



Sam Houston State University
Physical Therapy
College of Health Sciences

DOCTOR OF PHYSICAL THERAPY

Student Handbook

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Department of Physical Therapy

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1.0 WELCOME

1.1 Purpose of the Manual and Disclaimers

The Sam Houston State University Doctor of Physical Therapy (SHSU-DPT) Student Handbook outlines the policies and procedures that apply to all SHSU-DPT students.

The provisions of this handbook do not constitute a contract, expressed or implied, between any applicant, student, faculty member, or staff employee and Sam Houston State University, including the Department of Physical Therapy, or the Texas State University System. In the event of a conflict between the provisions of this handbook and the Texas State University System Rules and Regulations, the latter shall govern. Likewise, in the event of a conflict between this handbook and Sam Houston State University Academic Policy Statements (APS), the relevant APS shall govern.

University-wide policies are summarized in this handbook and described in full in the current Graduate and Professional Catalog, the Sam Houston State University Academic Policy Manual, and on the Dean of Students' Office website. Students are responsible for being familiar with all policies that apply to their program of study.

1.2 Welcome Letter

Dear Doctor of Physical Therapy Student,

Congratulations on your acceptance into the Sam Houston State University Doctor of Physical Therapy (SHSU-DPT) program. We are delighted to welcome you to our academic community and look forward to supporting you on your journey to becoming a skilled, compassionate, and evidence-based physical therapy practitioner.

This Student Handbook has been developed to provide important information about our program's policies, procedures, and expectations. It is intended to serve as a reference throughout your time in the program. While this handbook addresses many aspects of the DPT program, it should be used in conjunction with other official university publications, including the Graduate and Professional Catalog and the Sam Houston State University Academic Policy Manual.

Note. Clinical education experiences are governed by a separate Clinical Education Handbook

We encourage you to read this handbook carefully and to consult with faculty and staff whenever you have questions. Faculty and staff are available to support you and are committed to your success.

Welcome to the program, and best wishes for a rewarding educational experience.

Sincerely,

Sambit Mohapatra, PT, PhD

Professor and Chair | Program Director, Doctor of Physical Therapy Program

Department of Physical Therapy | Sam Houston State University

2.0 PROGRAM OVERVIEW

2.1 Overview of the Program

The Doctor of Physical Therapy (DPT) program is a full-time, three-year (eight consecutive semesters) professional program that prepares students for entry-level practice as physical therapists. The curriculum integrates foundational sciences, clinical sciences, and professional practice courses with progressive clinical education experiences to develop competent, compassionate, and evidence-based practitioners.

2.1.1 Mission and Vision

MISSION	VISION
The Department of Physical Therapy is committed to creating a student-centric environment that fosters academic excellence and encourages discovery. We aim to transform lives through innovative education, hands-on learning, and collaborative practice. By prioritizing professional development and teamwork, we empower our students to become compassionate, skilled professionals who make a meaningful impact in the field of physical therapy and the communities they serve.	The Department of Physical Therapy strives to be a leader in innovative education and research, empowering future physical therapists to deliver compassionate, evidence-based care and dedicated service that transforms lives and enriches communities.

2.1.2 Educational Philosophy

Our educational philosophy is guided by adult learning principles and by the belief that students learn best through active engagement, problem-solving, and reflection. The program emphasizes:

- **Immersive, hands-on learning.** Practical application through clinical opportunities and real-world engagement that bridges theoretical knowledge with practice.
- **Reflective practice and continuous improvement.** A culture of self-assessment, critical reflection, and ongoing professional development.
- **Integrated academic and clinical excellence.** Rigorous academic preparation blended with clinical reasoning development across varied patient populations.
- **Collaborative and interprofessional education.** Teamwork skills cultivated through interprofessional education opportunities.
- **Inquiry-based, research-informed teaching.** A spirit of inquiry that encourages scholarly contribution and the integration of evidence-based interventions.

2.1.3 Nondiscrimination and Equal Opportunity

Sam Houston State University and the Department of Physical Therapy are committed to providing equal educational opportunity to all students. The University does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or any other classification protected by applicable federal, state, or local law in any of its educational programs, activities, employment practices, or admissions processes.

This commitment applies to all aspects of the DPT program, including admissions, instruction, advising, examinations, clinical education placements, financial aid, and other program activities.

Students who believe they have experienced discrimination, harassment, or unequal treatment based on a protected characteristic are encouraged to contact the SHSU Title IX and Equal Opportunity Office, the Dean of Students' Office, or the DPT Program Director. Reports may also be filed through the procedures described in Sections 2.3.3 and 6.3.5 of this handbook.

Note. Reasonable accommodations for students with documented disabilities are coordinated through Services for Students with Disabilities (SSD). See Section 4.13.3 for contact information and procedures.

2.2 Program Goals and Graduate Outcomes

The Doctor of Physical Therapy program is guided by the program, student, graduate, and faculty goals below.

