



Boston University College of Health
& Rehabilitation Sciences: Sargent College
Department of Physical Therapy

DOCTOR OF PHYSICAL THERAPY PROGRAM

Academic Policy and Procedures Manual 2023-2024

May 2023

Boston University
College of Health and Rehabilitation Sciences: Sargent College
Department of Physical Therapy
Doctor of Physical Therapy Program

DPT Students:

The following academic and clinical policies and procedures reflect the requirements of the DPT program. It is assumed that all persons enrolled in the DPT program have read and accept these policies and procedures. These policies are in addition to those established by Boston University and the Boston University College of Health and Rehabilitation Sciences: Sargent College.

You are responsible for knowing and understanding the contents of this document. If there are issues or items that are not clear to you, it is your responsibility to seek clarification.

Any updated information or additions will be given to you as necessary.

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Director, Programs in Physical Therapy

SCOPE OF THE DOCTOR OF PHYSICAL THERAPY ACADEMIC POLICY & PROCEDURE MANUAL

Information in this manual is not intended to be fully comprehensive. Students should also refer to policies, data, or listings that are found in: *Boston University Bulletin*, *Academic Conduct Code*, *Boston University* or *BU Sargent College websites*.

While every effort is made to keep all these sources accurate, up-to-date, and in agreement with one another, occasional discrepancies may occur and will be resolved by consultation with your Program Director.

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WELCOME TO BOSTON UNIVERSITY COLLEGE OF HEALTH & REHABILITATION SCIENCES: SARGENT COLLEGE

MISSION OF BOSTON UNIVERSITY

Boston University is an international, comprehensive, private research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. Boston University is committed to generating new knowledge to benefit society.

We remain dedicated to our founding principles: that higher education should be accessible to all and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community—local and international. These principles endure in the University's insistence on the value of diversity, in its tradition and standards of excellence, and in its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students and an ever-changing world.

MISSION OF BU SARGENT COLLEGE

The mission of Boston University College of Health and Rehabilitation Sciences: Sargent College is to advance, preserve, disseminate, and apply knowledge in the health and rehabilitation sciences. BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society.

INTRODUCTION TO BU SARGENT COLLEGE

Boston University College of Health and Rehabilitation Sciences: Sargent College became part of Boston University in 1929. It originally was founded as a School of Physical Training in Cambridge, Massachusetts by Dr. Dudley Allen Sargent in 1881. Dr. Sargent built an international reputation as an innovator in health promotion and physical conditioning. With the expansion of knowledge about health and the increase in complexity of society's health care needs, BU Sargent College continuously improves our degree programs to meet the needs of future professionals in health fields.

ACADEMIC PROGRAMS

Undergraduate programs include Health Science, Health Studies (undergraduate portion of the Doctor of Physical Therapy program), Human Physiology (pre-med), Dietetics, Nutritional Science (pre-med), Speech, Language and Hearing Sciences, and Behavior and Health. Graduate programs are offered in Human Physiology, Nutrition, Occupational Therapy, Physical Therapy, Rehabilitation Sciences and Speech-Language Pathology.

ABSENCE FOR RELIGIOUS REASONS

Massachusetts law and Boston University policy requires faculty and staff to accommodate students who are absent due to religious observance.

Massachusetts General Law Chapter 151C, Section 2B, states:

Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his/her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section.

The University implements this law as follows:

1. Students are permitted to be absent from class, including classes involving examinations, labs, excursions, and other special events, for purposes of religious observance. Class and other work shall be made up in consultation with the student's instructors. All religious observances, within all religious traditions, are subject to this accommodation. A list of religious groups currently active on campus may be found at the Religious Life link on the University's website.
2. When preparing syllabi, instructors should be mindful of major days of religious observance. <http://www.bu.edu/chapel/religion>.
3. It is recommended that instructors provide students with the dates and times for examinations and other major course obligations at the beginning of the semester or summer session and that students inform instructors of conflicts due to religious observance very early in the semester, so that accommodations can be made.
4. Once a student informs an instructor of a conflict due to religious observance, the instructor and student should seek to arrive at mutually acceptable alternative arrangements for class work and examinations. In general, the student must be given the opportunity to do appropriate make-up work that is equivalent to the original examination, assignment, or other academic exercise. This could be the same work with a different due date, or a substantially similar exercise at another time. Make-up examinations and work should be arranged so as to not create an unreasonable burden upon either the student or the instructor or school. To avoid misunderstandings, the agreed-upon arrangement should be put in writing. If, after discussion, the instructor and student cannot agree on an accommodation, the advice of the college Dean's office should be sought.
5. Students or teachers who would like advice or counsel about religious observance may call or email the Dean of Marsh Chapel (Robert Allan Hill, 617-358-3394, rahill@bu.edu) or the

Director of Marsh Chapel (Heidi Freimanis-Cordts, 617-358-3390, hcf@bu.edu) for help in the administration of this policy.

ATTENDANCE

Students are expected to attend each class session unless they have a valid reason for being absent. Students may be required at any time to account for undue irregularity in attendance. Any student who has been excessively absent from a course may be required to withdraw from that course without credit. Students who expect to be absent from class for more than five days should notify their dean promptly.

Students absent from classes more than two days for illness should be under a doctor's care. Students who are absent five days or more for illness should present to Student Health Services a certificate of fitness from their physician or be examined at BU Student Health Services.

SUSPENSION OR DISMISSAL

Boston University, through its various faculties and committees, reserves the discretionary right to suspend or dismiss any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, or for other reasons of health, safety, or welfare of the University community. It is University policy that no progress can be made toward a degree during a period in which the student is suspended from the University for disciplinary reasons. Hard copies of Boston University's [Code of Student Responsibilities](#) are available from the Office of the Dean of Students, East Tower, George Sherman Union, 775 Commonwealth Avenue, Boston, MA 02215.

