illnesses, medical treatments, pregnancies, etc.) will be determined by individual faculty members.

Extended Student Absence: An extended absence is defined as not being present in the course modality for more than one week and up to two weeks of classes during a semester or one week for accelerated courses. Extended absences are granted only in rare and unavoidable circumstances and must be approved through the process outlined in the Wilson College Catalog. If approved, the absence is considered excused subject to specific syllabus policy; if not approved, it is considered unexcused. While attendance/participation may be excused, students are still responsible for the work. Students whose circumstances require a longer absence is referred to the CoSA who may additionally refer the student to the Dean of Student Success (DSS) to determine whether a LOA is appropriate.

Administrative Withdrawal: A full-time, degree-seeking student who does not register for courses or who registers but does not attend any classes before the end of the add / drop period will be administratively withdrawn from the College. This does not apply to students who have notified the College of a leave of absence, and those students should consult the corresponding section of the Academic Regulations.

Course Withdrawal: A student-initiated request to withdraw from one or more courses through the Registrar's established process and published deadline. When approved and processed by the Registrar's office, the official transcript notation is 'W.'

Withdrawal From the College: a formal process by which the student ends their enrollment at the College by notifying the College in writing and completing the required procedures. Students are advised to discuss the matter with their faculty advisor and the CoSA to understand the implications. Students are responsible for contacting the Office of the Registrar and the Office of Financial Aid.

Administrative Drop: A student who registers for but does not attend a course by the end of the add/drop period, will be administratively dropped from the course(s) by the Registrar's Office.

LOA and Withdrawal Policies and Procedures:

The DPT Program recognizes that there are multiple reasons that may interrupt a student's ability to participate fully. The program provides timely, supportive, and individualized guidance; however, support and advising do not alter published academic requirements, which are applied consistently to all students to maintain the integrity of the curriculum.

The DPT Program's curriculum is sequential and cohort based. Therefore, a leave, withdrawal, requirement to repeat coursework, or other interruption in progression delays the student's expected graduation date. Because courses and clinical education experiences are offered in a prescribed sequence, a student returning from a leave or other interruption may be required to rejoin a later cohort, which may delay progression and graduation and, in some circumstances, require repetition of coursework or clinical education experiences. All degree requirements must be completed within the time frame established by the current Wilson College Catalog and the DPT Program's published Matriculation & Graduation Policy requirements.

Students considering an LOA or Withdrawal are encouraged to promptly consult their core faculty advisor, Coordinator of Student Affairs (CoSA), Director of Clinical Education (DCE), the Program Director (PD), and, when applicable, the Office of the Registrar, the Office of Financial Aid/Student Financial Services, and other relevant College offices. Consultation and program support do not substitute for the student's completion of required written requests, college forms, or institutional deadlines.

These policies explain processes and approvals needed for leaves of absence and withdrawals. Refunds and return of federal financial aid or other sources of aid that may be required due to LOA or withdrawal are specified in the Wilson College Student Refund policy. Students are responsible for consulting the Office of Financial Aid and the Student Financial Services regarding the impact of an LOA or withdrawal on their financial aid.

When a student is ready to return from a leave, they must contact the DPT CoSA.

Clinical Education

The DCE must be notified immediately when a student is considering a LOA or withdrawal due to the potential interruption of clinical education. The DCE coordinates communication with the clinical site and Clinical Instructor and ensures that clinical documentation, evaluation, and grade reporting are consistent with institutional policy. The PD, CoSA, DCE, and relevant faculty determine whether an LOA, withdrawal, or other action is indicated.

The DCE, in collaboration with the PD, determines the appropriate clinical re-entry point and revised clinical sequence, when necessary, based on required clinical objectives, documented student readiness, site capacity, contractual requirements, and the requirement that all DPT clinical education requirements be completed before graduation. Substantive clinical meetings, leave forms, communications, evaluations,

and decisions is documented in Exxat and the appropriate official institutional and Program records.

Academic Status at Departure

Course faculty are responsible for evaluating completed work and submitting final grades through Wilson College-approved procedures. Course faculty provide the student and CoSA, as appropriate and consistent with FERPA, an academic-status summary that identifies completed requirements, outstanding requirements, performance to date, known course deadlines, and the likely effect of noncompletion.

A student who withdraws from, receives a non-passing grade in, or does not complete a required DPT course may be dismissed from the program and or required to repeat the course and/or other coursework as specified in the Probation & Dismissal Policy. The Program will make an individualized progression decision.

These are the academic regulations for policies in the Wilson College Catalog.

[Administrative Drop](#)

[Leave of Absence](#)

[Extended Absences](#)

[Short-Term Absences](#)

[Military Leave of Absence](#)

[Withdrawal From College](#)

[Administrative Withdrawal from College](#)

[Medical Leave of Absence](#)

Re-Enrollment

When a student is ready to return from a leave, they must contact the DPT CoSA. Re-enrollment requires DPT Program approval of academic and clinical readiness and completion of all College requirements. A student will return in their existing academic standing (satisfactory or probation). Re-enrollment is contingent upon: written notification of intent to return no later than thirty (30) days before the intended re-entry date; documented fulfillment of all LOA conditions (as applicable) and all applicable program and institution requirements; written approval from the Program Director, CoSA, and Dean of the School of Professional and Graduate Studies; completed enrollment and financial aid coordination through the Office of Financial Aid; and currency of all health requirements, immunizations, clearances, and competencies, which the student is responsible for maintaining during the absence. Failure to provide timely notification, meet LOA conditions, or return within the approved period may result in administrative withdrawal.

Procedure:

1. Program Director
 - a. Coordinate and conduct an annual review of all LOA and withdrawal standards for alignment with WC institutional policy and CAPTE

requirements that includes all DPT faculty and individuals from relevant WC institutional offices.

- b. Collaborate with the CoSA regarding all written LOA and withdrawal requests.
 - c. Provide oversight for DPT Program recommendations and decisions regarding Academic Success Plans, revised plans of study, and academic / clinical readiness for re-entry, consistent with the Probation & Dismissal Policy and institutional authority.
 - d. When Academic Suspension or Dismissal is determined through academic challenges in didactic courses, the PD in conjunction with the CoSA create and sign off the Academic Success Plan; approves re-enrollment with the Dean upon confirmation that all conditions are met and notifies the CoSA of any student who misses re-enrollment deadlines or conditions.
 - e. Operationalize, disseminate, and annually review this policy at orientation, at the start of each academic year, and upon revision.
2. Course Faculty & Core Faculty Advisors
- a. Participate in annual review of LOA and withdrawal standards for alignment with WC institutional policy and CAPTE requirements.
 - b. Promptly refer students considering a potential academic disruption through a LOA or withdrawal to the CoSA, DCE (when applicable), and the Program Director.
 - c. Provide relevant academic status documentation with communication of remaining course requirements and published deadlines. Submit final grades through the institutionally approved procedures.
 - d. Participate in the institutional withdrawal request process only when the student initiates the request and College eligibility criteria may be met.
 - e. Participate in individualized progression planning consistent with the DPT curriculum and the Probation & Dismissal Policy.
3. Coordinator of Student Affairs
- a. Serve as the primary student support liaison, receive all LOA requests, and coordinate timely communication among the student, PD, Faculty, DCE, and relevant institutional offices.
 - b. Refer students as appropriate to the Office of the Registrar, Dean, Office of Financial Aid/Student Financial Services, Office of Academic Affairs, and other College offices as appropriate.
 - c. Ensure that the College processes govern withdrawal, LOA, re-enrollment, registration, and related enrollment-status matters.

- d. Explain the distinction between all LOA and withdrawal circumstances and the associated consequences and implications of each.
 - e. Coordinate Academic Suspension and Dismissal and LOA development while maintaining Program documentation in the appropriate official student advising record system consistent with privacy requirements.
 - f. Facilitate student access to financial, accessibility, health, counseling, and other College support resources.
 - g. Maintain communication with institutional offices as needed and ensure all relevant student interactions, processes, approvals, and outcomes are documented in the official student advising record.
- 4. Director of Clinical Education
 - a. Coordinate all clinical education interruption cases with PD and CoSA.
 - b. Communicate with the clinical site and Clinical Instructor and manages clinical documentation, evaluation, grade reporting, and clinical-site relationship requirements.
 - c. Participate in Academic Success Plan, readiness review, and revised clinical sequencing.
- 5. Students
 - a. Initiate LOA, course-withdrawal, College-withdrawal, and re-enrollment requests in writing and complete required College forms by established deadlines.
 - b. Seek advice promptly but understand that only completion of the official College process changes enrollment status or transcript grade.
 - c. Participate in Academic Success Plan development with acknowledgement of the Plan. Meet stated conditions with the provision of required documentation while maintaining required communication.
 - d. Understand that interruption, withdrawal, suspension, dismissal, noncompletion, and grade outcomes delay graduation and affect financial aid, clinical sequencing, and licensure / employment timelines.
 - e. Use the Appeals, Complaints, & Grievances Policy to appeal an eligible DPT Program decision.
- 6. Office of the Registrar and Institutional Offices
 - a. The Office of the Registrar and authorized College authorities administer official institutional processes for official grades, course withdrawal, withdrawal from the College, LOA enrollment status, re-enrollment, registration, and related student records.

- b. The Dean of the School of Professional and Graduate Studies is the final authority for graduate DPT student College-level LOA, withdrawal, re-enrollment, and related institutional determinations.
- c. The Office of Financial Aid/Student Financial Services administers financial aid, billing, refund, return-to-title-IV, and satisfactory academic progress implications in accordance with College and federal requirements.
- d. The DPT Program cooperates with these offices and does not make representations beyond its authority.

Appendix 17

Policy Title: Appeals, Complaints, and Grievances	Policy Number: 01-09	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 02/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the accessible, fair, impartial, and transparent process by which Wilson College (WC) Doctor of Physical Therapy (DPT) students may appeal eligible adverse academic or programmatic decisions. Additionally, this policy established how students and any member within the community of interest may submit complaints and grievances regarding the DPT Program operations. The DPT Program receives, documents, reviews, and resolves matters within its authority in a manner that protects due process, promotes continuous improvement, prohibits retaliation, and complies with applicable law and WC policy.

Scope:

This policy applies to all enrolled DPT Program students submitting an appeal of an eligible adverse decision; DPT Program Applicants, students, faculty, staff, clinical education partners, employers of graduates, and members of the public submitting a complaint or grievance concerning the DPT Program; and faculty, staff, administrators, and committees reviewing matters involving appeals, complaints, and grievances.

The policy governs appeals of the DPT Program decisions related to academic progression, professional conduct, academic integrity, Academic Success Plans, probation, dismissal, deceleration, denial of graduation clearance, and other decisions specifically identified as appealable by DPT Program policy. It does not supersede WC institutional judicial procedures, Title IX procedures, ADA/Section 504 procedures administered through the Academic Success Center, or CAPTE's independent complaint process. Final course grade appeals are governed by the pathway the Grading, Attendance & Participation Policy.

The Program will refer a matter to the appropriate WC office or process when the matter falls outside the Program's authority. Referral does not prevent the Program from taking reasonable interim measures necessary to protect patient safety, student safety, educational integrity, or compliance with applicable law and policy.

Definitions:

Appeal: A written request by a student for review of an eligible adverse decision based on one or more grounds stated in this policy. An appeal is not a new hearing or an opportunity to repeat the original process.

Adverse Decision: Any formal determination by the DPT Program's policies, procedures, and practices that negatively affects a student's academic standing and progression.