Program Goals

- Program Goal 1, Enhance Student-Centric Learning. Deliver a sequenced curriculum of active, case-based, and laboratory learning, with advising and professional development planning for every student.
- Program Goal 2, Promote Student Success. Provide early intervention, remediation, and wellness support so that graduation, licensure, and employment rates meet or exceed the levels CAPTE requires.
- Program Goal 3, Foster Innovative Education. Integrate simulation, current technology, and evidence-based practice across the curriculum.
- Program Goal 4, Encourage Hands-On Learning. Maintain clinical education sites of sufficient quality, number, and variety for part-time and full-time experiences across the lifespan and continuum of care.
- Program Goal 5, Facilitate Collaborative Practice. Provide interprofessional learning with other health professions programs at SHSU and in clinical education.
- Program Goal 6, Empower Compassionate Practice. Teach ethics, professional behavior, communication, and patient-centered care across the curriculum, and assess them each semester in selected courses and in clinical education.
- Program Goal 7, Advance Research and Scholarship. Support faculty scholarship and student participation in faculty-led research.
- Program Goal 8, Engage with the Community. Build community partnerships and community-based research that serve the region, and develop the planned university-run clinic.

- Program Goal 9, Assess and Improve Program Effectiveness. Assess the program each year against its goals and CAPTE standards and act on the results.
- Program Goal 10, Cultivate Lifelong Learning. Prepare students to assess their own performance and plan their continued professional development.

Student Goals

- Student Goal 1, Achieve Academic Excellence. Students meet the program's 80 percent competency standard on examinations and practical examinations, pass every critical safety element, and progress with their cohort.
- Student Goal 2, Engage in Discovery. Each student completes the four-semester doctoral project under a core faculty mentor and presents the final scholarly product.
- Student Goal 3, Collaborative Practice. Students take part in interprofessional learning with students and practitioners of other professions and in team-based care during clinical education.
- Student Goal 4, Foster Community. Students demonstrate professional behaviors consistent with the APTA Code of Ethics and Core Values and take part in the community engagement and health promotion activities built into the curriculum.

Graduate Goals

- Graduate Goal 1, Lifelong Learning. Graduates obtain and maintain licensure and continue their professional development through continuing education, specialization, or residency.
- Graduate Goal 2, Community Impact. Graduates practice in, and serve, the communities of the region, including Walker and Montgomery counties and underserved areas of East Texas.
- Graduate Goal 3, Leadership in Practice. Graduates take leadership roles in their practice settings and the profession, including serving as clinical instructors for future students.
- Graduate Goal 4, Advocate for Patients and the Profession. Graduates advocate for patients' access to physical therapy services and for the profession's role in health care.

Faculty Goals

- Faculty Goal 1, Innovative Education. Faculty teach with contemporary expertise in their assigned content, use evidence-informed teaching methods, and meet the teaching expectations of the DPT Faculty Evaluation System each year.
- Faculty Goal 2, Mentorship. Faculty advise and mentor students, meet with each advisee at least once each semester, and lead doctoral project groups.
- Faculty Goal 3, Research Engagement. Each core faculty member maintains a well-defined scholarly agenda aligned with the University mission and involves DPT students in that work.
- Faculty Goal 4, Service and Clinical Currency. Faculty will serve the institution, the profession, and the community and maintain clinical currency appropriate to assigned teaching responsibilities.

Graduate outcomes. Every course syllabus maps the following 12 graduate outcomes as taught, practiced, or evaluated:

- **Professional Identity:** Demonstrate professionalism and implement effective practices that address the needs of patient populations in various healthcare settings.

- **Evidence-Based Practice:** Critically evaluate scientific literature and integrate current best evidence with clinical expertise and patient values to optimize patient outcomes.
- **Clinical Excellence:** Apply advanced clinical reasoning and psychomotor skills to examine, evaluate, diagnose, and implement interventions for patients across the lifespan and continuum of care.
- **Interprofessional Collaboration:** Function effectively as members of interprofessional healthcare teams to develop and implement comprehensive patient-centered care plans.
- **Ethical Leadership:** Demonstrate ethical decision-making, professional advocacy, and leadership skills that advance the profession and improve healthcare delivery.
- **Patient-Centered Care:** Communicate effectively with patients, families, and caregivers while demonstrating empathy and respect for patient autonomy in the clinical decision-making process.
- **Scholarly Contribution:** Contribute to the body of knowledge in physical therapy through participation in research, quality improvement initiatives, or other scholarly activities.
- **Community Engagement:** Design and implement community-based health promotion programs that address identified healthcare needs in various populations.
- **Reflective Practice:** Engage in ongoing self-assessment and reflective practice to identify personal and professional development needs and implement improvement strategies.
- **Professional Development:** Demonstrate commitment to lifelong learning through continuing professional development activities that reflect current best practices and emerging trends in physical therapy.
- **Innovation and Technology:** Integrate innovative technologies and evidence-based interventions to enhance patient care and practice management in evolving healthcare environments.
- **Health Advocacy:** Advocate for patients' access to physical therapy services and promote the profession's role in addressing public health challenges and healthcare policy.

2.3 Program Expectations

The following sections describe expectations that apply to all students enrolled in the Doctor of Physical Therapy program, including grading and academic standing, resignation, the non-academic grievance process, and the academic grievance process. Prospective students, clinical partners, and members of the public who wish to raise a concern about the program use the DPT Program Complaint Policy, published in Section 9.8 of the DPT Clinical Education Handbook and on the program webpage.

2.3.1 Grading System

Grade	Percentage	Designation	Meaning
A	90 to 100%	Academic Excellence	Exceeds professional standard
B	80 to 89%	Acceptable Performance	Meets minimum professional standard
C	70 to 79%	Passing, Insufficient	Below professional threshold

Grade	Percentage	Designation	Meaning
F	Below 70%	Failure	Does not meet minimum standard

Additional grade notations:

Code	Meaning
CR	Academic credit earned; used for Pass/Fail courses.
NC	Non-credit; academic credit not earned; used for Pass/Fail Courses
IP	In Progress; used for thesis or multi-semester courses.
W	Withdrew; assigned for resignations.
X	Incomplete; must be completed by the end of the next academic semester or it converts to F.
Q	Dropped (from the 13th class day through the last class day, before final examinations); not counted in GPA. The number of permitted Q-drops is governed by university policy.