DISABILITY ACCOMMODATION

In compliance with the Americans with Disabilities Act, the admissions process does not require disclosure of a disability. However, all enrolled students must be capable of meeting the technical standards for the academic and clinical education components of the DPT program. These technical standards are necessary for full participation in the curriculum, and it is expected that students will function independently, which generally means, without the aid of an intermediary, to achieve proficiency in all curricular areas. Applicants and students should review the technical standards for the DPT program carefully. A student who has a disability may request reasonable accommodations. Requests for disability accommodations must be made in a timely fashion to [Disability & Access Services](#), 25 Buick Street, Boston, MA 02215; 617-353-3658 (Voice/TTY). Students seeking accommodations must submit appropriate medical documentation and comply with the policies and procedures of Disability & Access Services.

SEXUAL MISCONDUCT/TITLE IX

Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits sex-based discrimination in federally funded education programs and activities. This law makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at the [Sexual Assault Response & Prevention Center](#).

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BU SARGENT COLLEGE CORE POLICIES

PROFESSIONAL BEHAVIOR

BU Sargent College strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the BU Sargent College community. A key expectation of this community of scholars, educators, practitioners and students is the adherence to the highest standards of professional and ethical behavior.

Academic performance is one indicator of success for BU Sargent College students. Students are also expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, research, or laboratory activities. Students are expected to know and comply with the specified rules for each of their academic and clinical experiences.

Students are evaluated on professional behavior in addition to academic performance. Failure to meet the standards for professional behavior may result in dismissal from the program. The specific responsibilities of students are outlined in the program manuals. (Adopted by SAR Faculty, 12/98)

GRADUATION DEADLINES

A Graduation Application must be submitted to the ASC by February 1 for May or August degree dates or by October 1 for January graduation. Students are responsible for the accuracy of their graduation applications.

POLICIES ON ACADEMIC DISHONESTY

Boston University College of Health and Rehabilitation Sciences: Sargent College is committed to creating an intellectual community in which both faculty and students participate in the free and uncompromising pursuit of learning. This is possible only in an atmosphere of mutual trust where the discovery and communication of truth are marked by scrupulous, unqualified honesty. The college expects all students to adhere strictly to the accepted norms of intellectual honesty in their academic and clinical work. It is the responsibility of the student to abide by the BU [Academic Conduct Code](#).

MARIJUANA & SUBSTANCE USE

The possession or use of marijuana (in any form, with or without a prescription) and other controlled substances on BU's campuses is prohibited by federal law and is grounds for discipline by the University. Similarly, impairment due to the use of marijuana (again, in any form, with or without a prescription) or other controlled substances during Sargent program activities (e.g., in class, at clinical/fieldwork sites) may also subject a student to disciplinary action by College. While Sargent

does not currently conduct drug tests of students in its professional programs, we cannot guarantee that all clinical/fieldwork sites which Sargent students might participate in do not conduct drug testing and/or that they would accommodate any student who uses medical marijuana with a prescription.

COVID-19 VACCINATION

Boston University's COVID-19 Policy allows students to request an exemption from the vaccine mandate for religious or medical reasons. However, many of our partnering clinical, field, internship, or practicum sites do not recognize exemptions from BU and/or require student trainees to request an exemption directly from the site. This may impact your ability to complete these experiences, which are required for successful completion of the degree program.

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WELCOME TO THE DOCTOR OF PHYSICAL THERAPY PROGRAM

DEPARTMENT OF PHYSICAL THERAPY MISSION STATEMENT

The mission of the Department of Physical Therapy is to advance, disseminate, and apply knowledge in the fields of rehabilitation sciences. The department strives to develop critically thinking, innovative and evidence-based professionals who engage in life-long learning and leadership in the areas of clinical practice, research, and community service.

PHYSICAL THERAPY PROGRAM MISSION STATEMENT

The mission of the physical therapy program at Boston University's College of Health and Rehabilitation Sciences: Sargent College is to produce clinical leaders in the field of physical therapy who provide the highest standard of empathetic care to improve patient outcomes through critical thinking and evidence-based practice. Graduates will apply clinical reasoning to patient centered care, engage with research to advance the profession, and advocate for individual and societal health and wellness.

EDUCATIONAL PHILOSOPHY OF THE PHYSICAL THERAPY PROGRAM

The physical therapy curriculum of BU Sargent College emphasizes a conceptual framework for clinical practice across all clinical content areas which is a combination of the Patient/Client Management model of practice described by the *Guide to Physical Therapist Practice*, the International Classification of Functioning and Disability model of disablement, and the systems model of motor control to drive a hypothesis-oriented examination based on function and a task-based approach to intervention. We believe that altered human movement is best understood using a functional approach to the movement system. It is the examination of function/movement that drives the subsequent comprehensive physical therapy examination and intervention. Evidence-based practice, a core value of the physical therapy program, is emphasized in all aspects of this conceptual framework and is included in all courses. In addition, health promotion, wellness, and prevention of injury or disease that ensures quality of life to all are pivotal to our program.

The physical therapy curriculum at BU Sargent College is designed to educate physical therapists across practice domains. Specialization is encouraged following graduation and after gaining some clinical experience. The nature of clinical practice suggests that a logical way to study function, disability and its contributing impairments is to divide the approach into the musculoskeletal, neuromuscular, cardiopulmonary, and integumentary systems. Clinically based courses are organized accordingly. The effects of development and aging on the behavior of physiologic systems are

highlighted within the program. Basic science courses and foundation courses introduce the knowledge base necessary for the exploration of the relationship of function and ability.

The role of the physical therapist in the health care system is constantly evolving. The physical therapist is expected to be an interdisciplinary practitioner, to take on a greater role as a leader in defining the roles of the profession and insuring quality care in a cost-effective system. This trend has influenced the curriculum with themes of health care management, clinical decision-making, health promotion and wellness and professional issues that are essential elements in our program.