Complaint: A concern, dissatisfaction, or allegation regarding DPT Program operations, education, personnel conduct, facilities, clinical education processes, policy implementation, or compliance with published standards. A complaint may be submitted orally or in writing.

Conflict of Interest: A personal, professional, financial, supervisory, academic, relational, or other interest that could reasonably call into question an individual's impartiality in reviewing, investigating, advising on, or deciding a matter.

Grievance: A formal, written complaint alleging the program, a program representative, or a program process acted in a manner that was arbitrary, discriminatory, retaliatory, unjust, or inconsistent with program policy, or otherwise improper, which requires a documented review and response.

Retaliation: Any adverse action, direct or indirect, against a complainant for good-faith participation in any process. Retaliation is strictly prohibited and independently actionable.

Policy:

Access, Fairness, and Non-retaliation

The DPT Program provides accessible procedures for submitting appeals, complaints, and grievances. The Program makes this policy available to prospective and enrolled students, faculty, staff, clinical education partners, employers of graduates, and the public through the student handbook, and other appropriate Program communications. The Program addresses matters within its authority in a timely, fair, and impartial manner. A person who has a conflict of interest or participated in the original decision may not investigate, advise the decision-maker on, vote on, or decide an appeal, complaint, or grievance involving that matter.

Retaliation is prohibited. Allegations of retaliation will be referred promptly to the appropriate WC office or process and may constitute a separate basis for corrective or disciplinary action.

Confidentiality and Records

The program protects the privacy of all participants while conducting a fair review, complying with law and WC policy, responding to safety concerns, and providing appropriate notice to individuals who may be affected by an allegation or determination. Records of appeals, complaints, grievances, investigations, findings, communications, and dispositions are maintained securely and in accordance with FERPA, WC records-retention requirements, and applicable law. Access is limited to individuals with a legitimate educational, administrative, investigatory, or legal need to know.

The program maintains a written record of formal complaints and grievances, including their disposition. The program reviews de-identified aggregate data at least annually to identify trends, assess policy implementation, and inform continuous improvement.

Appropriate Channels

Students and community members should use the most appropriate channel for the nature of their concern:

Matter / Concern	Primary Process
Final course grade	Grading, Attendance, & Participation Policy
Academic integrity or student-conduct matter	Applicable WC and DPT Program academic-integrity or conduct process
Probation, suspension, dismissal, Academic Success Plan, or other DPT adverse decision	Appeal process in this policy, as applicable
Sexual harassment, sexual assault, dating violence, domestic violence, stalking, or sex discrimination	WC Title IX Coordinator and Title IX procedures
Disability accommodation or accessibility concern	WC accessibility or disability-services process
Discrimination, harassment, or retaliation outside Title IX	Applicable WC nondiscrimination, human-resources, or student-affairs process
Clinical education concern	DCE and applicable clinical education policies; this policy remains available for a formal grievance concerning Program process or policy implementation
General DPT Program complaint or grievance	DPT Program Appeals, Complaints, and Grievance Policy process

Alleged noncompliance with CAPTE Standards and Required Elements	DPT Program process first, when appropriate, and CAPTE's independent complaint process
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Social media is not a formal filing channel for an appeal, complaint, or grievance. However, DPT Program personnel who become aware of a potential safety issue, discrimination concern, Title IX matter, threat, or other reportable concern through social media or another informal channel will respond, refer, or report as required by law and WC policy.

Appeal Eligibility and Grounds

A student may appeal an eligible adverse decision only on one or more of the following grounds:

- A material procedural error occurred and reasonably could have affected the outcome.
- New and material evidence exists that was not reasonably available at the time of the original decision and reasonably could have affected the outcome.
- The decision was arbitrary or capricious, unsupported by the record, inconsistent with published WC or DPT Program policy, or based on a material misapplication of policy.
- The sanction was substantially disproportionate to the established violation or finding.

Disagreement with a decision, dissatisfaction with an outcome, or a desire for a different result does not independently constitute grounds for appeal.

An appeal is limited to the stated grounds, the original record, and any properly submitted new material evidence. The appellate process does not substitute the appellate body's judgment for the original decision-maker's reasonable academic or professional judgment unless a recognized ground for appeal is established.

Appeal Timeline and Requirements

A student must submit an appeal within:

- **Three business days** after receiving written notice of an eligible adverse decision; or
- **Five business days** after receiving written notice of a suspension or dismissal decision, consistent with the Probation and Dismissal Policy for Academic and Non-Academic Issues.

The appeal must be submitted in writing to the designated institutional recipient identified in the student's decision letter. For DPT Program decisions, the designated recipient is the Graduate Studies Council (GSC, appellate body), with a copy to the Dean of the School of Professional and Graduate Studies (Dean) who chairs the GSC.

The appeal must include:

- The student's name, WC email address, and contact information.
- The decision being appealed and date of written notice.
- The specific ground or grounds for appeal.
- A concise statement explaining how each stated ground applies.
- All supporting documentation.
- A description and copy of any new material evidence, including an explanation of why it was not reasonably available during the original process.
- The requested remedy.

The recipient will acknowledge receipt within one business day when feasible and no later than three business days after receipt.

An appeal that does not identify an eligible ground or does not contain sufficient information for review may be dismissed as procedurally deficient. The student will receive written notice of the deficiency and, when practicable, will be given two business days to submit a corrected appeal. A correction may clarify the original appeal but may not introduce a new appeal after the filing deadline unless the appellate body determines that good cause exists.

Effect of the Appeal

Filing an appeal does not automatically stay an Academic Success Plan, probation requirement, academic requirement, safety restriction, interim measure, removal from clinical education, suspension/dismissal effective date, or other decision. Accordingly, the student may not continue attending classes, clinical education experiences, or other program activities unless a stay is granted.

A student may request a written stay from the Program Director (PD) as applicable. A stay temporarily suspends the implementation of the decision being appealed and may permit the student to continue participating in classes, clinical education experiences, or other program activities while the appeal is pending. A stay may be granted only when the decision-maker determines that a stay will not compromise patient safety, student safety, academic integrity, compliance with policy, or the orderly operation of the Program. A decision regarding a stay does not determine the merits of the appeal.

Appeal Review Procedure

The appeal process consists of the following steps:

1. **Administrative review.** The designated recipient confirms timeliness, jurisdiction, completeness, and the presence of at least one recognized appeal ground. The recipient may dismiss an untimely appeal or an appeal that does not state an eligible ground, with written notice to the student.

2. **Conflict screening.** The appellate body confirms that no member participated in the original decision or has a conflict of interest. A conflicted member must recuse from all discussion, review, and voting.
3. **Record review.** The appellate body reviews the written appeal, original decision, applicable policies, relevant evidence, meeting records or recordings when available, and any properly submitted new material evidence.
4. **Limited information gathering.** The appellate body may request clarification or limited additional information necessary to resolve an appeal ground. Any substantive new information considered by the appellate body must be shared with the student and the original decision-maker or designated Program representative for a reasonable written response.
5. **Decision.** The appellate body may take one of the following actions:
 - a. Deny the appeal and uphold the original decision.
 - b. Grant the appeal and modify the decision or sanction.
 - c. Vacate the decision and remand the matter for reconsideration or rehearing by an impartial decision-maker.
 - d. Grant the appeal in part and provide another appropriate remedy consistent with WC and DPT Program policy.

The appellate body may not impose a more severe sanction than the sanction in the original decision solely because the student filed an appeal.

6. **Written notice.** The appellate body will issue a written decision that identifies the appeal ground or grounds considered, the disposition, the rationale, any required further action, and the effective date of the final decision.

The GSC will ordinarily issue its written decision within ten business days after receiving the complete appeal record. If additional time is reasonably necessary because of the complexity of the matter, availability of participants, need for additional information, or an institutional closure, the GSC Chair or Dean's designee will provide written notice to the student stating the reason for the extension and the anticipated decision date.

Finality of Institutional Review

Unless WC policy requires a different institutional review, the GSC decision is final within the DPT Program's internal appeal process.

When WC policy requires review or approval by the Dean, or when the appeal concerns Academic Suspension or Dismissal or another decision reserved to the Dean, the Dean or designee will issue the final institutional decision. The student will receive written notice of the final institutional decision and any remaining external complaint options. Nothing in this policy limits a student's right to pursue a complaint through an external process available under applicable law or accreditor policy.

Complaints and Grievances

Any student, applicant, clinical education partner, employer of graduates, faculty member, staff member, or member of the public may submit a complaint or grievance concerning the DPT Program.

A complaint may be submitted informally to the person best positioned to resolve the concern, including a course faculty member, core faculty advisor, Director of Clinical Education, Coordinator of Student Affairs, or PD. Individuals are encouraged, but not required, to seek informal resolution when doing so is safe, appropriate, and likely to resolve the matter.

A grievance must be submitted in writing and should include:

- The complainant's name and contact information, unless submitted anonymously through an approved WC reporting mechanism.
- A clear description of the concern.
- The relevant date or dates, individuals, and Program activities involved.
- The policy, practice, or standard implicated, if known.
- Available supporting information.
- The requested resolution, if any.

Complaints and grievances may be submitted through one of the following channels:

- To the DPT PD by WC email or written correspondence.
- To the Dean or designee through the applicable WC reporting or complaint portal.
- To another WC office or process when the matter falls within that office's authority.
- To CAPTE through its independent complaint process when the concern alleges noncompliance with CAPTE Standards and Required Elements or CAPTE expectations related to academic integrity.

A matter concerning the PD, or a matter for which the PD has a conflict of interest, must be submitted directly to the Dean. The Dean acts as the reviewer or directs the matter to the appropriate WC process.

Complaints and Grievance Procedure

The following process applies to complaints and grievances within the DPT Program's authority:

1. **Receipt and acknowledgment.** The PD or designee will acknowledge a written complaint or grievance within five business days. Anonymous complaints will be reviewed to the extent reasonably possible based on the information provided.
2. **Triage and referral.** The PD or designee will determine whether the concern falls within DPT Program authority, requires referral to another WC office, warrants immediate safety measures, or can be addressed through informal resolution.

3. **Conflict screening.** A person with a conflict of interest may not investigate or decide the matter. The matter will be reassigned to an impartial administrator, faculty member, or institutional office.
4. **Review or investigation.** The assigned reviewer will conduct a fair and impartial review appropriate to the nature and seriousness of the concern. The review may include relevant documents, interviews, records, policy review, consultation with appropriate offices, and an opportunity for affected parties to provide information.
5. **Written determination.** The Program will ordinarily issue a written determination within twenty business days after acknowledgment of a formal grievance. The determination will state whether the concern was substantiated, unsubstantiated, resolved through corrective action, referred to another process, or otherwise closed. When privacy rights or legal obligations limit the information that may be shared, the Program will provide the maximum information permitted.
6. **Extension.** If additional time is reasonably necessary, the Program will provide written notice of the delay, the reason for the extension, and the anticipated completion date.
7. **Corrective action and follow-up.** When appropriate, the Program will implement corrective action, policy revision, training, process improvement, or another reasonable response. The Program may take corrective action even when a complaint is not fully substantiated if review identifies a process weakness or improvement opportunity.

CAPTE Complaint Process

Commission on Accreditation in Physical Therapy Education (CAPTE) maintains an independent process for considering formal complaints alleging that an accredited or developing physical therapist education program is not in compliance with CAPTE Standards and Required Elements or has violated CAPTE expectations related to academic integrity.