2.3.2 Resignations

To resign (officially withdraw) from the University, a student must notify the Registrar's Office and process a Resignation Request in accordance with SHSU Academic Policy Statement 990407 (Student Withdrawals and Medical Leaves of Absence). The student must also notify the Program Director. The Resignation Request must be submitted in writing and becomes effective on the date received by the Registrar's Office.

Note. A student who discontinues attending class and fails to officially resign from the University will receive a grade of F in each enrolled course. A student who resigns after the 12th class day of a regular semester (or after the 4th class day of a summer session) will receive a mark of W for each enrolled course.

2.3.3 Non-Academic Grievance Policy

A. Purpose and Scope

This policy establishes procedures for DPT students to formally address non-academic concerns, complaints, or disputes within the program. Non-academic grievances may include matters related to:

- Discrimination or harassment based on protected characteristics;
- Violation of student rights or due process;
- Unfair treatment by faculty, staff, or administration;

- Program policy concerns;
- Clinical education placement issues that are non-academic in nature;
- Professional behavior assessment disputes;
- Disability accommodation concerns; and
- Student services issues.

Note. Academic matters such as grade disputes are addressed under the Academic Grievance Policy (Section 2.3.4) in accordance with SHSU Academic Policy Statement 900823. Allegations of sex discrimination, sexual harassment, or sexual misconduct are addressed under Section 6.3.5 of this handbook and applicable Title IX procedures.

B. Definitions

Grievance. A formal complaint alleging unfair treatment, violation of rights, discrimination, harassment, or other non-academic concerns.

Grievant. The DPT student filing the grievance.

Respondent. The individual or individuals against whom the grievance is filed.

Business Day. Monday through Friday, excluding University holidays.

C. Non-Academic Grievance Process

Step 1. Incident or Concern Occurs.

The student identifies a non-academic concern that requires resolution.

Step 2. Informal Resolution (within 5 business days).

The student attempts informal resolution through direct discussion with the instructor or advisor and documents all attempts.

Step 3. Submit Written Formal Grievance (within 10 business days of the informal attempt).

The grievance must include student information, a detailed description of the concern, supporting documentation, and the resolution requested.

Step 4. Program Director or Department Chair Review.

The Program Director or Department Chair acknowledges receipt within 5 business days, determines the review procedure, and coordinates with relevant University offices.

Step 5. Written Decision Issued (within 10 business days).

A written decision with rationale is provided. If the student remains aggrieved, the student may appeal to the College Dean within 10 business days.

D. Resolution and Appeal

Resolution procedures follow established SHSU grievance policies, with written decisions provided within specified timelines. Appeals are limited to:

- Procedural errors that affected the outcome;
- New evidence not previously available;

- Bias or conflict of interest; or
- Disproportionate remedies.

Students may appeal through the established University hierarchy, including the Program Director or Department Chair, the College Dean, and University-level review as appropriate.

E. Special Circumstances

- Emergency situations involving immediate safety concerns require contacting University Police (936-294-1000 or 911), the Title IX Office, or the Program Director or Department Chair immediately;
- Clinical education issues require coordination with the Director of Clinical Education;
- Multiple-party grievances may be consolidated while maintaining individual findings;
- All parties must maintain appropriate confidentiality; and
- Retaliation against a person for participating in good faith in the grievance process is prohibited.

2.3.4 Academic Grievance Policy

This policy establishes procedures for DPT students to formally contest academic grades or academic decisions they believe were assigned incorrectly, unfairly, or in violation of established policies. The DPT Academic Grievance Policy operates within the framework of SHSU Academic Policy Statement 900823 (Academic Grievance Procedures for Students); in the event of any conflict, APS 900823 shall govern.

A. Purpose and Scope

Academic grievances include disputes over final course grades, individual assignment or examination grades that significantly affect course outcomes, clinical education grades and assessments, comprehensive examination scores, practical examination results, and professional behavior assessments with academic consequences.

B. Grounds for Academic Appeals

Acceptable Grounds	Unacceptable Grounds
• Computational or clerical errors in grade calculations; • Procedural violations (failure to follow stated grading criteria); • Bias or discrimination affecting academic evaluation; or • Violation of due process in grade assignment.	• Disagreement with faculty's academic judgment; • Personal circumstances affecting performance; • Comparative performance arguments; or • Dissatisfaction with teaching methods.

C. Academic Appeal Process and Timeline

Step 1. Informal Resolution (within 5 business days of grade notification).

The student consults directly with the course instructor, meets to discuss grade concerns and grading rationale, documents the meeting and outcomes, and consults the academic advisor as needed.

Step 2. Formal Written Appeal (within 15 business days of completing informal resolution).

The student submits a formal appeal to the Program Director or Department Chair. The submission must include student and course information, the grade(s) appealed, acceptable grounds, supporting evidence, the course syllabus, and informal resolution documentation.

Step 3. Instructor Written Response (within 10 business days).

The instructor provides the grading rationale and procedures, supporting documentation, and grade calculation records.

Step 4. Review Committee Hearing (10 business days advance written notice).

The student presentation is limited to 30 minutes; the faculty response is limited to 30 minutes. Committee deliberation results in a decision by majority vote, applying the preponderance of the evidence standard.