The educational principles that guide the design of the overall curriculum emphasize 1) professional and ethical behavior as an intrinsic element of the curriculum, 2) the progression from the acquisition of knowledge in basic sciences to application in evidence-based practice, 3) the use of a similar thought process for problem solving across the curriculum and 4) the use of a variety of teaching and testing methods to adequately and accurately assess the educational process.

In sum, the key components of the curriculum plan include a strong foundation in the basic life sciences, synthesis of a body of applied scientific knowledge, adoption of a professional code of ethics, demonstration of a commitment to professional values, possession of the ability to communicate effectively, solve problems creatively, and to administer and evaluate treatment effectively and efficiently based on a functional examination. The expected student outcomes are derived from these essential components.

Using input from program faculty, graduates, and employers of our graduates, we have developed a contemporary curriculum that prepares students to be critical thinkers in a changing society. The curriculum design and content reflect our commitment to that goal.

PHYSICAL THERAPY PROGRAM GOALS AND OUTCOMES

1. The DPT program will prepare students as entry level clinicians to practice physical therapy in a variety of practice settings
 - a. $\geq 85\%$ of students entering the professional curriculum will successfully complete the DPT program.
 - b. All students and graduates will adhere to ethical and legal practice standards.
 - c. All students and graduates will respect and treat each patient as an individual without regard to gender, race, color, sexual orientation, or religious affiliation.
 - d. Students and graduates will address primary and secondary prevention, wellness, and health promotion needs of individuals, groups, and communities.
 - e. Graduates will achieve 100% ultimate pass rate on the NPT exam.
 - f. Graduates will achieve an employment rate of $>95\%$ within 1 year of receiving licensure of those who seek employment.
 - g. Graduates will report readiness for clinical practice.
 - h. $\geq 90\%$ of employer surveys will report new graduates are prepared for clinical practice.
2. The DPT program will promote a commitment to professional development in students, graduates, and faculty.
 - a. Students will maintain competence and strive for excellence in clinical practice by participating in activities that promote life-long learning and professional development.

- b. Students will practice in a professional manner by internalizing core values of the profession as described in the document: Professionalism in Physical Therapy: Core Values (APTA).
 - c. Graduates will participate in professional development activities.
 - d. Graduates will invest in and promote the profession of physical therapy by:
 - i. Remaining active members of the APTA
 - ii. Educating physical therapy students
 - iii. Advocating for changes in laws, regulations, standards and guidelines that affect physical therapist service provision.
 - e. Graduates will assume leadership roles in their practice setting (e.g. participation in program development and needs assessments, leading journal clubs or other new initiatives, assuming supervisory level positions, taking on the role of SCCE).
 - f. Faculty will participate in professional development activities by:
 - i. remaining active members of the APTA.
 - ii. maintaining advanced specialty certification (e.g. ABPTS, FAAOMPT, etc.).
 - iii. participating in continuing education activities (conference participation, obtaining advanced degree, etc.).
- 3. The DPT program will engage students, graduates, and faculty to use critical inquiry skills and evidence-based practice in all educational experiences and translate into clinical practice.
 - a. Students and graduates will incorporate evidence from a variety of sources into practice.
 - b. Students and graduates will incorporate tools that examine quality of care into practice (e.g. outcome measures).
 - c. All faculty will model critical inquiry and evidence-based practice in all DPT courses and clinical practice.
- 4. The DPT program will support faculty's commitment to the profession through participation in service, scholarly, and advocacy activities.
 - a. All faculty will serve the University, College, Department, or Profession.
 - b. All faculty will meet scholarship expectations to advance the field of physical therapy.
 - c. The collective faculty will participate in at least one advocacy activity annually (e.g. advocacy for legislative changes for individual or patient groups, advocacy awareness activities, etc.).

DPT GRADUATE LEADERSHIP AWARD

This award is presented annually to a graduating student, who is selected by the faculty to acknowledge an outstanding leader that has consistently demonstrated a genuine and sincere disposition in their interpersonal relationships, a professional demeanor in both the academic and clinical settings and has demonstrated sound academic and clinical performance throughout the program.

DPT PROGRAM ACCREDITATION

The Doctor of Physical Therapy at Boston University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

If needing to contact the program/institution directly, please call 617-353-2720 or email pt@bu.edu.

PROCESS FOR FILING A COMPLAINT WITH CAPTE

The only mechanism through which the Commission on Accreditation in Physical Therapy Education (CAPTE) can act on a student's concerns is through the formal complaint process. Students should be aware that the complaint MUST be related specifically to one or more of the Evaluative Criteria, to the Statement on Integrity in Program Closure, or to the Statement of Integrity in Accreditation. In other words the student will need to link the complaint to violation of the Criteria or the Statements. The Criteria can be found in the [Accreditation Handbook](#). Also, in order for CAPTE to consider the complaint to be bona fide, the student MUST have exhausted all avenues for redress at the institution. The student will need to understand that CAPTE cannot function as an arbitrator between them and the school. Should CAPTE find that the complaint has merit and that the program is out of compliance with the Evaluative Criteria or the Statements, CAPTE can only require the program to come into compliance with the Evaluative Criteria. If the student wishes to pursue filing a complaint against a program, please contact the [Department of Accreditation](#) and they will provide the appropriate forms and information for doing so.

PROCESS FOR FILING A COMPLAINT FOR AN ISSUE REGARDING DISTANCE EDUCATION (INCLUDING CLINICAL PLACEMENTS)

Boston University makes every attempt to resolve student complaints within its academic and administrative departments. Students should first attempt to resolve any concerns by utilizing existing University procedures.