In order for CAPTE to consider a formal complaint, several conditions must be met:

- The complaint must be specifically linked to the relevant Evaluative Criteria (or Standards and Elements, as appropriate) (PT or PTA) or to the integrity statements.
- The complainant must have exhausted all remedies available through the institution, if appropriate.
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
- The event(s) being complained about must have occurred at least in part within three years of the date the complaint is filed.

Information about CAPTE's complaint process is available through the CAPTE website. CAPTE complaints are submitted independently of the DPT Program and must meet CAPTE's current procedural requirements. CAPTE requires formal complaints to

be submitted in writing, signed by the complainant, supported by relevant information, and specifically linked to the applicable CAPTE Standards and Required Elements or other CAPTE expectations.

Procedure:

1. Program Director
 - a. Ensure that this policy is published, accessible, and reviewed at least annually.
 - b. Receive, acknowledge, triage, document, and resolve complaints and grievances within the Program's authority.
 - c. Refer matters outside Program authority to the appropriate WC office or process.
 - d. Recuse from any matter involving a conflict of interest or an allegation concerning the Program Director.
 - e. Ensure that no student is subjected to retaliation for good-faith participation in a process under this policy.
 - f. Maintain required confidential records in coordination with the appropriate Program and College personnel.
 - g. Review aggregate, de-identified complaint and grievance data annually with appropriate faculty and institutional stakeholders to identify and address opportunities for continuous improvement.
 - h. Implement final determinations and corrective actions within the Program's authority.
2. Coordinator of Student Affairs
 - a. Inform students of this policy and related institutional processes during orientation and when appropriate during the academic year.
 - b. Support documentation, communication, and coordination of appeals, complaints, and grievances without participating as a decision-maker in a matter in which the CoSA was involved in the original decision.
 - c. Provide factual information and records when requested by an impartial reviewer or appellate body.
 - d. Maintain confidentiality and refer potential retaliation, safety, Title IX, discrimination, disability, or other institutional matters to the appropriate office.
3. Core and Course Faculty
 - a. Communicate and apply Program policies consistently.
 - b. Address appropriate concerns promptly at the lowest appropriate level.

- c. Refer appeals, formal complaints, grievances, safety concerns, and matters outside their authority to the appropriate individual or office without delay.
- d. Provide complete and accurate records when requested during a review or investigation.
- e. Maintain confidentiality and refrain from retaliation.
- 4. Students and other Complainants
 - a. Submit concerns through the appropriate process and provide information that is accurate and complete to the best of their knowledge.
 - b. Participate in good faith in review or investigation processes.
 - c. Observe applicable confidentiality, professionalism, and non-retaliation expectations.
 - d. Comply with existing academic, professional, safety, and Program obligations unless a written stay or other modification is granted.
 - e. Understand that an appeal is limited to recognized grounds and is not a new hearing.
 - f. It is the responsibility of the student to check with the financial aid office regarding the terms of the financial aid policy in relation to the medical leave.
- 5. Graduate Studies Council
 - a. Serve as an impartial appellate body for eligible DPT Program appeals, unless WC policy or conflict-of-interest considerations require another reviewer.
 - b. Apply the appeal grounds, procedures, recusal requirements, and timelines established in this policy.
 - c. Issue written decisions that are reasoned, documented, and consistent with applicable WC and DPT Program policy.
 - d. Maintain the confidentiality of appeal records consistent with FERPA and WC policy.

Appendix 18

Policy Title: Essential Functions and Technical Standards	Policy Number: 01-06	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 02/27/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the Essential Functions and Technical Standards every student must be met and perform, with or without reasonable accommodation, to enter, progress through, and graduate from the Wilson College (WC) Doctor of Physical Therapy (DPT) Program. The policy also defines the process for requesting reasonable accommodations. The standards themselves are set forth in Addendum A, which is incorporated within this document after the policy description, and serves as the attestation document for admission and annual reaffirmation.

Scope:

This policy applies to all prospective, admitted, and enrolled DPT students across every learning environment, including didactic instruction, laboratory immersions, and clinical education. It operates in conjunction with the Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) and ADA Amendments Act, and the accommodation processes of the WC Academic Success Center.

Definitions:

Essential Functions: The functional abilities of physical therapist practice that students must demonstrate during the curriculum, including clinical education, where students are expected to meet professional performance expectations while caring for patients.

Technical Standards: The non-academic requirements, including affective-behavioral, cognitive, communication, sensory, and psychomotor, that a student must meet to enter and successfully matriculate through the DPT Program, which are defined in the Policy Addendum.

Reasonable Accommodation: A modification granted to a qualified student with a documented disability through the Accessibility Services Coordinator within the WC Academic Success Center. Consistent with WC practice, accommodation is reasonable when it will not fundamentally alter the integrity of the DPT Program, will not compromise patient or community safety, and will not impose undue hardship on the institution. Accommodations cannot be arranged retroactively.

Policy:

The DPT Program maximizes access for qualified students with disabilities in cooperation with the WC Academic Success Center and its Accessibility Services Coordinator. The Essential Functions and Technical Standards (Addendum A) are published in program admission materials and apply uniformly to every applicant and enrolled student. All admitted students must attest that these standards can be met with or without reasonable accommodation. They must attest to these standards annually. A student is never required to disclose the specifics of a disability or intended accommodation before or after admission but rather must only complete the attestation.

It is the student's responsibility to self-identify and initiate any accommodation request through the Academic Success Center, providing appropriate documentation. Requests

may be made at any time, for temporary or ongoing circumstances, and a student may update or withdraw a request at any point. The DPT Program recognizes that a student's status may change over time. Because accommodations in the curriculum and in clinical education may require advance communication and planning among the student, the institution, and the program, timely initiation is essential. Clinical education sites are independent entities. As such, a site may be unable to provide a specific accommodation due to patient safety or operational limitations, which may render the student ineligible for placement at that site. The DPT Program collaborates with students and sites to identify suitable placements.

A student's inability to meet the Essential Functions and Technical Standards, with or without reasonable accommodation, is cause for reconsideration or denial of initial enrollment, matriculation, re-enrollment, or graduation. Such determinations are administrative in nature, and they are made by the Accessibility Services Coordinator in consultation with the Coordinator of Student Affairs (CoSA) and Program Director, consistent with the model applied across WC health programs, in which the institution and the program jointly determine whether a student possesses the essential non-academic skills required for the program and clinical practice. Determinations are documented in the student's academic file and communicated in writing. A student may appeal an adverse determination to the Graduate Studies Council.

Procedure:

1. Program Director

- a. Oversee the Essential Functions and Technical Standards process; and in coordination with the Coordinators of Admissions and Student Affairs, orient prospective and current students to the standards; ensure publication in admission materials and annual attestation.
- b. Consult with the CoSA and the Accessibility Services Coordinator on every accommodation request touching DPT Program requirements; meet with requesting students as needed; determine reasonableness jointly with Accessibility Services; document all recommendations and decisions; and notify the student and need-to-know parties in writing.
- c. Make final Program-level determinations in coordination with the CoSA when a student cannot meet the standards with or without accommodation, ensuring due process and written communication of appeal rights.

2. Core Faculty

- a. Review and update the Essential Functions and Technical Standards at minimum annually for alignment with CAPTE standards, state practice acts, institutional policy, and evolving professional expectations and serve on review processes as appointed.

3. Course Faculty

- a. Implement course-level accommodations as formally established through the Academic Success Center.
 - b. Refer students for consultation regarding potential accommodations and never improvise or deny accommodations independently.
- 4. **Director of Clinical Education**
 - a. Coordinate approved accommodations with clinical sites in advance of each rotation; identify site-specific limitations early and collaborate with the student, the Program Director, and Accessibility Services on suitable placement alternatives.
- 5. **Coordinator of Admissions, Coordinator of Student Affairs, and Administrative Program Manager**
 - a. Ensure the Essential Functions and Technical Standards are included in admission materials; administer the admission and annual attestation process; maintain attestations; and determination records in the student's official academic file.
- 6. **Students (prospective and enrolled)**
 - a. Review, acknowledge, and attest to the Essential Functions and Technical Standards upon admission and annually thereafter.
 - b. Self-identify and initiate any accommodation request through the WC Academic Success Center with appropriate documentation, as early as possible; take ownership of active participation in the accommodation process, including advance planning for clinical education.
- 7. **WC Academic Success Center / Accessibility Services Coordinator**
 - a. Serve as the first point of contact and disability resource for all accommodation requests; determine documentation adequacy; work with the Program Director, Coordinators of Admissions and Student Affairs, and core faculty to determine whether requested accommodations are reasonable; make accommodation recommendations on behalf of requesting students.

Policy Addendum: Essential Functions and Technical Standards

This addendum is incorporated into the Essential Functions and Technical Standards Policy in full and serves as the attestation document reviewed and affirmed by every admitted student upon admission and annually thereafter.

I. Purpose and Accreditation Alignment

The WC DPT Program prepares graduates for entry-level practice consistent with the standards of the Commission on Accreditation in Physical Therapy Education (CAPTE), the APTA Code of Ethics and Standards of Practice, contemporary practice expectations, and state licensure requirements. The Essential Functions and Technical Standards below define the affective-behavioral, cognitive, communication, sensory, and psychomotor abilities required for admission, progression, and graduation, in support of student readiness for clinical education, safety and ethical practice, professional behaviors, clinical reasoning competence, and patient management.

II. Legal and Accommodation Framework

The Program complies with Section 504 of the Rehabilitation Act of 1973, the ADA and ADA Amendments Act, CAPTE standards, and the APTA Code of Ethics and Standards of Practice. Reasonable accommodations are provided to qualified students with documented disabilities in collaboration with the WC Academic Success Center. Accommodations must not fundamentally alter Program requirements, compromise patient safety, or impose undue hardship on the institution, and clinical education sites may be unable to provide accommodations identical to the College's. Students are responsible for initiating timely accommodation requests. Failure to meet these standards, with or without reasonable accommodation, may result in denial of admission, delay of progression, or dismissal from the Program.

III. Essential Functional Domains

1. Professional and Behavioral Competence

Students must demonstrate professional conduct consistent with the ethical obligations of physical therapy practice, including the ability to:

- Demonstrate accountability, integrity, altruism, and professional responsibility; adhere to legal and ethical standards of practice.
- Respect diversity across age, race, ethnicity, gender identity, socioeconomic status, religion, culture, and lived experience.
- Establish and maintain mature, sensitive, effective professional relationships and appropriate professional boundaries.
- Accept and integrate constructive feedback; demonstrate self-reflection and adaptive learning; recognize personal limitations and seek assistance appropriately.
- Function effectively under physical, emotional, and cognitive stress; contribute productively to interprofessional healthcare teams.

2. Cognitive and Clinical Reasoning Competence

Students must possess sufficient intellectual capacity to safely and effectively engage in patient management, including the ability to:

- Comprehend, integrate, and synthesize information from the biological, physical, behavioral, and social sciences.
- Collect and analyze examination data; develop differential diagnoses within the scope of physical therapy practice; formulate prognoses and plans of care.
- Recognize contraindications and red flags; modify interventions based on patient response.
- Apply quantitative reasoning and outcome measurement; integrate current evidence into clinical decision-making.
- Prioritize and manage multiple clinical tasks simultaneously; reflect on performance and implement corrective strategies.

3. Communication Competence

Students must demonstrate effective verbal, written, and nonverbal communication, including the ability to:

- Establish therapeutic rapport; elicit comprehensive patient histories; communicate clinical findings and plans of care clearly and accurately.
- Document patient care in written and electronic formats meeting professional and legal standards.
- Interpret and respond to verbal and nonverbal communication, including during emergency situations.
- Participate constructively in academic discourse and interprofessional collaboration; provide patient and caregiver education using developmentally and culturally appropriate methods.