Step 5. Committee Written Decision (within 10 business days).

The committee will either deny the appeal (original grade maintained) or grant the appeal (with grade modification, re-evaluation, or another remedy).

Step 6. Appeals of the Committee Decision (within 10 business days).

The College Dean conducts a review within 20 business days. University-level appeal is available in limited circumstances (procedural violations only).

D. Record Keeping and Quality Assurance

- Substantiated grievances are retained for 7 years;
- Unsubstantiated grievances are retained for 3 years;
- Grade changes are retained permanently;
- Annual policy review and effectiveness assessments are conducted; and
- Pattern analysis informs systemic improvements and faculty development.

Note. This policy complies with CAPTE accreditation standards and University grievance procedures. For additional information, consult SHSU Academic Policy Statement 900823 and related University policies.

3.0 FACULTY AND STAFF INFORMATION

3.1 Department Chair and Program Director

Sambit Mohapatra, PT, PhD serves as Professor, Department Chair, and Program Director of the Department of Physical Therapy. The Department Chair and Program Director roles are held concurrently by Dr. Mohapatra, who is responsible for the academic, administrative, and accreditation oversight of the Doctor of Physical Therapy program.

Name	Title	Office	Email
Sambit Mohapatra, PT, PhD	Professor, Department Chair, and Program Director	HPB 304	smohapatra@shsu.edu

3.2 Program Faculty and Staff

The following core faculty and staff support the Doctor of Physical Therapy program. Students are encouraged to contact faculty during posted office hours or by appointment. Associate faculty and clinical instructors are identified in course syllabi and in the Clinical Education Handbook.

3.2.1 Core Faculty

Name	Title	Office	Email
Sambit Mohapatra, PT, PhD	Professor, Department Chair, and Program Director	HPB 304	smohapatra@shsu.edu
Kimberly Phelps, PT, DPT, NCS	Clinical Assistant Professor and Director of Clinical Education	HPB 303	kphelps@shsu.edu
Vaibhavi 'Soni' Rathod, PT, PhD	Assistant Professor	HPB 306	vrathod@shsu.edu
Rebecca Greenwood, PT, DPT, PhD	Clinical Associate Professor	HPB 302	rag113@shsu.edu
Anne-Laure Sojos, PT, DPT	Clinical Assistant Professor	HPB 305	axs673@shsu.edu

3.2.2 Program Staff

Name	Title	Office	Email
Allie Stanfield-Paramore	Assistant to the Chair	HPB 308	axs205@shsu.edu

4.0 PROGRAM CURRICULA

4.1 Program Standards and Requirements

4.1.1 Essential Functions and Technical Standards

The Department of Physical Therapy aims to empower students to become compassionate, skilled doctors of physical therapy who make a meaningful impact in the communities they serve. Essential functions and technical standards are the minimum motor, sensory, cognitive, and behavioral requirements needed to progress through all aspects of the curriculum and to develop the essential clinical skills required for entry-level practice.

All admitted students must be able to meet the program's essential functions and technical standards either independently or with reasonable accommodation. Sam Houston State University and the Department of Physical Therapy do not discriminate on the basis of race, color, creed, ancestry, religion, national origin, sex, sexual orientation, age, marital status, veteran status, or disability. Students with disabilities may request reasonable accommodation through Services for Students with Disabilities (SSD) at (936) 294-3512 or disability@shsu.edu.

A. Physical Requirements

Students must demonstrate sufficient mobility to move independently within academic and clinical environments. Students must possess the strength and endurance to safely position, move, and support patients during typical care. They must demonstrate fine and gross motor coordination for the precise execution of physical examination and intervention techniques, including manual therapy, wound care, and the operation of clinical equipment. Students must exhibit the physical stamina to perform clinical duties for extended periods (eight hours or longer).

B. Sensory and Observational Requirements

Students must possess adequate vision (corrected or uncorrected) to observe patient movement patterns and postural alignment, read instrumentation displays and written documentation, identify visual cues indicating patient status changes, and perform detailed visual assessments of tissue quality and color.

Students must have sufficient hearing (corrected or uncorrected) to detect normal and abnormal breath and heart sounds, hear patient verbal responses and communications, identify auditory signals from monitoring equipment, and participate effectively in verbal communication.

Students must have adequate tactile function to perform palpation techniques for assessment, detect temperature variations and tissue texture changes, provide safe manual therapy interventions, and identify areas of tenderness, swelling, or abnormal tissue quality.

C. Cognitive and Communication Requirements

Students must demonstrate the ability to measure, calculate, reason, analyze, synthesize, and retain complex information. They must possess the capacity to integrate data from multiple sources to facilitate advanced clinical reasoning during patient examination, evaluation, diagnosis, and intervention. Students must exhibit sound decision-making abilities, including under significant time constraints and stress.

4.1.2 Health and Safety Guidelines

A. Health Requirements Overview

Requirement	Details	Timing
Health Insurance	Must be maintained throughout the program.	Annual proof of coverage required.
MMR Vaccine	Two doses or positive titer.	Before program start.
Varicella	Two doses or positive titer.	Before program start.
Hepatitis B	Complete three-dose series or positive titer.	Before program start.
Tdap	Within the last 10 years.	Before program start.
Influenza	Annual influenza vaccine.	After July 1 each year.
COVID-19	As required by clinical sites.	As required.
TB Screening	Annual TB skin test or QuantiFERON Gold.	Annually.
BLS / CPR	Healthcare Provider level (American Heart Association).	Renew every 2 years.
Background Check and Drug Screen	10-panel urine drug screen and criminal background check.	Before enrollment and as required.