The [BU Compliance website](#) and the [Academic Bulletin](#) provide information about ways that students and prospective students can report concerns and utilize University complaint procedures. The Massachusetts Department of Higher Education, in its capacity as the State Authorization Reciprocity Agreement (SARA) portal entity for Massachusetts, reviews and evaluates student complaints regarding distance education activities offered by Boston University in accordance with 610 CMR 12.07.

If an issue regarding distance education cannot be resolved internally, please see the [process here](#).

PROCESS FOR HANDLING COMPLAINTS THAT FALL OUTSIDE OF DUE PROCESS

Any individual, student, clinical instructor, employer, or consumer who has cause to harbor a complaint against a program is encouraged to do so in writing to the Program Director. If the complaint is about the Program Director, the complaint should be made to the Department Chair. The department and university prohibit any form of retaliation following a complaint submission.

The Program Director (or Department Chair) will discuss the complaint with the party within 2 weeks of receipt of the complaint. The complaint will then be resolved by the Program Director or sent to an appropriate governing body within the program, department, or college. Written notification of the resolution of the complaint will be sent to the person alleging the complaint. Any decision/resolution of a complaint can be appealed to the following people, in the follow order:

- Program Director
- Department Chair, Department of Physical Therapy
- Dean, BU Sargent College
- Provost, Boston University

Supporting documentation from the previous decision will be forwarded to the next in line of the appeals process. A copy will be kept with the original complaint and stored within the program's files for 5 years.

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DPT PROGRAM CURRICULUM & REQUIREMENTS

PROGRAM CURRICULUM

First Year Summer I		4 cr.	First Year Summer II		8 cr.
SAR HS 581	Gross Human Anatomy (4)		SAR PT 515 SAR PT 520	Physical Therapy Examination (4) Functional Anatomy (4)	
First Year Fall		19 cr.	First Year Spring		19 cr.
SAR HP 531 SAR PT 566 SAR PT 511 SAR PT 521 SAR PT 555	Clinical Medicine I (4) Evidence-Based Practice I (2) Cardiovascular & Pulmonary Systems I (6) Musculoskeletal System I (6) Integrated Clinical Experience I (1)		SAR HP 532 SAR PT 512 SAR PT 522 SAR PT 551 SAR PT 565 SAR PT 720	Clinical Medicine II (4) Cardiovascular & Pulmonary System II (2) Musculoskeletal System II (6) Neuroscience for Physical Therapy Students (4) Integrated Clinical Experience II (1) Educational Theory and Practice (2)	
Second Year Summer					
SAR PT 791	Clinical Education Experience I				
Second Year Fall		17 cr.	Second Year Spring		15 cr.
SAR PT 550 SAR PT 662 SAR PT 634 SAR PT 652 SAR PT 691 SAR PT 610	Scientific Basis of Human Movement (2) Evidence-Based Practice II (2) Diagnostic Procedures (4) Neurological System I (6) Clinical Education Seminar I (1) Health Promotion and Wellness (2)		SAR PT 623 SAR PT 653 SAR PT 692 SAR PT 682	Musculoskeletal System III (6) Neurological System II (6) Clinical Education Seminar II (1) Academic Practicum I (2)	
Third Year Summer					
SAR PT 792	Clinical Education Experience II				
Third Year Fall		14 cr.	Third Year Spring		
SAR HP 770 SAR PT 756 SAR PT 773 SAR PT 782 SAR PT 794 SAR PT 760	Health Care Management – PT (4) Pediatrics (2) Comprehensive Clinical Reasoning (4) Academic Practicum II (2) Clinical Education Seminar III (1) Special Topics Seminar (1)		SAR PT 793	Clinical Education Experience III	

Note: Curriculum is subject to change, Students will be notified of any programmatic changes.

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REGISTRATION PROCEDURE

GRADUATE REGISTRATION

Post-baccalaureate students will be registered for summer courses by the college. Registration for the remainder of the DPT program will proceed as described below.

During the registration period, students will be provided with a list of courses that they should register for the following semester. If that upcoming semester does not contain 18 credits, students may choose to also register for courses outside the DPT curriculum. Schedules will also be posted under the Registration tab on the ongoing PT Blackboard website.

To register for classes students will need an advising code, which will be provided to students. All pertinent information regarding registering for classes will be posted on the ongoing PT Blackboard website as soon as the information is available. It is the student's responsibility to make sure that they are registering for the correct amount of credits and courses. To register for classes students should go to the Student Link/Academics/Registration.

Students will register for summer clinical education experiences in the spring semester of each year; clinical fees will be imposed.

For problems with registering, please contact the Senior Program Coordinator or the ASC.

AUDITING A COURSE

Students are permitted to audit BU Sargent College courses only at the discretion and permission of the instructor. A student who audits a course does not earn credits or a grade. Audited courses do not count toward completion of degree requirements.

Note: The last day to add courses with audit status or convert classes from credit to audit is the same date as the last day to add courses for credit.

Auditors must attend classes regularly, do assigned readings, and participate in discussions, but they are excused from exams. Auditors are subject to the full tuition and fees of the course. Required courses may not be audited.

PASS/FAIL POLICY

Courses that meet degree requirements are all graded unless specified. Students may not choose to take required courses on a Pass/Fail basis.

ACADEMIC POLICIES AND STANDARDS

DPT PROFESSIONAL COURSES AND PROFESSIONAL GPA

Professional courses are all courses considered part of the DPT curriculum. Professional courses in the DPT program require a minimum grade of C (2.0). The professional grade point average (GPA) is defined as the cumulative GPA of those courses that are applied to the DPT degree. When a student is required by academic policy to repeat a professional course, only the grade obtained on the retake is computed in the professional GPA although both grades will be on the university transcript and both grades will be part of the university's cumulative GPA calculation.

A professional 3.0 GPA is required to maintain good academic standing in the professional program. The professional GPA is a calculation used by the physical therapy program. The professional GPA does not appear on the university transcript and may be different from the university's cumulative GPA.