4. Sensory and Observational Competence

Students must possess sufficient sensory capacity to perform examination and intervention procedures, including functional use of:

- Vision- monitor environmental safety; observe posture, movement patterns, skin integrity, and physiological responses; read and interpret medical records, diagnostic imaging, and equipment displays.
- Hearing- actively listen and maintain conversation; auscultate heart, lung, and vascular sounds; detect environmental alarms and verbal cues amid ambient noise.
- Tactile sensation- palpate anatomical structures; detect tissue texture, tone, and resistance; apply graded manual therapy techniques safely; manipulate examination and therapeutic equipment.

5. Psychomotor and Physical Capacity

Students must demonstrate the gross and fine motor skills required for safe patient management, including the ability to:

- Lift up to 50 pounds independently; lift, transfer, push, or pull up to 200 pounds with assistance; guard and transfer patients safely.
- Perform cardiopulmonary resuscitation (CPR).
- Sustain clinical activity for 8–12 hour periods with appropriate rest breaks; assume and maintain varied positions including standing, kneeling, squatting, bending, and reaching.
- Demonstrate bilateral coordination and fine motor control; travel to assigned clinical education sites.

6. Health, Safety, and Risk Management Responsibility

Students must:

- Maintain physical and emotional health sufficient for safe patient care; recognize and respond appropriately to medical emergencies; identify environmental hazards.

- Avoid behaviors that compromise patient, peer, or faculty safety; maintain personal hygiene and professional appearance consistent with clinical standards and the Professional Behaviors, Conduct, & Dress Code Policy.

IV. Clinical Education Considerations

Clinical education sites are independent entities with their own operational requirements. The Program collaborates to support students requiring accommodations; however, sites may be unable to provide certain accommodations due to patient safety or operational limitations. Students must meet the Essential Functions and Technical Standards to participate in clinical education experiences.

V. Student Attestation

I have reviewed the Essential Functions and Technical Standards of the Wilson College Doctor of Physical Therapy Program. I attest that I am able to meet these standards with or without reasonable accommodation. I understand that if I require accommodation, it is my responsibility to initiate a request through the WC Academic Success Center, and that accommodations cannot be arranged retroactively.

Student Name / Signature Date

VI. Review and Revision

This addendum is reviewed annually by Program faculty to ensure continued alignment with CAPTE Standards and Required Elements, state practice acts, institutional policy, and evolving professional expectations.

Appendix 19

Policy Title: Technology and Computers	Policy Number: 05-06	Wilson College, Doctor of Physical Therapy Program – Program Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 07/06/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the technology requirements, platform expectations, and acceptable use standards for the use of computers, software, and digital tools by students, faculty, and staff in the Wilson College (WC) Doctor of Physical Therapy (DPT) Program. Proficiency with and responsible use of required technology is a professional and academic obligation since the WC DPT Program operates under a hybrid curricular model in which technology is the primary medium for didactic instruction, synchronous engagement, clinical education records, and program communication. This policy

ensures that the DPT Program community is equipped, informed, and accountable to the technology resources that sustain the program's mission and the integrity of its academic and clinical education functions.

Scope:

This policy applies to all students enrolled in the WC DPT Program and to all core faculty, course faculty, and staff who use technology in the execution of their programmatic responsibilities. This policy governs the use of personal computing devices, program-designated software platforms, institutional technology accounts, internet connectivity, and any digital tool used for program-related academic, clinical, or administrative purposes. This policy operates in conjunction with the WC institutional technology acceptable use policy and the WC Honor Principle, each of which governs a dimension of technology-related conduct concurrently applicable to DPT Program members. This policy does not supersede WC institutional technology policies and supplements them with DPT Program-specific requirements, platform designations, and acceptable use standards.

Definitions:

- **Designated Program Platform:** Any software application, cloud-based system, or digital tool that has been formally identified as required for participation in the WC DPT Program's academic, clinical education, or administrative functions.
- **Microsoft 365:** The Microsoft productivity suite made available at no cost to enrolled WC students and faculty, including Word, Excel, PowerPoint, Outlook, Teams, and OneDrive cloud storage. All program-related documents, files, and academic materials are stored in Student's Advising Record unless otherwise directed by course faculty, the Program Director, and the Coordinator of Student Affairs.
- **Canvas:** The WC Learning Management System (LMS) through which all DPT Program's course materials, assignments, assessments, announcements, and grades are accessed and submitted. Canvas is the authoritative source for all course-level academic activity.
- **Proctorio:** The online exam proctoring platform integrated within Canvas and used for designated proctored assessments in the WC DPT Program. Proctorio records the student and their computer screen during designated exams for faculty review.
- **Generative AI Tool:** Any artificial intelligence application or service capable of generating text, images, code, or other content in response to user prompts, including but not limited to ChatGPT, Claude, Microsoft Copilot, and Google Gemini. Generative AI tools are subject to the established acceptable use standards and may be subject to additional restrictions in individual course syllabi.
- **Backup Plan:** A student's pre-established, documented contingency for maintaining participation in program activities in the event of a personal

technology failure, including but not limited to access to an alternate computing device, a mobile hotspot, or a public internet access location.

- **Unauthorized Recording:** Any audio or video recording of a synchronous class session, exam, Lab Immersion session, faculty meeting, peer interaction, or other program activity made without the explicit prior consent of the presiding faculty member and all individuals who are captured by the recording.
- **Patient or Clinical Data:** Any information including but not limited to patient names, diagnoses, images, clinical notes, or case information encountered or generated during clinical education experiences. Patient or clinical data is subject to HIPAA and applicable clinical site confidentiality requirements and may not be stored, transmitted, or processed through any non-approved personal or consumer-grade platform.
- **WC Technology Helpdesk:** The Wilson College Office of Information Technology's student-facing support service, available for technology issues related to Canvas, Microsoft 365, and other WC-administered platforms. The Helpdesk is reachable at helpdesk@wilson.edu or 717-264-4001, Monday through Thursday 8:00 a.m. to 7:00 p.m. ET and Friday 8:00 a.m. to 5:00 p.m. ET. Canvas Support is available 24 hours per day, 7 days per week via the Help button within Canvas.

Policy:

The DPT Program's hybrid curriculum makes technology the primary medium through which students receive instruction, engage with faculty and colleagues, complete assessments, manage clinical education records, and access program resources. Every enrolled student is required to maintain a personal computing device that meets the Minimum System Requirements, to maintain access to all Designated Program Platforms, and to use program technology in a manner consistent with the professional, academic integrity, and patient safety standards that govern the physical therapy profession.

All program technology use is governed concurrently by this policy, WC institutional technology acceptable use policy, The Professional Behaviors, Conduct, and Dress Code Policy, the Student Files Policy, the Digital & Social Media Policy, and the WC Honor Principle. Technology misuse including academic dishonesty facilitated by technology, unauthorized recording, and mishandling of patient or clinical data is treated as a professional conduct concern and violation with consequences commensurate with its severity, consistent with the established consequence and the governing companion policies.

Wilson College strongly discourages the use of any devices that may be unable to support one or more Designated Program Platforms and do not satisfy the Minimum System Requirements for the Program's curriculum. Students who are uncertain whether their current device meets the Minimum System Requirements are encouraged to consult the WC Technology Helpdesk prior to or at the time of matriculation.

Students are solely responsible for the maintenance, updates, repair, and replacement of their personal computing devices and for maintaining stable high-speed internet connectivity sufficient for video-intensive synchronous participation. Personal technology failures are the student's responsibility to manage through a pre-established Backup Plan. A personal technology failure does not constitute grounds for an excused absence, an extended deadline, or a makeup opportunity, except in extraordinary circumstances at the discretion of the course director and the Coordinator of Student Affairs. Where a documented outage of a WC-administered platform (Canvas, Proctorio, Microsoft 365) affects the Program broadly, the Program Director, Coordinator of Student Affairs and the Course Director coordinate an appropriate accommodation in consultation with course faculty, the WC Technology Helpdesk, and the affected students.

Hardware Requirements:

Every enrolled student in the DPT Program is required to have a personal laptop computer that always meets or exceeds the established Minimum System Requirements during enrollment. Mobile phones and tablet devices (including iPads) may not satisfy the laptop requirement and may be questionable to serve as a student's primary computing device for the Program. The Program recommends that students invest in the highest-specification device within their budget to ensure sustained performance across all curricular software and platform requirements throughout the two-year program.

Specification	Windows PC	Apple Mac
Processor	Intel® Core™ i5 or i7, or equivalent	Apple M1, M2, or higher; or Intel® Core™ i5 or i7
Operating System	Windows 10 or higher	macOS 10.15 (Catalina) or higher
RAM	16 GB or higher	16 GB or higher
Hard Drive / Storage	512 GB or higher (SSD preferred)	512 GB or higher (SSD preferred)
Display	13-inch or larger; 1024 × 768 resolution or better	13-inch or larger; 1024 × 768 resolution or better
Webcam	Integrated or external webcam (720p or better recommended)	Integrated or external webcam (720p or better recommended)
Microphone / Audio	Integrated or external microphone; speakers or headset required	Integrated or external microphone; speakers or headset required
Wireless Networking	802.11g or higher (802.11ac/Wi-Fi 5 recommended)	802.11g or higher (802.11ac/Wi-Fi 5 recommended)

Internet Bandwidth	Minimum 15 Mbps download / 2 Mbps upload; higher speeds strongly recommended for video-intensive coursework	Minimum 15 Mbps download / 2 Mbps upload; higher speeds strongly recommended for video-intensive coursework
Carrying Case	Quality protective case recommended	Quality protective case recommended
Warranty	3-year limited warranty with next-business-day on-site service recommended	AppleCare Protection Plan (up to 3 years) recommended

Software and Platform Requirements:

All enrolled DPT students are required to access and maintain proficiency in the Designated Program Platforms. Platform access is a prerequisite for full participation in the curriculum and must be established prior to the first day of the student's first academic semester. The platform list may be updated as an editorial change consistent with the policy reviews.

Platform / Application	Category	Notes
Canvas	Learning Management System (LMS)	WC's primary LMS. All course materials, assignments, announcements, and assessments are accessed through Canvas. Canvas Support is available 24/7 via the Help button within Canvas.
Microsoft 365	Productivity Suite	Includes Word, Excel, PowerPoint, Outlook, and Teams. Available at no cost to enrolled WC DPT students via the student Microsoft account. OneDrive (1 TB) is the designated cloud storage platform for program-related files.
Zoom	Synchronous Video Conferencing	Used for virtual synchronous class sessions, faculty office hours, and remote meetings. Requires webcam, microphone, and speakers or headset.
Proctorio	Online Exam Proctoring	Integrated within Canvas and used for proctored assessments as designated by course faculty. Requires webcam, microphone, and a supported web browser. Students are encouraged to complete a Proctorio practice session early in any course that designates its use.

Exxat	Clinical Education Management	Designated system of record for clinical education placement records and Health and Clearance Documentation, consistent with the Student Files Policy. Administered by the Director of Clinical Education.
Course- or Clinic-Specific Applications	Variable	Additional software or applications may be required for specific courses or clinical education activities. Requirements are communicated in the course syllabus or by the Director of Clinical Education prior to the start of the relevant course or clinical education experience. The list of program-required platforms may be updated as an editorial change consistent with the policy reviews.