B. Health Insurance Requirement

All DPT students must maintain active health insurance coverage throughout the program and submit proof of insurance annually to the Department of Physical Therapy. This requirement ensures access to medical care and protects students from financial burden in the event of injury or illness.

C. Background Checks and Drug Screening

All students must complete a criminal background check and a 10-panel urine drug screen prior to enrollment. Additional screenings may be required by clinical sites; refer to the Clinical Education Handbook for further details. Students are responsible for all costs associated with background checks and drug screenings. Positive results may affect program progression and the ability to participate in clinical experiences.

D. CPR Certification

Students must maintain current Basic Life Support (BLS) certification at the Healthcare Provider level from the American Heart Association throughout the program. Recertification is required every two years.

E. Laboratory Safety, Equipment, and Access

The program's teaching laboratories are in the Health Professions Building on the Conroe campus. They include three dedicated physical therapy teaching laboratories, a research laboratory, and dedicated storage rooms. Gross anatomy is taught in the College of Osteopathic Medicine anatomy laboratory, which has its own rules (see Section 4.1.2 L). This section applies to every scheduled laboratory session, practical

examination, faculty-supervised practice session, and open laboratory session held in program space. Faculty and associated faculty who teach in the laboratories are expected to enforce it, and course coordinators review it with students at the first laboratory session of each course.

E.1 General Laboratory Safety

Before laboratory activities, students review the safety information for the session, tell faculty about any physical limitation or health concern, and obtain consent from their partner before practicing a technique. During laboratory activities, students follow the procedures taught for each skill, use proper body mechanics, guard their partner, and report any equipment malfunction at once. After laboratory activities, students clean and disinfect the equipment and surfaces they used and report any injury or incident to faculty immediately, as described in Section 4.1.2 H.

Students wear the laboratory attire described in Section 6.3.3. Food is not permitted in laboratories. Drinks are allowed only in closed containers away from treatment tables and electrical equipment. Walkways, exits, and the space around electric tables are kept clear. Students learn the location of exits, the nearest automated external defibrillator, first-aid kits, and fire extinguishers during the first laboratory session of the program.

E.2 Students as Subjects and Simulated Patients

Students practice as clinicians and serve as partners for one another. Before the first laboratory course, each student signs the Laboratory Participation Consent (SH-LAB). The consent explains what laboratory activities involve, their risks, and the need to expose some body regions for examination and treatment.

- A student who has a health condition, injury, or pregnancy that may affect safe participation tells the course coordinator privately and in writing. That information is shared only with faculty who need it to plan modifications.
- Before practicing an intervention with known contraindications, such as electrical stimulation, ultrasound, thermal agents, joint mobilization, traction, or exercise testing, the student partner completes the screening taught in the course. A student with a contraindication does not receive that intervention. The student practices as the clinician with another partner or a manikin, with no effect on the grade.
- A student may decline a specific technique as a partner without penalty, as the consent form states. Students drape their partner so that only the region being examined or treated is exposed, and they may ask faculty for a different partner.
- A technique stops at once if the partner reports pain beyond what is expected, dizziness, numbness, shortness of breath, or any other adverse response. The faculty member decides whether to continue, and any adverse response is reported under Section 4.1.2 H.
- People who are not enrolled DPT students take part in laboratory activities only with signed consent (SH-CON-A for adults, SH-CON-M for minors) and only with a faculty member present. No one is photographed or recorded without the Recording Permission Form (SH-REC).

E.3 Use of Equipment

- Students use a piece of equipment only after it has been taught in a course.

- Equipment that delivers energy to tissue or carries higher risk is used only when a faculty member is present in the laboratory. This includes electrical stimulation, ultrasound, combination units, the hydrocollator and hot packs, paraffin, mechanical traction, treadmills and other motorized exercise equipment, the body-weight support system, instrumented research equipment such as force plates and electromyography, and the cardiopulmonary simulator.
- Before each use, students check the equipment as they were taught: cords, plugs, lead wires, electrodes, casings, controls, table function, and locking mechanisms. Damaged equipment is not used. The student reports it to faculty, who tags it Do Not Use and removes it from service.
- Students follow the manufacturer's instructions and the settings taught in the course. They do not change device settings that are locked or reserved for faculty, and they do not attempt repairs.
- A gait belt is used for every transfer and every gait or balance activity in which a partner could fall.
- Electric tables are lowered and the area under and around them is cleared before they are raised or lowered.
- After use, students clean equipment and table surfaces with the disinfectant supplied in the laboratory, following the contact time on the label. Linens go in the laundry bin, and equipment is returned to its storage place. Electrical equipment is switched off.
- Equipment does not leave the laboratory without written approval from the course coordinator and an entry in the equipment sign-out log kept by the department office.

E.4 Inspection, Maintenance, and Calibration of Equipment

The department keeps an inventory of laboratory equipment. Each item has an asset tag, location, purchase date, and service schedule. The department staff member maintains the inventory and the maintenance records, and the Program Director reviews them each year as part of the resource assessment described in the program's assessment plan.