GRADUATION REQUIREMENTS

Doctor of Physical Therapy (DPT)

- A minimum grade of C in all professional courses must be achieved. Professional courses may be retaken only once to meet the requirements.
- A professional GPA of 3.0 must be achieved.
- All summer and first year courses must be successfully completed prior to PT 791 Clinical Education Experience I; all second-year courses must be successfully completed prior to PT 792 Clinical Education Experience II; all professional coursework must be successfully completed prior to PT 793 Clinical Education Experience III.
- All clinical education experiences must be successfully completed prior to awarding of the degree.

Note: *Curriculum is subject to change, any modifications to the graduation requirements will be communicated to students.*

TIME ALLOWED TO ACHIEVE REQUIREMENTS

Students entering the PT program as undergraduates have a maximum of six years to complete all BS in Health Studies and DPT degree requirements. Students who enter the PT program as post-baccalaureate students have 3 years to complete the DPT degree. The DPT program is a full-time program; part-time study is not permitted.

All requests to extend the course of study in the DPT program must be petitioned to the Physical Therapy Department Committee on Academic Policies and Procedures (PT CAPP) (see Section 12). Approval of such a petition by the Committee requires appropriate documentation and justification of the request. The reasons to extend the length of study include but are not limited to 1) withdrawing from a course, 2) a leave of absence from the University for any reason, and 3) program deferrals

(continuing to take courses within the University but not within the PT program). Exceptions to this policy include a medical leave of absence or program extension that has been previously approved by the Program Director or PT CAPP.

COURSE FAILURE

A grade of C or better in all professional courses is required. A grade of C- or below or a W in a professional course, or failure to pass a clinical education experience constitutes a course failure. If a student is meeting all academic requirements including the stated professional GPA and is in good academic standing (professional GPA ≥ 3.0), the course must be repeated at its next offering. This will extend the time needed to complete the degree requirements. A student is permitted to repeat a given failed professional course only once. The student will be terminated from the physical therapy program if a grade of C or better is not achieved upon repetition of the failed course. The student may not take other courses in the professional program until the course is successfully repeated. Courses passed with a C or better cannot be repeated to improve the professional GPA.

If the student is not in good academic standing at the time of the course failure, he/she will be terminated from the physical therapy program.

- Unsatisfactory completion (a grade of C- or below, or W, or failure to pass a clinical education experience) of one course if it is in combination with failure to meet the professional GPA requirements of 2.6 at the completion of summer II or 3.0 at the completion of fall semester year one and each subsequent semester will result in termination from the program.

Any student who fails the first professional course in the curriculum (SAR HS 581/HS 369, Gross Human Anatomy) will be allowed to repeat the course despite not achieving the 2.6 professional GPA, however a minimum grade of B- must be obtained upon repetition in order to remain in the program.

ACADEMIC PROBATION

- Students must achieve a minimum of 3.0 cumulative professional GPA to maintain good academic standing in the program.
- Students who achieve a professional GPA of ≤ 2.6 at the end of summer II semester will result in automatic academic probation which will require the attainment of a professional GPA of ≥ 2.9 by the end of the fall semester year one. Failure to achieve this requirement will result in termination from the program.
- All students are required to achieve the 3.0 professional GPA by the completion of the fall semester year one and at the completion of each semester thereafter. Failure to meet this standard will result in automatic academic probation which allows for one additional semester to meet the minimum 3.0 professional GPA. Failure to meet the 3.0 professional GPA standards at the completion of that subsequent semester will result in termination from the physical therapy program.
- If at any time, it is not mathematically possible to achieve the required 3.0 professional GPA by the completion of the following semester, no probationary period will be provided and the student will be terminated from the physical therapy program,

- If the 3.0 professional GPA standard is met after one semester on probation, the student will be removed from academic probation and continue in the program in good academic standing.

Note: *Students will be notified in writing of their academic status at the end of each semester.*

TERMINATION OF ENROLLMENT FROM THE PHYSICAL THERAPY PROGRAM FOR ACADEMIC REASONS

- Failure to meet the standards imposed by an academic probation as described above or as stipulated by a Committee on Academic Policy and Procedure (PT CAPP or SAR CAPP) will result in termination from the program.
- Unsatisfactory completion (a grade of C- or below, or a W, or failure to pass a clinical education experience) in two or more courses (including clinical education experiences) will result in termination from the program.
- Unsatisfactory completion (a grade of C- or below, or W, or failure to pass a clinical education experience) of one course if it is in combination with failure to meet the professional GPA requirements of 2.6 at the completion of summer II or 3.0 at the completion of fall semester year one and each subsequent semester will result in termination from the program.
- Failure to meet degree requirements in the specified time frame will result in termination from the program.

A student whose matriculation has been terminated has the right to petition the Physical Therapy Department Committee on Academic Policy and Procedures (PT CAPP) (see Section 12) for reconsideration if they can *present pertinent evidence* that may affect the decision. In general, personal, health, social or emotional problems not brought to the attention of the student's advisor or instructor(s) at the time of the poor performance are insufficient grounds for a reconsideration of academic status.

PROFESSIONAL BEHAVIOR

Professionalism is the fundamental principle of the core values in physical therapy practice. It encompasses accountability, integrity, compassion, altruism, and social and professional duty. Students are expected to demonstrate professional behaviors across settings, whether engaged in clinical practice, classroom instruction, peer or faculty interaction, or in research or laboratory activities. Student professional behavior is a component of evaluation in addition to academic performance. Recognition and/or remediation of exemplary or unacceptable professional behaviors of either students or instructors can be enacted by the use of a Professional Behaviors Assessment (PBA) form. Any faculty, instructor, or student may fill out a PBA form for either exemplary or unacceptable behaviors observed during any program activities or classes. Completed PBA forms are discussed with the involved parties as well as the student's advisor and/or the program director. Unresolved or multiple PBA contracts may prevent progression in the program, result in probation, or dismissal from the program and will be determined on a case-by-case basis. The PBA form is available on the program Blackboard site.