Acceptable Use Standards: Academic Integrity and Technology

- All program-related academic work submitted for grading must represent the student's own original intellectual effort, consistent with the WC Honor Principle, the Digital & Social Media Policy, and the Professional Behaviors, Conduct, and Dress Code Policy.
- Generative AI tools are permitted as learning aids for example, to explore concepts, generate study materials, or clarify understanding but may not be used to generate, draft, revise, or complete any graded assignment, assessment, examination, clinical documentation, or other work product submitted for academic evaluation unless the course faculty member has explicitly authorized such use for a specific assignment.
- Where a course faculty member authorizes the use of a Generative AI tool for a specific graded activity, the student must disclose the tool used and the nature of its use in the submitted work as per the AI Utilization Policy consistent with required referencing unless otherwise specified by the course faculty member.
- Submitting AI-generated content for a graded assessment without faculty authorization is a breach of the WC Honor Principle and constitutes technology-related misconduct, regardless of the degree to which the AI-generated content was edited or revised by the student prior to submission.
- Refer to the AI Utilization Policy for details.

Unauthorized Recording:

- Audio or video recording of any synchronous class session, examination, Lab Immersion session, faculty advising meeting, peer practice session, or other program activity requires the explicit prior consent of the presiding faculty member and all individuals who appear in or are captured by the recording.

- Recordings made with faculty consent are for the individual student's personal academic use only and may not be shared, posted, distributed, or uploaded to any platform without the explicit written consent of all parties captured in the recording.
- Unauthorized recording is technology-related misconduct under and is referred immediately to the Coordinator of Student Affairs and the Program Director.

WC Institutional Account and Credential Security:

- Students are responsible for the security of their WC-issued accounts and credentials, including their Canvas login, Microsoft 365 account, and Exxat account.
- WC accounts use multi-factor authentication; students must maintain access to the phone number or authenticator application always registered with their WC account.
- Students must never share their WC credentials with any other person, including peers, for any purpose.
- Suspected unauthorized access to a WC account must be reported to the WC Technology Helpdesk and the Program Director immediately.

Personal Device Use During Program Activities:

- Personal devices are permitted during synchronous online sessions and Lab Immersion sessions only for purposes directly related to the session's academic content, consistent with the AI Utilization Policy.
- Personal social media use, non-academic browsing, texting, and other non-academic device activity during program sessions are prohibited and are documented as a lapse in professional conduct consistent with the Professional Behaviors, Conduct, & Dress Code Policy and Digital & Social Media Policy.
- Students are responsible for ensuring that their computing environment during synchronous sessions and proctored examinations is free from distractions, maintains appropriate visual and audio privacy, and meets any environmental requirements specified by the course faculty.

Technology Failure and Backup Plan Requirements

Every enrolled WC DPT student is required to establish and maintain a pre-established Backup Plan for managing personal technology failures prior to the start of their first academic semester. A Backup Plan must identify, at minimum: (1) access to an alternate computing device capable of meeting the Minimum System Requirements, and (2) access to an alternate high-speed internet connection (e.g., a mobile hotspot, Coffee Shop, or another location with reliable broadband access).

Students are expected to implement their Backup Plan immediately upon identifying a personal technology failure and to proactively notify course faculty of any technology issue that may affect their participation in a synchronous session or submission of an

assessment, prior to the affected session or deadline where possible. Proactive notification does not guarantee an accommodation.

A personal technology failure does not constitute an excused absence, an extended deadline, or a makeup opportunity for any course requirement or program activity. Where a documented, WC-confirmed outage of a Designated Program Platform affects the Program broadly.

Procedure:

1. Program Director
 - a. Operationalize and disseminate established technology and computer requirements and acceptable use standards to prospective and enrolled students.
 - b. Oversee the communication of all Designated Program Platforms, ensuring that students have sufficient advance notice of any new platform requirement before it is implemented.
 - c. Determine whether a program-wide accommodation is warranted in the event of a documented WC-confirmed platform outage, in coordination with the relevant course faculty and the WC Office of Information Technology.
 - d. Coordinate an appropriate accommodation in consultation with course faculty, the WC Technology Helpdesk, and the affected students in the event of a documented WC-confirmed platform outage.
 - e. Receive and act on reports of technology-related violations, consistent with the consequence established in the Professional Behaviors, Conduct, & Dress Code Policy.
 - f. Collaborate with the WC Technology Helpdesk and WC Office of Information Technology on technology-related matters affecting the Program.
2. Core Faculty
 - a. Establish, review, and update technology and computer requirements for the WC DPT Program annually as part of the policy review cycle.
 - b. Store program-related documents, files, and instructional materials on Microsoft WC SharePoint and assist other faculty when technology or connectivity issues arise.
 - c. Maintain stable high-speed internet connectivity and a functional, program-compatible computing setup for all synchronous sessions and program activities.
3. Course Faculty

- a. Clearly communicate course-specific technology requirements in the syllabus, including any designated assessments using Proctorio and any Generative AI use authorization.
 - b. Develop, implement, and communicate in the syllabus a reasonable backup plan for technology failures during synchronous instruction or assessment activities.
 - c. Document and report technology-related violations including unauthorized recording, unauthorized AI use, and credential misuse to the CoSA and Program Director.
 - d. Exercise discretion over whether individual student technology failures warrant any accommodation, consistent with this policy and the course syllabus.
- 4. Director of Clinical Education
 - a. Administer and oversee student use of the Exxat platform for clinical education and Health and Clearance Documentation.
 - b. Communicate Exxat access requirements and any clinical site-specific technology requirements to students prior to the start of each clinical education experience.
 - c. Receive and act on reports of patient or clinical data mishandling through technology.
- 5. Students
 - a. Ensure that their personal computing device meets or exceeds the established Minimum System Requirements prior to the start of their first academic semester.
 - b. Establish and maintain a pre-established Backup Plan for managing personal technology failures, including access to an alternate device and high-speed internet.
 - c. Access, configure, and maintain proficiency in all Designated Program Platforms prior to the start of their first academic semester and throughout enrollment.
 - d. Adhere to the AI Utilization Policy and specific usage instructions per course syllabus.
 - e. Never record any synchronous session, exam, Lab Immersion session, or other program activity without the explicit prior consent.
 - f. Never store, transmit, or process patient or clinical data through any non-approved platform, and report any suspected breach of clinical data confidentiality immediately to the Director of Clinical Education and the Program Director.

- g. Maintain the security of their WC-issued account credentials, including multi-factor authentication registration, and never share credentials with any other person.
 - h. Contact the WC Technology Helpdesk (helpdesk@wilson.edu | 717-264-4001) for issues with WC-administered platforms and proactively notify course faculty of any technology issue that may affect their participation in a session or assessment.
 - i. Be responsible for the maintenance, updates, repair, and replacement of their personal computing devices and internet connectivity throughout enrollment.
 - j. Participate in corrective measures when technology use standards are not met, consistent with the consequence framework established in this policy and the Professional Behaviors, Conduct, & Dress Code Policy.
6. Administrative Program Manager
- a. Coordinate logistics for program-level technology communications, including Minimum System Requirements notices and platform access instructions.
 - b. Maintain documentation of technology-related violations and referrals in the student's Official Academic Record & Student's Advisement Record consistent with the Student Files Policy.

Appendix 20

Policy Title: AI Utilization	Policy Number: 01-16	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 06/18/26	Last Revised:	Effective Date: 08/23/27

DPT Artificial Intelligence (AI) Policy

Purpose:

This policy establishes intentional, responsible, and transparent use of Artificial Intelligence (AI) by students in the Doctor of Physical Therapy (DPT) Program at Wilson College (WC). The DPT Program recognizes that AI is increasingly used in education, research, healthcare operations, clinical decision support, documentation workflows, imaging analysis, and patient communication. The program supports AI literacy and ethical use to enhance learning, scholarship, professional development, and future practice readiness. AI must support, not replace, the student's education. However,

students remain fully responsible for the accuracy, integrity, safety, originality, and professional appropriateness of all work they submit or represent as their own. This policy is framed by the first principle that the physical therapy profession remains a deeply human discipline. The DPT Program endorses the American Physical Therapy Association's position on AI utilization.

The American Physical Therapy Association (APTA), in its 2024 House of Delegates Position (P07-24-10-09), affirmed that AI should support and enhance physical therapist practice, education, and research in a manner that reduces administrative burden and serves the best interest of clients, patients, society, students, and the profession. This policy fully aligns with the APTA's professional standard.

P07-24-01-09 Position states: "The American Physical Therapy Association supports the ethical development and integration of artificial intelligence that reduces administrative burden and enhances physical therapist practice, education, and research for the best interest of patients, clients, the profession, and society."

"Machines compute. Humans understand."

First Principle

This AI Policy is grounded in two additional Principles:

Principle 1: The hallmark of an entry-level Doctor of Physical Therapy is underscored by the responsible synthesis of clinical reasoning, human connectedness, and therapeutic judgment.

Principle 2: The use of AI to deceive faculty or the program is a direct breach of Academic Integrity and Professional Conduct.

Guiding Principles

1. *Human judgment remains essential.* Entry-level physical therapists must independently demonstrate clinical reasoning, professional judgment, communication, safe decision-making, and person-centered care.
2. *AI may augment learning but may not replace learning.* AI may be used to support learning when permitted by faculty direction. It may not substitute for the student's own analysis, synthesis, skill development, reflection, or demonstration of competence.
3. *Privacy and confidentiality are non-negotiable.* Students must protect patient, client, peer, faculty, staff, clinical-site, and college information in all AI-related activities.
4. *Transparency is required.* Students must disclose AI use when required by faculty, assignment instructions.
5. *Unauthorized AI use is an academic-integrity and professional-conduct concern.* Using AI in violation of course, assignment, clinical-site, or program requirements

may constitute cheating, plagiarism, falsification, improper collaboration, unprofessional conduct, or another violation of applicable policy.

Scope:

This policy applies to all DPT students and all AI assisted activities connected to program activities including coursework, clinical reasoning exercises, patient case analysis, examination preparation, research, and projects. This policy applies to all AI-enabled technologies, including generative AI, large language models, AI writing assistants, AI-powered search tools, AI transcription tools, AI image, audio, and video tools, AI clinical decision-support tools, and future AI technologies not specifically named in this policy.

Policy:**1. Permitted AI-Supported Learning**

The DPT Program supports responsible AI literacy and permits students to use AI as a learning resource when that use does not violate academic integrity, course instructions, assessment rules, clinical-site requirements, or academic-integrity expectations.

Students must independently evaluate all AI output. AI-generated content may be inaccurate, incomplete, biased, fabricated, outdated, clinically unsafe, or inconsistent with current evidence and professional standards. Students remain responsible for verifying information using course materials, peer-reviewed literature, authoritative professional resources, and faculty guidance.

Permitted learning use does not authorize a student to submit AI-generated or AI-substantively revised material as the student's own work unless the faculty member has explicitly authorized that use.

2. Protection of Patient, Client, and Confidential Information

Students must never enter, upload, paste, dictate, attach, screenshot, photograph, record, or otherwise provide the following information to a publicly available AI system:

- Real patient or client information.
- PHI or electronic PHI.
- Identifiable patient or client information.
- Clinical documentation or any portion of clinical documentation.
- Patient or client images, videos, audio recordings, photographs, or screenshots.
- Patient or client evaluation findings, medical histories, treatment details, outcomes, test results, referral information, schedules, billing information, or communications.
- Information obtained from an electronic health record, clinical-site system, patient portal, scheduling system, or clinical-site communication platform.
- Information that identifies, or could reasonably identify, a patient, client, family member, caregiver, clinical site, or healthcare provider.