- Before each term, each course coordinator inspects the equipment the course will use and confirms that it is present, working, clean, and within its inspection date. After each laboratory session, the faculty member in charge checks that equipment has been cleaned, switched off, and put away, and removes anything damaged from service.
- Electrically powered equipment used on people receives an electrical safety inspection and a performance and calibration check at least once a year, and again after any repair, by a qualified biomedical equipment technician. This includes electrical stimulation and ultrasound units, combination units, the hydrocollator, treadmills and cycle ergometers, electric tables, and patient-monitoring equipment. Each inspected item carries a dated inspection label, and the reports are filed in the department.
- Measurement instruments are checked against the manufacturer's schedule. These include blood pressure units, pulse oximeters, dynamometers, scales, force plates, electromyography systems, and motion capture systems. Research instrumentation is also calibrated by the responsible investigator before each data collection session.
- The hydrocollator water level and temperature are checked each day it is in use, and the unit is drained and cleaned on the manufacturer's schedule.

- Equipment that fails an inspection or is reported as damaged is tagged Do Not Use, entered in the maintenance log, and repaired or replaced through the department budget. It returns to service only after repair and a passed inspection.
- Before each practical examination, the course coordinator confirms that all equipment needed for the examination has passed inspection.

E.5 Hazardous Materials

Program laboratories hold only small quantities of hazardous materials. These are mainly cleaning and disinfecting agents, ultrasound coupling gel, lotions, hot and cold packs, paraffin, and electrode supplies. Chemicals used for anatomical donors stay in the College of Osteopathic Medicine laboratory and are governed by that college's procedures.

- Each laboratory keeps current Safety Data Sheets for every chemical product used there. Students are shown where they are during the first laboratory session. The same sheets are available through the SHSU office responsible for environmental health and safety.
- Chemical products are kept in their original labeled containers, or in containers labeled to the same standard, and stored in designated cabinets away from treatment areas, heat sources, and food.
- Students use chemical products only as the label directs, with the gloves or other protective equipment the label calls for.
- A spill is reported to the faculty member present and cleaned up following the Safety Data Sheet. Spills that cannot be handled safely in the laboratory are reported to SHSU University Police at (936) 294-1000.
- Materials contaminated with blood or other body fluids are handled under standard precautions (Section 4.1.2 I) and discarded in labeled biohazard containers. Any sharps are discarded in puncture-resistant sharps containers. Full biohazard and sharps containers are removed through the University's regulated waste process.
- Any exposure to a hazardous material is handled under Section 4.1.2 J and reported on the Incident Report form (SH-INC).

E.6 Laboratory Access Outside Scheduled Class Time

Students may use the teaching laboratories outside scheduled class time to practice skills. Open laboratory hours are published each term with the class and laboratory schedule. Enrolled DPT students enter with their SHSU identification card through the building access system. Faculty or teaching assistants also hold supervised practice sessions before practical examinations.

During open laboratory hours, these rules apply:

- At least two students are present, and each one signs the laboratory log.
- Students practice only skills already taught in the curriculum, and only with other enrolled DPT students as partners.
- The equipment listed in Section 4.1.2 E.3 as requiring a faculty member is not used.
- Students know where the nearest telephone and automated external defibrillator are. In an emergency they call 911 and then SHSU University Police at (936) 294-1000.

- Before leaving, students clean what they used, lower the tables, switch off equipment, return items to storage, and report any damage or incident to the course coordinator by email the same day.

A student who breaks these rules may lose open laboratory access. The matter may also be handled under the Student Code of Conduct and Section 6.2.5.

E.7 Responsibilities

Course coordinators review this section with students at the first laboratory session of each course, inspect equipment as Section 4.1.2 E.4 describes, and make sure the associated faculty in their laboratories know these rules. The department staff member maintains the equipment inventory, inspection records, sign-out log, and Safety Data Sheets, and schedules the annual inspections. The Program Director reviews compliance each year and reports needed changes to the core faculty. Students follow this section and report hazards, damaged equipment, and incidents promptly.

F. Emergency Procedures

Students must familiarize themselves with emergency procedures for each campus building, including evacuation routes and assembly points, shelter-in-place locations, severe weather protocols, active threat response procedures, and the location of automated external defibrillators (AEDs), first-aid kits, and fire extinguishers. The University uses the KatSafe alert system to communicate emergency information; students are encouraged to ensure their contact information is current.

Emergency contacts:

- Emergency (police, fire, medical): 911
- SHSU University Police Department (non-emergency): (936) 294-1000
- DPT Department Office: (936) 202-5529

G. Inclement Weather and University Closures

In the event of inclement weather or other emergencies, the University communicates closures, delays, and remote-instruction announcements through KatSafe alerts, the SHSU website, and University email. Students are responsible for monitoring these channels and for following any course-specific instructions issued by faculty. Clinical education sites may have separate weather and closure policies; students at clinical sites should follow the directives of the clinical instructor and the site's policies.

H. Injury and Incident Reporting

Step 1. Immediate notification of supervising faculty member.

Report any injury or incident occurring during program activities immediately to the supervising faculty member.

Step 2. Within 24 hours, complete the Incident Report Form.

Document the incident using the official Incident Report Form.

Step 3. Within 24 hours, submit the report to the Program Director.

Submit the completed Incident Report to the Program Director.

Step 4. Seek medical care as needed.

Emergencies: call 911. Non-emergencies: contact your personal healthcare provider. Note: students are responsible for medical care costs.

I. Infection Control

Standard precautions apply to all laboratory and clinical activities. Essential practices include proper hand hygiene before and after patient contact; appropriate use of personal protective equipment; safe handling and disposal of sharps and biohazardous materials; cleaning and disinfecting equipment after each use; respiratory hygiene and cough etiquette; and compliance with isolation precautions when indicated.