The American Physical Therapy Association's Guide to Professional Conduct can be found at www.apta.org.

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TECHNICAL STANDARDS / ESSENTIAL FUNCTIONS

The physical therapy program [technical standards](#) describe what students need to be able to do, with or without accommodations, to complete the physical therapy program. Please review these standards and discuss with your academic advisor and/or the program director any concerns you may have regarding your ability to perform these functions.

In compliance with the Americans with Disabilities Act, the Doctor of Physical Therapy admissions process does not require disclosure of a disability. However, all enrolled students must be capable of meeting the [technical standards](#) for the academic and clinical education components of the physical therapy program. These technical standards are necessary for full participation in the curriculum, and it is expected that students will function independently, which generally means, without the aid of an intermediary, to achieve proficiency in all curricular areas. Applicants and students should review the technical standards for the physical therapy program carefully. A student who has a disability may request reasonable accommodations. If, due to a disability, you feel you may require accommodations in order to complete the curriculum, it is essential that you work with the BU Office of [Disability and Access Services](#) to discuss possible accommodations.

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GRADING POLICIES

GRADE CHANGES

Once officially recorded, grades may be changed only by the instructor through the filing of an official grade change form. Students have responsibility for checking with the instructor and with the University Registrar to be certain the grade change has been recorded. No grades can be changed once the student officially graduates.

INCOMPLETE COURSE WORK

No incomplete grades will be reported unless the instructor and the student have conferred, the student has presented a sufficient reason why the work of a course cannot be completed on schedule, and the instructor has assigned a date within the succeeding twelve months by which time all course requirements must be completed. No degree credit for incomplete courses will be granted unless the work is completed by the date assigned, which must be no later than one calendar year of the date on which the incomplete date is reported.

Incomplete grades must be resolved prior to continuing with other courses in the physical therapy program, including clinical education experiences.

Note: *In the event that coursework remains incomplete on the assigned date or twelve months after the I grade has been awarded, whichever comes first, the I grade will be changed automatically and permanently to an F grade.*

DISPUTING A GRADE

A student who questions the final grade in a Department of Physical Therapy course must bring their concern to the course instructor within *six weeks* of issuance of grade reports.

GRADING SCALE

The physical therapy program follows the BU Sargent College grading policy outlined below:

92.5 or above	A	4.0
89.5 - 92.4	A-	3.7
86.5 - 89.4	B+	3.3
82.5 - 86.4	B	3.0
79.5 - 82.4	B-	2.7
76.5 - 79.4	C+	2.3
72.5 - 76.4	C	2.0
69.5 - 72.4	C-	1.7
59.5 - 69.4	D	1.0
59.4 or below	F	0

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EXAM POLICIES

MISSED EXAMINATIONS

Students who are unable to attend an examination must provide the instructor with a valid reason for the absence PRIOR to that exam. Acceptable reasons for absence include illness, religious holiday, death in the family, natural disaster, or travel with a varsity team. Documentation may be required. Failure to follow this procedure will result in a grade of zero for the missed exam.

No later than one week following a missed exam, students must take responsibility for arranging a make-up exam with the instructor. Make-up exams are not necessarily automatic and are given at the discretion of the instructor. Failure to make acceptable arrangements within one week will result in a grade of zero for the missed exam. The format of the make-up exam is up to the instructor.

ILLNESS DURING EXAMS

Students who become ill during an exam must notify the instructor DURING the exam if they wish to have any consideration. Make up exams and alternate considerations for illness are given at the discretion of the instructor.

PRACTICAL EXAMS

All practical examinations in physical therapy clinical courses must be passed (as defined on the course syllabus) in order to pass that course. A failed practical exam may be retaken once when retakes are described in the course syllabus.

EXAM GRADE JUSTIFICATION

A student who wishes to question the accuracy or justification of an exam grade **must** do so within 2 weeks of receiving the grade. Requests received after that time need not be considered by the instructor.

FINAL EXAMINATIONS

Schedule

The official examination period is indicated on the university calendar. The examination schedule is determined by the BU Office of the University Registrar in accordance with the semester class schedule. Adjustments in the final examination schedule shall be cleared by the program through the ASC. Adjustments for individual students are made by the faculty member(s) if appropriate.

Policies

No individual student shall take more than two examinations per day during the examination period. In the event that a student is scheduled to take more than two examinations in one day, they will be

allowed to reschedule one of the examinations to another examination day chosen in conjunction with the instructor. No written examinations may be held outside the designated final exam period, except for those courses that do not follow the usual university semester calendar.

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STUDENT ADVISING

ACADEMIC ADVISORS

Students are assigned to a DPT program faculty member for assistance and advice throughout their academic careers. It is the responsibility of the student to contact their advisor once assigned. Academic advisor assignments can be found on the MyBU Student Link Portal website under the Academics Tab. Students who feel that a different advisor will improve their advising situation may ask the program director or department chair for a change.

Faculty advisor responsibilities are as follows:

- To be available by appointment and during office hours.
- To provide professional guidance.
- To consult with students who have academic problems.
- To advise students of available university counseling services if they need that assistance.
- To meet with advisees at prescribed periods to discuss academic and professional issues.
- To advise students regarding petition processes
- To provide Letters of Recommendation as appropriate

ACADEMIC SERVICES CENTER (ASC)

To supplement student advising through the appropriate departmental faculty, the BU Sargent College Academic Services Center (ASC) offers advising concerned with University academic and registration processes; general program and degree requirements; transfer within the college, University, or to other institutions, and accuracy of the individual student's academic record.

EDUCATIONAL RESOURCE CENTER (ERC)

This center offers students a variety of seminars on studying and test-taking, as well as individual coursework tutoring. The student can either be self-referred or referred by their advisor for services.