- Confidential College, clinical-site, faculty, peer, research-participant, or institutional information that has not been expressly approved for use in the specific AI system.

Removing a patient's name alone does not make information safe to enter into an AI system. Details such as age, diagnosis, dates, geographic location, treatment setting, distinctive clinical history, photographs, rare conditions, narrative details, or combinations of otherwise limited information may identify or make a person reasonably identifiable.

For learning activities involving clinical cases, students must use faculty-provided cases, simulated cases, synthetic data, or cases that have been fully de-identified and approved by faculty. When in doubt, students must treat information as identifiable and must not enter it into an AI system.

Students may use a patient-related AI workflow only when all of the following conditions are met:

- The clinical site or Wilson College has explicitly approved the specific AI system and workflow in writing.
- The use complies with clinical-site policy, affiliation agreements, HIPAA, applicable privacy and security requirements, and all other legal and institutional requirements.
- The student has received site-specific authorization and training, when required.
- The use is within the student's assigned role, supervision requirements, and scope of responsibility.
- The student does not independently determine that a system is "HIPAA compliant" or otherwise appropriate for patient data.

A violation of this section may constitute a serious breach of confidentiality, patient privacy, professional conduct, clinical-site policy, academic integrity, and/or applicable law. The Program may immediately restrict a student's access to clinical activities or take other interim measures when necessary to protect patients, clients, clinical sites, students, or the Program.

3. AI Use for Coursework and Assessed Work

The DPT Program does not prohibit AI categorically. Rather, it distinguishes between:

- AI use that supports independent learning; and
- AI use that contributes to work submitted for evaluation, grading, competency determination, or professional representation.

Unless course faculty explicitly authorize AI use in writing, students may not use generative AI or AI-powered writing, editing, research, analysis, calculation, image, audio, video, or coding tools to generate, revise substantively, analyze, solve, complete, or contribute to an assignment or other assessed work.

For the purposes of this policy, **silence means AI use is not authorized for assessed work.**

Students may not use AI to complete an assignment, generate an answer, rewrite content substantially, create a clinical assessment or plan of care, produce citations or references without verification, or otherwise perform work that the assignment is intended to assess unless the faculty member has explicitly authorized that use.

4. Faculty Authorization and Assignment Expectations

Course faculty may authorize, require, limit, or prohibit AI use when doing so supports course learning objectives, assessment validity, AI literacy, professional formation, and academic integrity.

When AI use is permitted or required, faculty must provide written direction that identifies:

- The purpose of AI use.
- The permitted AI tool or category of tools, when applicable.
- The portion of the assignment for which AI may be used.
- The type and extent of permissible assistance.
- Whether prompts, outputs, revision history, or an AI-use log must be submitted.
- Required disclosure and citation practices.
- Expectations for independent verification of AI-generated information.
- The elements of work that must remain entirely the student's own.

Faculty may require a student to explain, defend, demonstrate, or reproduce submitted work orally, in writing, or through another valid assessment method when necessary to evaluate authenticity, competence, clinical reasoning, or achievement of learning outcomes. Students must ask the course faculty for written clarification before using AI when assignment directions are unclear.

AI Disclosure:

Students must be transparent and disclose the use of AI when explicitly permitted by the course faculty. Incomplete, misleading, or absent disclosure of AI use constitutes academic dishonesty and is considered *falsification*. Documentation must include:

1. **A disclosure statement** at the end of the submission clearly indicating that AI was used, identifying the platform and version (e.g., ChatGPT-4, Claude 3.5, Sonnet) with a brief description of the nature and extent of usage.
2. **An APA 7th Edition reference list entry** for the AI tool used:

APA Citation Format — AI-Generated Text: OpenAI. (2024). *ChatGPT* [Large language model]. <https://chat.openai.com>

APA Citation Format — AI-Assisted Editing: Grammarly. (2024). *Grammarly* [AI writing assistant]. <https://www.grammarly.com>

Sample In-Text Disclosure: “The initial outline for this literature review was drafted with the assistance of a large language model (OpenAI, 2024). All sources were independently verified, and the analysis, synthesis, and clinical application are entirely the author’s own.”

Educational Outcomes:

Conduct sanctions as a result of breaches in Academic Standards and Integrity are commensurate with the nature and severity of the academic integrity and professionalism violation.

Inappropriate use of AI may be considered a direct violation of Wilson’s College Academic Integrity Statement ([See The Wilson College Blue Book](#) page 24) and the Professional Behaviors, Conduct, & Dress Code Policy, which may result in an academic integrity issue and possible dismissal from the program. Academic expectations and dishonest work are further defined in the Wilson College Catalog, academic services and procedures, under [academic standards](#).

Academic Integrity Violations:

Consistent with best practices in academic integrity AI-related violations in the DPT Program are classified under four categories:

1. Cheating (unauthorized aid)
2. Plagiarism
3. Falsification
4. Improper Collaboration

Syllabus statements and assignment directions will be adjunctively used to determine whether a violation has occurred. The following illustrations provide some examples of violation. However, these examples may be permissible when explicitly authorized.

Category	Definition	DPT-Specific Examples
Cheating (Unauthorized Aid)	Unauthorized assistance.	• Using ChatGPT, Claude, Gemini, or similar tools to complete a assignments, discussion post, or written projects without explicit faculty permission. • Using an AI tool to solve a differential diagnosis exercise or generate a plan of care.

		Using Grammarly, QuillBot, or similar AI-powered editors to substantively rewrite submitted work without disclosure.
Plagiarism. Copying Work	Use of work or ideas without proper acknowledgment of source, including AI-generated content.	- Submitting AI-generated text as original work without attribution. - Using AI to identify citations or references without independently verifying that each source exists, is accurately represented. - Failing to correct inaccurate paraphrasing or quotes introduced by an AI editing tool.
Falsification	Misrepresenting or misleading work.	- Using AI on any assignment for which the course syllabus is absent or for which AI has been explicitly prohibited. - Using AI to generate or alter any documentation submitted to the program or college. - Claiming that AI was not used when it was.
Improper Collaboration (Cheating)	Assisting or attempting to assist another in any violation of the Honor Code, intentional or unintentional.	Sharing AI-generated responses with peers for use in their own assignments. Contributing to a colleague's work or group work with the use of AI to complete an assignment or project. Distributing AI-generated study content as a substitute for others' own reasoning.

AI Literacy:

The DPT Program acknowledges that AI is rapidly becoming embedded in healthcare and educational systems including EHR optimization, clinical decision support, imaging analysis, research analysis, and patient communication. Graduates who are AI-literate and who understand both the capabilities and the limitations of AI tools will be better equipped to navigate client / patient care realities effectively and ethically while maintaining the human understanding. The goal of this policy is to ensure students embrace AI with critical judgement expected of a doctoring-level clinician who authentically earned their competence.

Appendix 21

Policy Title: Digital and Social Media	Policy Number: 01-12	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 03/06/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy governs the professional, ethical, and legal compliance of digital and social media use related to personal and program experiences by all faculty, staff, and students at the Wilson College (WC) Doctor of Physical Therapy (DPT) Program. The policy recognizes that digital and social media shape professional and organizational reputation. Moreover, the boundary between personal voice and professional identity is increasingly transparent. This policy extends the ethics and professional conduct standards of the physical therapy profession and education to the digital context. The Program endorses the constructive side of these tools; when used well, digital and social media advance professional engagement, scholarly discourse, community advocacy, and the mission of physical therapy.

Scope:

This policy applies to all DPT Program faculty, staff, and students in every digital and social media context in which they are identifiable as members of the WC DPT Program community, including personal accounts. It operates in conjunction with HIPAA, FERPA, the WC Honor Principle, and the social media standards applied across WC. Where a clinical site's device, photography, or social media policy is more restrictive, the site's policy governs during clinical education.

Definitions:

Digital Media: Any readable media created, viewed, distributed, modified, or stored on digital devices, including presentations, images, video and audio recordings, graphics, and documents, whether hosted internally or on external platforms.

Social Media: Web-based or mobile technologies used for interactive communication, including social networking sites, blogs and microblogs, content communities,

collaborative projects, and virtual environments, characterized by user-generated content, interactivity, and networking.

Content Owner: For Program-created digital media, WC Office of Marketing and Communication, the DPT Program, and any parties of interest cohesively provide program-assigned moderators to monitor official accounts and may delete or block comments, postings, or users that violate this policy.

Netiquette: Refers to established standards of courteous, professional, and respectful conduct in online and digital communication environments. Netiquette implies assuming positive intent, practicing empathy, avoiding sarcasm, embracing constructive criticism, maintaining privacy, respecting diversity, using kind and polite language. Netiquette extends to Professionalism.

Digital Professionalism: The extension of physical therapy professional values to all digital contexts where community members apply the same standards of conduct online that govern face-to-face clinical, classroom, and professional interactions.

Prohibited Content: Any content that violates this policy, including content that discloses or potentially enable identification of protected health information (PHI); FERPA-protected information; confidential or proprietary information; unauthorized recordings of faculty, staff, students, or patients; content that is discriminatory, harassing, or defamatory; content expressing or implying WC or DPT Program sponsorship or endorsement without authorization; content misrepresenting WC or the DPT Program; and content constituting academic dishonesty under the Academic Integrity Policy.

Policy:

All faculty, staff, and students exercise professional judgment in every digital and social media activity, applying the same ethical standards, respect for persons, and integrity that govern all other professional conduct. Privacy settings do not guarantee confidentiality. Content shared in restricted settings can be captured, forwarded, and disclosed.

Consistent with the standards applied across WC, no member of the program community may digitally disclose PHI, as defined by HIPAA, education record information protected by FERPA, or confidential, non-public, or proprietary information about WC and the DPT Program's propriety information including content related to students, staff, and intellectual property.

Digital media created for classroom or laboratory learning remains within secure institutional systems. Recording faculty, staff, guest speakers, students, or patient experiences without express consent, and posting DPT Program digital media to external platforms without express consent is a professional behavior violation under the

Professional Behaviors, Conduct, & Dress Code Policy and consistent with the recording consent requirements of the Lab Immersion Attendance, Behavior, and Safety Policy. Course materials, recorded lectures, case studies, and examination content are accessed exclusively through the secure LMS and authorized institutional systems.

Official Program communication occurs through institutional channels, WC email, the LMS, and College-sanctioned platforms, consistent with Professional Behaviors, Conduct, & Dress Code Policy. Social media is not a channel for complaints, grievances, or appeals and they will not be investigated and must be submitted through the Appeals, Complaints, & Grievances Policy.

Violations by students are documented lapses under Professional Behaviors, Conduct, & Dress Code Policy Progressive Consequence Framework. Violations involving PHI disclosure, unauthorized recording, harassment, or academic dishonesty constitute serious misconduct with immediate referral to the CoSA, and may result in consequences up to dismissal under the Probation & Dismissal Policy consistent with WC practices and the WC Honor Principle. Faculty and staff violations are referred to applicable WC institutional processes. Confirmed PHI or FERPA breaches trigger mandatory breach reporting, and clinical-site breaches are reported immediately to the DCE and Program Director.