Note. These practices protect students, classmates, and future patients. Infection-control compliance is a professional and ethical responsibility.

J. Student Exposure to Infectious and Environmental Hazards

In the event of exposure to bloodborne pathogens, infectious agents, or hazardous materials during program or clinical activities, the student must report the exposure immediately to the supervising faculty member or clinical instructor and seek appropriate post-exposure care. Students are responsible for the costs associated with post-exposure medical evaluation and treatment. The exposure must also be documented through the Incident Reporting process described in Section 4.1.2 H.

K. Pregnancy Policy

Students who are pregnant or who become pregnant during the program are encouraged to notify the Program Director so that appropriate support and protections may be coordinated under Title IX, Texas Education Code § 51.982, and applicable SHSU policy. An individualized learning plan will be developed to ensure the safety of both the student and the developing child, allow for continued program progression when possible, identify reasonable adjustments for laboratory or clinical activities, and maintain confidentiality in accordance with applicable law.

L. Use of Anatomical Donors

The DPT program incorporates the study of human anatomy through anatomical donors. All students are expected to demonstrate the highest level of professionalism, respect, and confidentiality when working with anatomical donor materials. Students must follow all laboratory protocols, dress codes, and safety requirements for anatomy laboratory activities. Photography or recording of anatomical donor materials is strictly prohibited.

4.1.3 Student Employment

Because of the rigorous nature of the DPT program, outside employment is discouraged during the academic year. Students who find it necessary to work should limit employment hours and ensure that work schedules do not conflict with class, laboratory, or clinical education requirements. Compensated opportunities may exist within the Department through graduate or research assistant roles.

4.2 Advising

Each DPT student is assigned a dedicated faculty advisor who provides academic guidance throughout the program. Students are required to meet with their advisor at least once per semester to discuss academic progress, professional development, and career planning. Faculty advisors assist students with academic

planning, professional development opportunities, career guidance, problem-solving strategies, and referrals to appropriate University resources.

4.3 Plan of Study

4.3.1 Curriculum Overview

The curriculum is organized around five primary components:

- **Foundational Sciences.** Anatomy, Biomechanics and Kinesiology, Neuroscience, Pathophysiology, Pharmacology in Rehabilitation, Foundations of Physical Therapy Practice, and Foundations of Therapeutic Exercise.
- **Clinical Sciences and Patient Management.** Musculoskeletal, Neuromuscular, Cardiopulmonary, and Pediatric Physical Therapy; Management of Acute and Complex Medical Conditions; Differential Diagnosis; and Therapeutic Interventions.
- **Research and Evidence-Based Practice.** Sequenced Evidence-Based Practice and Critical Inquiry courses alongside a four-part Doctoral Project, promoting critical appraisal and the application of evidence.
- **Professionalism and Leadership.** Professional Issues and Leadership courses and Psychosocial Aspects of Rehabilitation, with an emphasis on ethical practice, communication, teamwork, and leadership.
- **Clinical Education Experiences.** Progressive Integrated Clinical Experiences embedded within didactic coursework, followed by full-time terminal Clinical Education Experiences across various healthcare settings.

4.3.2 Semester Course Sequence

The Doctor of Physical Therapy curriculum comprises 106 credit hours delivered across eight consecutive semesters over three years. The plan of study below shows the full course sequence by semester. Course numbers, titles, and credit hours reflect the approved curriculum.

Year 1

Course	Fall Semester	18 CH
DPTH 7201	Evidence-Based Practice and Critical Inquiry I	2
DPTH 7205	Professional Issues and Leadership I	2
DPTH 7304	Pharmacology in Rehabilitation	3
DPTH 7306	Psychosocial Aspects of Rehabilitation	3
DPTH 7402	Foundations of Physical Therapy Practice	4
DPTH 7403	Pathophysiology	4

Course	Spring Semester	17 CH
DPTH 7109	Doctoral Project I	1
DPTH 7112	Part-Time Clinical Experience I	1

Course	Spring Semester	17 CH
DPTH 7310	Foundations of Therapeutic Exercise	3
DPTH 7311	Neuroscience	3
DPTH 7408	Biomechanics and Kinesiology	4
DPTH 7507	Anatomy	5

Course	Summer Semester	18 CH
DPTH 7114	Doctoral Project II	1
DPTH 7117	Part-Time Clinical Experience II	1
DPTH 7316	Neuromuscular Physical Therapy I	3
DPTH 7415	Musculoskeletal Physical Therapy I	4
DPTH 7418	Therapeutic Interventions	4
DPTH 7513	Cardiopulmonary Physical Therapy	5

Year 2

Course	Fall Semester	17 CH
DPTH 7119	Doctoral Project III	1
DPTH 7124	Part-Time Clinical Experience III	1
DPTH 7220	Evidence-Based Practice and Critical Inquiry II	2
DPTH 7225	Professional Issues and Leadership II	2
DPTH 7321	Management of Acute and Complex Medical Conditions	3
DPTH 7422	Musculoskeletal Physical Therapy II	4
DPTH 7423	Neuromuscular Physical Therapy II	4

Course	Spring Semester	16 CH
DPTH 7127	Doctoral Project IV	1
DPTH 7130	Part-Time Clinical Experience IV	1
DPTH 7132	Professional Issues and Leadership III	1
DPTH 7133	Special Topics in Physical Therapy	1
DPTH 7226	Differential Diagnosis in Physical Therapy	2
DPTH 7329	Neuromuscular Physical Therapy III	3
DPTH 7331	Pediatric Physical Therapy	3
DPTH 7428	Musculoskeletal Physical Therapy III	4