PHYSICAL THERAPY DEPARTMENT COMMITTEE ON ACADEMIC POLICY AND PROCEDURES (PT CAPP)

Any student seeking variance from a program or department policy or procedure should discuss the process with their academic advisor. The petition should include a written letter describing the reasons the student believes a variance in policy is indicated in their case. The petition should also provide documented evidence in support of the petition if necessary. The student must submit the petition to the Chair of the Physical Therapy Department Committee on Academic Policy and Procedure (PT CAPP). The Chair of the Committee will inform the student of the decision. If the issue remains unresolved or the student believes they have not received due process, the student may appeal the decision to BU Sargent College Committee on Academic Policy and Procedure (SAR/CAPP).

BU SARGENT COLLEGE COMMITTEE ON ACADEMIC POLICIES AND PROCEDURES (SAR/CAPP)

The purpose of the SAR/CAPP is to assure that the standards set by the college at large and academic policies set by the faculty of individual programs are consistently applied in a non-prejudicial and non-discriminatory manner.

Therefore, SAR/CAPP will consider petitions that involve academic standards and policies if students have pertinent additional information not previously presented; if there are extenuating circumstances that justify deviation from, or exception to, stated rules; if students feel that the departmental committee or a faculty member has not dealt with them in a fair manner; or if a student is accused of academic misconduct.

Petitions to SAR/CAPP to reconsider academic or disciplinary actions against a student must be submitted at least one week prior to the start of the semester following the initial department action. The committee must schedule the hearing to act on the petition no later than 14 days after the completed petition is received.

SAR/CAPP will inform the student of the scheduled hearing date. The student will be requested to submit all pertinent materials to the committee in advance of the hearing. The student has the right to present their case in person if so desired. The committee may request the attendance of other individuals who may speak to the issue(s) under consideration. The student will be notified of the committee's decision in writing within 5 days after the hearing.

For decisions made by SAR/CAPP, an appeal to the dean will only be allowed in the event of significant additional information and/or extenuating circumstances.

Matters relating to a course taken by a student in a school or college other than the one in which the student is enrolled are subject to the determination of the school or college in which the course is offered. Disciplinary or academic actions against a BU Sargent College student by other segments of the university will be reviewed by the dean of BU Sargent College. Any student terminated from a program within BU Sargent College for disciplinary reasons is automatically terminated from the college.

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LEAVE OF ABSENCE / WITHDRAWAL POLICIES

A student may apply for a Leave of Absence or Withdraw from the PT program using the procedures below:

WITHDRAWAL FROM THE INSTITUTION

- Obtain official university form from the ASC. The completed form must be signed by the program director or faculty advisor for approval.
- Any matriculated student who is not registered for a semester and has not filed a LOA form is automatically withdrawn from the university.

LEAVE OF ABSENCE

- Complete paperwork from ASC which must be signed by the faculty advisor and approved by the Program Director.
- Financial aid considerations for LOA:
www.bu.edu/sargent/admissions/graduate/financial-aid/withdrawal-leave-of-absence/
- Any student who wishes to request a leave of absence (LOA) from the physical therapy program must petition that request via PT CAPP as this will extend the length of the degree requirements (see Section 14). Exceptions to this petition process include approved medical LOA or professional course failure.
- A student on a leave of absence must inform the ASC and the PT program director in writing at least 4 weeks prior to the expiration of the leave, of their intention to return to the college. A leave of absence is allowable for up to two consecutive academic year semesters.
- If the student does not return to the degree program after the approved LOA time frame, the student is considered withdrawn, and they must reapply for admission. This application will be evaluated along with those submitted by new applicants.

Note: A student may not apply for a Leave of Absence to avoid probation or dismissal for academic reasons.

WITHDRAWAL FROM A COURSE

Any student wishing to drop or withdraw from a course must petition the Physical Therapy Department Committee on Academic Policy and Procedures (PT CAPP) to extend the length of the professional program (see Section 14). This generally requires that the student drop back a year in the curriculum. A student may *not* withdraw from a regular semester course within two weeks of the end of the regular semester or within one week of the end of the summer term. The proper form for course withdrawal should be obtained from the ASC and completed ([Withdrawal & Leave of Absence for Graduate Students](#)).

Important dates to observe:

- No course may be added after the first two weeks of classes.
- A course dropped during the first five weeks of classes will not appear on the student's permanent record.
- A course dropped after the first five weeks will appear on the student's record as a W
- Courses may be dropped up to the end of the eighth week of classes.

Withdrawal and refund policies can be obtained from the ASC or at the University Registrar.

Note: *Withdrawal from a course in the professional program resulting in a W grade is equivalent to a course failure (see Section 7: Course Failure).*

We require that each student have an electronic mail account and it is assumed that accounts are checked every two to three days. Please use your BU account (@bu.edu). You may forward this account to another email account if desired.

Also, students should visit the ongoing Physical Therapy Blackboard site regularly. Among other things, this site stores documents (such as this one) for easy access.

COURSE EVALUATIONS

The department requires that all department-taught courses be evaluated by students each semester. Course evaluations are completed through a centralized online portal. The department further requires that students be offered the opportunity to submit in writing additional comments on the course and instructor(s).

Course evaluations are used by instructors to improve both their own teaching skills and the design and implementation of their courses. The evaluations are further used by the department and college to assess the instructor's performance for such issues as contract renewal, merit, promotion and tenure. For this reason, course evaluations should be taken very seriously. We suggest that responses and comments be considered carefully and made constructively.

Procedures for course evaluations

- Course evaluations will be conducted within the last two regularly scheduled meeting times for the class.
- All course evaluations will be completed via Campus Labs portal, with additional written comments submitted via Qualtrics survey. Links to both surveys will be provided by the instructor at the assigned time in class to complete the course evaluations. Faculty will receive evaluations only after final grades for the semester have been submitted.