Procedure:

1. Program Director
 - a. Ensure digital and social media governance including policy dissemination, official account oversight, violation investigation, and consequence determination are investigated for all reports of suspected violations from any source.
 - b. Determine responses to confirmed violations in collaboration with the CoSA, and determine corrective intervention in accordance with program policies.
 - c. Notify the Provost and Vice President of Academic Affairs as required by HIPAA and FERPA breaches.
 - d. Ensure all digital media consent processes including consent forms for classroom and laboratory recordings used educationally are current, documented, and on file
 - e. Conduct or delegate an annual review of this policy incorporating faculty feedback, student experience, accreditation guidance, and the evolving media landscape.
2. Core Faculty

- a. Establish, review at minimum annually, and update the program's digital and social media policy for alignment with WC institutional policy, CAPTE requirements, HIPAA, FERPA, and applicable law.
 - b. Model digital professionalism in every context.
 - c. Incorporate digital professionalism content into relevant curriculum.
 - d. Consult the CoSA & Program Director promptly upon awareness of any suspected violation, without independently investigating or adjudicating.
- 3. Course Faculty
 - a. Coordinate with the Coordinator of Curriculum as necessary for explicit digital and social media conduct expectations for recording restrictions and LMS content security requirements in every course syllabus.
 - b. Model professional digital conduct in all course-related interactions.
 - c. Report suspected violations arising in a course context to the Program Director.
- 4. Director of Clinical Education
 - a. Communicate clinical site device, photography, and social media requirements to students before each rotation.
 - b. Receive immediate reports of suspected patient privacy breaches involving digital media and coordinate with the Program Director and the site on required reporting.
- 5. Coordinator of Student Affairs
 - a. Receive digital harassment reports and violation documentation, consult with the student accordingly to review the documentation for appropriate intervention as per Program Policies in coordination with the Program Director
 - b. Maintain all documentation in the student's official academic file.
- 6. Students
 - a. Apply the prospective professional standard to all personal digital and social media activity when identifiable as a WC DPT student or healthcare professional
 - b. Use netiquette as the framework for all digital communication, including LMS activity, email, and video conferencing.
 - c. Never record any classroom session, laboratory activity, simulation, guest presentation, or clinical skills demonstration without the express consent of the DPT Program and every individual involved.
 - d. Never share course materials through external or unsecured platforms.

- e. In clinical education: comply with all site device and photography policies, which govern when more restrictive; treat all clinical information as confidential by default.
 - f. Never post, share, or reference patient information in any digital medium.
 - g. Report suspected privacy breaches to the DCE and Program Director immediately.
 - h. Report suspected violations by others through official channels starting with core faculty advisor, consistent with the APTA Core Value of Accountability.
 - i. Understand that violations are subject to the consequence framework as per student policies up to and including dismissal.
7. Staff
- a. Apply the same digital professionalism standards as faculty in all activity in which the staff member is identifiable as a WC DPT Program employee.
 - b. Report suspected violations to the CoSA and Program Director promptly.

Appendix 22

Policy Title: Criminal Background Checks	Policy Number: 02-04	Wilson College, Doctor of Physical Therapy Program – Admissions
Approval: Melisa Smith, DPT, EdD, Coordinator of Admissions		
Last Reviewed: 06/15/26	Last Revised:	Effective Date: 06/15/26

Purpose:

This policy establishes the Wilson College (WC) Doctor of Physical Therapy (DPT) Program's requirements for criminal background checks prior to matriculation. These requirements support the program's commitment to compliance, professional responsibility, and patient safety with participation expectations in a healthcare education program. Because DPT students participate in educational activities involving patient interaction, including laboratory experiences and clinical education experiences, students must demonstrate the ability to meet professional and institutional requirements prior to beginning the program. This policy outlines the required screening, documentation requirements, and student responsibilities related to completion of criminal background checks prior to matriculation.

Scope:

This policy applies to all applicants accepted for admission to the DPT Program and governs the completion of required criminal background checks prior to matriculation. Students must satisfy the requirements outlined in this policy before beginning the DPT curriculum.

This policy establishes the minimum screening requirements for admission to the DPT Program. Additional requirements may be established by affiliated institutions, regulatory agencies, or other entities associated with student participation in program-related activities. Students may be required to complete additional criminal background checks, drug screening, or other compliance requirements prior to participating in clinical education experiences. Please refer to the Clinical Education Handbook for additional information regarding clinical education compliance.

Definition:

Criminal Background Check: A review of an applicant's criminal history through required screening processes used to identify information relevant to professional and educational eligibility.

Policy:

All accepted applicants to the WC DPT Program are required to complete a criminal background check prior to matriculation and annually. Completion of this requirement is a condition of enrollment and must be satisfied before a student may begin the DPT curriculum. The annual Criminal Background check is for Clinical Education requirements.

Criminal Background Check Requirements

The background check must be completed no later than the first day of classes and must include all required clearances established by the DPT Program.

Approved criminal background check includes, but are not limited to:

- Federal Bureau of Investigation fingerprint background check
- Pennsylvania Child Abuse History Clearance

Applicants are responsible for completing all required background clearances within the timelines established by the DPT Program and for providing documentation of completion as requested.

A criminal background check that identifies information requiring further review may result in additional evaluation by the DPT Program. The presence of a criminal record does not automatically preclude admission; however, the program may consider whether identified findings may impact the applicant's ability to participate successfully in program activities, meet professional expectations, or satisfy requirements associated with future healthcare practice.

Failure to Complete Requirements

Failure to complete the required criminal background check within established timelines may result in the inability to matriculate into the WC DPT Program.

Students are responsible for notifying the DPT Program of any changes that occur after completion of required screening that may impact their ability to meet professional or institutional requirements during enrollment.

Appendix 23

Policy Title: Health Insurance Requirements Policy	Policy Number: 02-05	Wilson College, Doctor of Physical Therapy Program – Admissions
Approval: Melisa Smith, DPT, EdD, Coordinator of Admissions		
Last Reviewed: 06/15/26	Last Revised:	Effective Date: 06/15/26

Purpose:

This policy establishes the Wilson College (WC) Doctor of Physical Therapy (DPT) Program's health insurance requirements for applicants prior to matriculation and throughout enrollment in the program. Because physical therapist students participate in laboratory instruction, patient interactions, and clinical education experiences, continuous health insurance coverage is required to support student well-being, facilitate access to healthcare services, and promote uninterrupted participation in educational activities. This policy outlines the health insurance requirements, documentation expectations, and student responsibilities for maintaining continuous coverage throughout the DPT Program.

Scope:

This policy applies to all applicants accepted for admission to the DPT Program and to all enrolled DPT students. It governs the documentation of health insurance coverage prior to matriculation and the requirement to maintain continuous health insurance coverage throughout enrollment in the program, including all didactic, laboratory, and clinical education experiences. Please refer to the Clinical Education Handbook for additional information regarding clinical education compliance.

Policy:

All accepted applicants to the DPT Program are required to provide proof of active health insurance coverage prior to matriculation. Failure to provide proof of active health insurance coverage prior to matriculation may result in the inability to enroll in the program.

Students are responsible for obtaining and maintaining active health insurance coverage throughout their enrollment in the DPT Program, including all didactic coursework, laboratory experiences, and clinical education experiences. It is the student's responsibility to ensure that health insurance coverage remains active and to promptly provide updated documentation if coverage changes during enrollment.

Students are responsible for all costs associated with obtaining and maintaining health insurance coverage. The WC DPT Program does not provide health insurance coverage for students and assumes no responsibility for healthcare expenses incurred during enrollment.

Failure to maintain continuous health insurance coverage may result in a student's inability to participate in required educational activities until compliance with this policy has been restored.

Appendix 24

Policy Title: Student Accommodations and Academic Support Services	Policy Number: 01-19	Wilson College, Doctor of Physical Therapy Program – Student Policies
Approval: Stephanie McGowan, PT, DScPT, OCS, Coordinator of Student Affairs		
Last Reviewed: 07/23/2026	Last Revised:	Effective Date: 08/23/27

Purpose:

The Wilson College Doctor of Physical Therapy (DPT) Program is committed to supporting student success, well-being, professional development, and academic achievement throughout enrollment. In collaboration with Wilson College offices and personnel, students have access to a variety of academic, wellness, accessibility, spiritual, and student engagement resources at no cost. These services offer support for student learning, enhance well-being, remove barriers to success, and promote equitable access to educational opportunities.

Policy:

All students enrolled in the DPT Program have access to institutional support services designed to address academic, professional, personal, accessibility, and wellness needs. Information about available services through institutional and program-specific resources is provided during orientation and remains accessible throughout the program. Students are encouraged to utilize available support services whenever academic, personal, health-related, accessibility, or professional concerns may impact their success, well-being, or progression in the program.

Available Student Support Services:

Academic Success Center & Accessibility Services (ASC)

The Academic Success Center & Accessibility Services (ASC) provides academic support services for all currently enrolled Wilson College DPT students at no cost.

Available services include:

- Online writing support
- Academic success coaching
- Accessibility accommodations

Additional information is available at:

- Academic Success Website: <https://www.wilson.edu/academic-support-center>
- Accessibility Website: <https://www.wilson.edu/accessibility-services>

Counseling Center

Wilson College provides confidential counseling services to support students' emotional, psychological, and personal well-being. All students enrolled in the DPT program are eligible to receive up to eight telehealth counseling sessions annually at no cost.

Services available include:

- Individual counseling
- Crisis intervention services
- Psychiatric referrals and appointments
- Educational outreach and wellness programming

Contact: counseling@wilson.edu

Office of the Chaplain

The college chaplain supports and encourages the spiritual growth and development of all members of the campus community in a manner that honors the diversity of religious beliefs present at Wilson College. Chaplain services include online prayer requests, weekly worship, pastoral care, meditation, and many more for both students and staff.

Contact: chaplain@wilson.edu

Office of Belonging & Connection

The Office of Belonging & Connection strives to provide resources and educational opportunities for the campus community to create a sense of belonging and connection. This office, in collaboration with the Wilson DPT program, will support student engagement and community building via online programming.

Contact: belonging@wilson.edu

Website: <https://my.wilson.edu/pages/belonging-and-connection>

Student Accommodations

The Wilson College DPT Program is committed to providing equal educational access and reasonable accommodations to qualified students with disabilities in accordance

with applicable federal and state laws. The DPT Program collaborates with Wilson College Accessibility Services to facilitate the accommodation process and support student success while maintaining the essential requirements and academic standards of the program. Accommodation requests are coordinated through Accessibility Services and managed through the [Phoenix 360](#) platform.

Student Responsibility

Students seeking accommodations are responsible for:

- Self-identifying as an individual with a disability
- Initiating accommodation requests through Phoenix 360
- Providing appropriate supporting documentation
- Participating in the interactive accommodation process
- Renewing accommodations each academic term as required

Accommodations cannot be implemented retroactively.

Requesting Accommodations

Students requesting new accommodations or renewing existing accommodations must submit requests through Phoenix 360.

Students are encouraged to submit requests as early as possible. Processing may require up to two weeks depending on the time of year and completeness of documentation.

Accommodation Process

The accommodation process includes:

1. Submission of an accommodation request
2. Provision of supporting documentation
3. Review by Accessibility Services
4. Intake meeting (when applicable)
5. Consultation with DPT Program Director
5. Determination of eligibility
6. Issuance of an Accommodation Letter
7. Semester renewal as required

Supporting Documentation

Students must provide documentation that verifies the disability and supports the need for requested accommodations.

Documentation may include:

- Individualized Education Programs (IEPs)
- Section 504 Plans
- Psychological or neuropsychological evaluations
- Documentation from licensed healthcare providers



- Other documentation deemed appropriate by Accessibility Services

Eligibility Determination

To be eligible for accommodations, students must:

- Demonstrate the presence of a disability that substantially limits one or more major life activities;
- Provide supporting documentation;
- Demonstrate the relationship between the disability and the requested accommodation(s).