Clinical education experiences are an integral component of the physical therapy professional preparation. It is in the clinical setting that students have the opportunity to apply knowledge and skills in real-life patient situations and to learn to think and function as a physical therapist in patient management. Student readiness to participate in clinical education experiences is determined by a faculty vote prior to the start of each experience and also requires the resolution of any outstanding behavioral issues identified in a PBA.

BU Sargent College has clinical contracts with more than 500 clinical sites across the nation. However, it is important to know that not all sites are available for each clinical experience. Availability of sites at any one time is determined by the clinical site (not BU Sargent College) and is dependent on changes in health care, staffing patterns, timing of the experience during the year, the students' level of preparation and the sites' commitments to other programs. Students are provided with a list of available sites (a subset of the total) and subsequently identify those sites of most interest to them. For each experience, students are matched to sites from the list to best meet their educational needs.

Faculty members called Directors of Clinical Education (DCEs) coordinate all clinical education experiences. The DCEs are in regular contact with all contracted clinical sites and identify and develop new sites as needed. Therefore, students, as well as family members and friends of students, are asked not to contact any clinical site for the purposes of setting up a clinical experience.

It should be noted that there are additional costs, sometime substantial, associated with one or more of the students' clinical experiences, to cover housing, transportation, meals, etc. The availability of a car helps to broaden the scope of clinical sites that a student can consider. It is recommended that students plan early for these additional expenses so that resources are available during all clinical experiences.

Note: *A separate manual for policies and procedures related to clinical education will be provided.*

All physical therapy students are required to receive criminal background or CORI (Criminal Offender Record Information) checks before participating in a clinical education experience. Fingerprint analysis, immunization titers, and or drug testing may also be required, and are not centrally managed by Sargent; students may incur additional costs for these tests (approximately \$100/experiences pending clinical site requirements).

History of a criminal background may disqualify students from participating in these experiences which are required for successful completion of the degree program. Many of our partnering clinical sites do not recognize COVID-19 vaccination exemptions from BU and/or require students to request an exemption directly from the site. This may impact your ability to complete these experiences, which are required for successful completion of the degree program. Specific procedures will be dictated by the clinical site and will be facilitated by the Director of Clinical Education.

Note: *Failure of a clinical education experience constitutes a professional course failure.*

PLEASE NOTE:

All students must be certified in **Cardiopulmonary Resuscitation (CPR)** in order to participate in the clinical education experiences. The course must include adult, pediatric and infant CPR, airway obstruction management, 2-rescuer CPR, AED use, use of barrier devices, and use of ventilation bags-this is typically described as CPR for Healthcare Providers or the Professional Rescuer. We strongly encourage you to seek out American Heart Association (AHA) CPR courses as several of our clinical partners require this specific certification. If you do not have AHA certification, you may be required to obtain it prior to the start of a clinical education experience even if you have another type of certification. You are also required to maintain CPR certification throughout the program to participate in all clinical education experiences. You may not participate in the clinical experience without current certification. It is your responsibility to be sure that your certification does not expire.

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EXPOSURE CONTROL PROCEDURES

As a health care professional you are at risk for exposure to infectious diseases that are airborne or borne by blood and other bodily fluids. Following OSHA guidelines, regulations have been designed to protect anyone who might come in contact with another's bodily fluids and should be followed throughout your clinical experience. It is essential that you become knowledgeable about your protection and adhere to the following rules.

STANDARD PRECAUTIONS

- Wash your hands or use antiseptic hand sanitizer before and after giving direct care to a patient. If contaminated with blood or other bodily fluids, hand washing is required.
- Wear gloves if there is any contact or chance of contact with blood, body fluids, mucous membranes or non-intact skin. Wash hands or use antiseptic hand sanitizer immediately after gloves are removed.
- Take care to prevent injury from needles, scalpels or other sharp instruments. Disposable syringes, needles, scalpel blades and other sharp instruments should be placed in puncture-proof containers for disposal. Do not recap, break or crush these items.
- Tables used for care of patients in which there is contact with blood or bodily fluids should immediately be washed with an appropriate disinfectant. Whirlpools should be cleaned and disinfected daily.

If you think you have been exposed to a blood born pathogen (BBP), immediately report the incident to the designated individual (in lab, the course instructor; during clinical education, your clinical instructor) to initiate the appropriate medical care. A presentation that reviews these standard precautions will be available on the ongoing PT Blackboard website. Further instructions are provided there.

Students should follow all facility policies and procedures regarding potential exposure to airborne pathogens. Current Center for Disease Control (CDC) guidelines also provide the most up to date Covid-19 recommendations.

HEPATITIS B VACCINE

Vaccination against the Hepatitis B virus is available to all students. It is a Commonwealth of Massachusetts requirement that students enrolled in a degree program in any college in Massachusetts be vaccinated.

LIBRARY SERVICES

In addition to the libraries on the Charles River campus, students also have access to the resources of the [BU Medical Library](#). [Mugar library](#) offers a dedicated Sargent College librarian, who can provide a range of services to assist students as needed.

GEORGE K. MAKECHNIE STUDY CENTER (MSC)

The George K. Makechnie Study Center provides a broad range of media services for students, faculty and staff for computing, media and library needs.

There are 3 desktop PCs and a few laptop stations in the MSC available for student, faculty, and staff use. In addition to word processing, graphics, spreadsheet, database management, and other popular kinds of software are installed on these computers. Quiet study rooms for working in groups are available. Students can reserve a study room via the [online reservation calendar](#).

The Makechnie Study Center (MSC) keeps a small library of reserve materials for BU Sargent College classes so students can conveniently access these materials. Students can check out these materials for two hours at a time by presenting their BU ID card. A photocopier is available in the MSC for student use.