Accommodation Letters

Approved accommodations are documented through an Accommodation Letter generated by Accessibility Services through Phoenix 360. Accommodation letters are provided to the student and relevant faculty members responsible for implementation. Students are responsible for reviewing accommodation letters for accuracy and renewing accommodations each semester.

Confidentiality

All documentation and information submitted to Accessibility Services are maintained as part of the student's educational record and are protected in accordance with the Family Educational Rights and Privacy Act (FERPA). Accommodation records are maintained in a secure and confidential manner. Information related to a student's disability or accommodation is shared only with individuals who have a legitimate educational need to know.

Limitations

Reasonable accommodations are determined on an individual basis. Not all requested accommodations can be implemented if they fundamentally alter program requirements, compromise essential course objectives, create undue hardship, or are otherwise inconsistent with applicable laws and regulations.

Questions Regarding Accommodations

Students with questions regarding accommodations, documentation requirements, or the accommodation process should contact Wilson College Accessibility Services program at ACS@wilson.edu.

Appendix 25

Policy Title: Student Files	Policy Number: 05-05	Wilson College, Doctor of Physical Therapy Program – Program Policies
Approval: Antonio J Varela, DPT, PhD, Program Director		
Last Reviewed: 06/18/26	Last Revised:	Effective Date: 08/23/27

Purpose:

This policy establishes the standards, governance, and procedures by which the Wilson College (WC) Doctor of Physical Therapy (DPT) Program creates, stores, secures, accesses, and retains student files and records. The policy ensures full compliance with the Family Educational Rights and Privacy Act (FERPA), applicable Wilson College institutional policy, and the documentation and confidentiality expectations of CAPTE Standards, while protecting the integrity, confidentiality, and availability of student information.

Scope:

This policy applies to all student files and records created, maintained, or accessed by the DPT Program, including admissions files, academic and advisement files, clinical education and health clearance files, and post-graduation alumni files that are contained in the Student's Advising Record and the Official Academic Record. This policy applies to the Program Director, the Administrative Program Manager, core faculty, course faculty, the Director of Clinical Education, the Coordinator of Admissions, the Coordinator of Student Affairs, students, and any institutional official or contracted instructor or individual granted access to DPT student records.

Student records that fall outside the scope of the DPT Program's file system are governed by applicable Wilson College Catalog policies and procedures and are not superseded by this policy. Where a DPT Program file contains a copy of such a record for programmatic purposes, the copy is governed by this policy while the institutional record of origin remains governed by the applicable institutional policy.

Definition:

Education Record: A broad category that contains all records maintained by the institution that directly relate to a student and include those maintained by the DPT Program in any medium, including print, electronic, video, or audio, consistent with the definition of "education records" under FERPA (34 CFR Part 99).

Directory Information: Information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed, and which the DPT Program may disclose without the student's prior written consent unless the student opted out. Directory information for DPT students is defined consistent with Wilson College Catalog and institutional policy as: the student's name, address, phone numbers on record, email address, dates of attendance, classification, program of study, previously attended institutions, awards, honors, degrees conferred (including dates), and past or present participation in officially recognized program or institutional activities.

Non-Directory (Personally Identifiable) Information: Any information from a student's education record that is not designated as Directory Information including but not limited to grades, academic standing, disciplinary records, professionalism documentation,

clinical performance evaluations, health and clearance documentation, and any other information that, if disclosed, could be used to identify the student with reasonable certainty. Non-Directory Information may not be disclosed without the student's prior written consent except as permitted under a FERPA exception.

Health and Clearance Documentation: Records required for clinical education placement and patient safety compliance that are distinct in content and sensitivity from standard academic education records, including immunization and vaccination records, tuberculosis testing results, criminal background check results, physical examination clearances, and current cardiopulmonary resuscitation (CPR) or Basic Life Support (BLS) certification. Health and Clearance Documentation are subject to FERPA as part of the student's education record, but is maintained in the Program's designated clinical education management platform (Exxat) and is subject to the access restrictions.

Secure Storage: The storage of a student record, whether physical or electronic, in a manner that restricts access to authorized School Officials only. Secure Storage of a physical record requires storage in a locked location accessible only to authorized personnel. Secure Storage of an electronic record requires storage on an official Wilson College device, an official Wilson College server, or a contracted vendor platform (including Exxat) that employs encryption at rest, role-based access control, and individually authenticated user credentials.

Policy:

The DPT Program commits to maintaining accurate, secure, and confidential student files throughout the lifecycle of the student record, from initial application through post-graduation alumni tracking, consistent with FERPA and Wilson College Catalog and institutional policy. The security of student information is treated as a foundational element of institutional trust and professional accountability, and every individual granted access to a student record under this policy bears personal responsibility for its confidentiality.

1. **Storage Standards:** All student records are maintained in Secure Storage at all times. Electronic records are stored only on official Wilson College devices, official Wilson College servers, or a contracted vendor platform (including Exxat) that has been reviewed and approved for institutional use and that employs encryption at rest, role-based access control, and individually authenticated user credentials. Student records are never stored on personal devices, personal cloud storage accounts, or any platform that has not been approved for institutional use.
 - a. Any hard copy of a student record received by the Registrar's Office may include official transcripts, vaccination records, or other physical documentation. Hard copies are digitized into the appropriate system of

record as soon as administratively practicable, and the physical original is then securely destroyed or returned consistent with the document's nature and any institutional retention requirement applicable to the original. Pending digitization, physical records are maintained in Secure Storage by the Registrar.

2. Access and Disclosure: Access to non-directory student records is limited to School Officials with a legitimate educational interest, consistent with the need-to-know principle. Access to a given student's record is provided only to the extent necessary for the accessing official to fulfill their specific responsibility to the program.
 - a. The DPT Program designates the following Directory Information categories, consistent with Wilson College Catalog and institutional policy: the student's name, address, email address, Phone Numbers on record, dates of attendance, classification, program of study, previously attended institutions, awards, honors, degrees conferred. Directory Information may be disclosed without the student's prior written consent unless the student has formally opted out. Consistent with Wilson College Catalog and institutional policy, a student may opt out of the disclosure of Directory Information to the Official Academic Record by submitting a written request to the WC Office of the Registrar.
 - b. Non-Directory Information is not disclosed without the student's prior written consent, except where disclosure is permitted under a FERPA exception, including but not limited to disclosure to School Officials with a legitimate educational interest, disclosure in connection with a health or safety emergency, disclosure pursuant to a lawfully issued judicial order, or disclosure to organizations conducting studies on the Program's behalf under a written agreement that protects the confidentiality of the information. Any disclosure made under a FERPA exception is documented in the Student's Advising Record, including the party to whom the disclosure was made, the date of disclosure, and the legitimate interest or exception relied upon.
 - c. Clinical sites, clinical instructors, and other external parties may be provided access to a student's clinical performance records and Health and Clearance Documentation within Exxat to the extent necessary to support the student's clinical placement, consistent with the clinical affiliation agreement governing the relevant clinical site and the student's enrollment in clinical education coursework. Such access is administered and monitored by the Director of Clinical Education.

3. Student Right of Access and Amendment

- a. Students may review and access their own education records, in accordance with FERPA and Wilson College Catalog and institutional policy.
- b. A student seeking to review their 'Student's Advising Record' must submit a written request to the Program Director identifying the specific record(s) sought. The Program Director, in coordination with the Administrative Program Manager, arranges access within 45 calendar days, consistent with the FERPA-required response timeline.
- c. A student who believes a file in their records is inaccurate or misleading may request, in writing, that the Program Director amend the record. The Program Director reviews the request and determines whether amendment is warranted within a reasonable time. Where the Program Director declines to amend the record as requested, the student is notified in writing of the decision and of the right to a formal hearing consistent with Wilson College Catalog and institutional FERPA procedure. A request for amendment is not the appropriate mechanism to challenge a grade or an academic or disciplinary determination.

Procedure:

1. Program Director

- a. Oversee the Student's Advising Record and records process with the Administrative Program Manager across all student record categories, ensuring compliance with this policy, FERPA, and Wilson College Catalog and institutional standards.
- b. Receive and process written student requests for access to or amendment of their Student's Advising Record consistent with FERPA timelines and arrange access within 45 calendar days.
- c. Determine, with the Administrative Program Manager, whether a suspected Breach or Improper Disclosure warrants notification to WC Information Technology, the WC Registrar, the affected student, the Dean of the School of Professional and Graduate Studies and the Provost and Vice President of Academic Affairs and document the determination and any resulting action.
- d. Maintain student confidentiality and digital security according to Program, Wilson College, and FERPA guidelines.

2. Core Faculty

- a. Establish, review, and update the standards for student files and record keeping within the Program, ensuring compliance with this policy and applicable law.
 - b. Document relevant individual student advisement sessions and discussions in the student's Official Academic Record & Student's Advising Record.
 - c. Maintain student confidentiality and Secure Storage standards according to DPT Program, Wilson College, and FERPA guidelines.
- 3. Course Faculty
 - a. Document and submit for filing relevant individual student sessions, discussions, and professionalism documentation for inclusion in the Student's Advising Record and Official Academic Record, respectively.
 - b. Maintain student confidentiality and Secure Storage standards according to Program, Wilson College, and FERPA guidelines.
- 4. Director of Clinical Education
 - a. Administer Exxat as the designated system of record for clinical education placement records and Health and Clearance Documentation.
 - b. Oversee clinical education records process, including verification that all required Health and Clearance Documentation is current and secure prior to clinical placement.
 - c. Administer and monitor clinical site and clinical instructor access to student clinical performance records and Health and Clearance Documentation within Exxat, consistent with applicable clinical affiliation agreements.
 - d. Maintain student confidentiality and Secure Storage standards according to Program, Wilson College, and FERPA guidelines.
- 5. Coordinator of Admissions
 - a. Oversee the admissions records process, including the Secure Storage and timely disposition of records belonging to admitted applicants.
 - b. Maintain student confidentiality and Secure Storage standards according to Program, Wilson College, and FERPA guidelines.
- 6. Coordinator of Student Affairs
 - a. Oversee student support services and professionalism-related documentation within the Student's Advising Record and Official Academic Record, consistent with student record confidentiality requirements.
 - b. Maintain student confidentiality and Secure Storage standards according to Program, Wilson College, and FERPA guidelines.

7. Students

- a. Respond to and remediate program requests to complete files and records in a timely manner.
- b. Request access to or amendment of Student's Advising Record and records in writing to the Program Director, consistent with this policy and applicable FERPA and institutional procedure.
- c. Review files upon request and identify any record believed to be inaccurate or misleading for formal amendment consideration.
- d. Regarding institutional records held in the Official Academic Record, the Student directs any inquiry or request to the WC Office of the Registrar consistent with Wilson College Catalog and institutional policy.

8. Administrative Program Manager

- a. Maintain and monitor the Student's Advising Record and Post-Graduation / Alumni File as directed, including the digitization of physical records.
- b. Post relevant materials to specific Student's Advising Records as directed by the Program Director, Director of Clinical Education, Coordinators of Admissions & Student Affairs, and / or core faculty.
- c. Notify students and other parties of interest when incomplete documents require further processing.
- d. Jointly assess, with the Program Director, any suspected breach or improper disclosure and maintain the written incident record consistent with this policy.
- e. Apply the retention and disposition schedule established in this policy, including secure destruction of records upon expiration of the applicable retention period.
- f. Maintain student confidentiality and Secure Storage standards according to Program, Wilson College, and FERPA guidelines.