Course	Summer Semester	5 CH
DPTH 7534	Clinical Education I (10 weeks)	5

Year 3

Course	Fall Semester	8 CH
DPTH 7435	Clinical Education II (8 weeks)	4
DPTH 7436	Clinical Education III (8 weeks)	4

Course	Spring Semester	7 CH
DPTH 7237	Advanced Leadership Practicum (4 weeks)	2
DPTH 7538	Clinical Education IV (10 weeks)	5

Note. A structured, non-credit wellness curriculum is embedded throughout the didactic phase to support student well-being, resilience, and professional sustainability. The Advanced Leadership Practicum Pathway threads mentor-paired immersion experiences across Fall Year 2, Spring Year 2, and Spring Year 3. Total credit hours: Year 1 = 53, Year 2 = 38, Year 3 = 15, for a program total of 106 credit hours.

4.4 Attendance

The Department of Physical Therapy attendance policy aligns with the Sam Houston State University Class Attendance policy (Academic Policy Statement 800401). In the event of any conflict between this section and APS 800401, the University policy shall govern.

4.4.1 General Attendance Policy

Attendance is mandatory for all scheduled classes, laboratories, examinations, community engagement events, and clinical education experiences. Students are expected to arrive on time and prepared for all academic activities.

4.4.2 Excused Absences

The following circumstances are defined as excused absences in accordance with University policy:

#	Excused Absence Category
A	Religious Holy Days (Tex. Educ. Code § 51.911)
B	Required or Active Military Service (Tex. Educ. Code § 51.9111)
C	Pregnancy and Related Conditions (Title IX; Tex. Educ. Code § 51.982)
D	Personal Injury or Illness Too Severe to Attend Class
E	Death or Major Illness of an Immediate Family Member
F	Participation in Legal or Government Proceedings (e.g., jury duty, subpoenas)
G	Mandatory Graduate or Professional School Interviews

#	Excused Absence Category
H	Mandatory Interviews for Permanent Employment or Program-Required Internships
I	Presentation of Scholarly Work at Professional Conferences
J	Participation in a University-Sanctioned Event
K	Late Enrollment
L	Other Compelling Absences (at the Program Director's discretion)

4.4.3 Unexcused Absences

An unexcused absence is any absence that does not meet the criteria for an excused absence defined in Section 4.4.2, or for which the student fails to provide the required notification and documentation described in Section 4.4.5. Arriving late to or leaving early from a scheduled academic or clinical activity without approval may also be recorded as an unexcused absence.

Unexcused absences may affect course grades in accordance with the attendance and participation requirements stated in each course syllabus, and faculty are not obligated to provide make-up examinations, assignments, or other opportunities for missed work resulting from an unexcused absence. A pattern of unexcused absences is considered an unsatisfactory professional behavior and may result in referral for professional behavior review under Section 6.3.2, placement on a Student Professionalism Roadmap, or other disciplinary action under Section 6.2.5. Requirements specific to clinical education are addressed in the Clinical Education Handbook.

4.4.4 Extended Absences and Leave of Absence

When a student is absent for an extended period without a known reason, the instructor is encouraged to check on the welfare of the student through campus alert software. Absences related to personal injury or illness, the major illness of an immediate family member, or pregnancy may require an extended timeframe for make-up work.

Students may request a Leave of Absence for personal, medical, or other extenuating circumstances. Leaves of absence are typically granted for up to one year, with extensions considered on a case-by-case basis. Students returning from a leave of absence may be required to demonstrate competency in previously completed coursework before resuming the program.

4.4.5 Notification and Documentation

Unless otherwise specified, to be considered for an excused absence, the student must notify the instructor and the Program Director in writing (email is preferred) prior to the date of absence. In cases where advance notification is not possible, notification must be provided at the earliest possible date after the absence.

Absence Type	When to Notify
Scheduled Absence (jury duty, holy days, military, university events)	Notify before the absence, as soon as known.
Unscheduled Absence (illness, injury, emergency)	Notify at the earliest possible date after the absence.
Extended Absence or Leave of Absence	Submit written request to the Program Director; documentation required.

Note. Students may not be required to provide detailed medical information. Instructors may not request protected health information from anyone other than the student unless the student has specifically granted permission.

4.5 Degree Checklist

Students track progress toward the Doctor of Physical Therapy degree through the following requirements. Completion of every item is required for degree conferral.

- Successful completion of all 106 credit hours in the approved curriculum sequence, including all didactic, laboratory, Part-Time Clinical Experience, and Clinical Education courses.
- A cumulative grade point average of 3.0 or higher, with no outstanding grade below the minimum passing standard described in Section 2.3.1.
- Satisfactory ratings on all Professional Behaviors Assessments
- Current CPR certification, immunization compliance, background check, and drug screening clearance maintained through the final term, as described in Section 4.1.2.
- All financial obligations to the University settled in full.
- Submission of the online Application for Graduation through MySam within the term of degree completion, as described in Section 7.1.

4.6 Progress in Program

Successful progression through the DPT program requires that students:

- Maintain a cumulative graduate grade point average (GPA) of 3.0 or higher at all times;
- Achieve a minimum grade of C (70%) in all required courses;
- Demonstrate satisfactory professional behaviors consistent with current APTA standards; and
- Successfully complete all clinical education experiences.

At the end of each semester the core faculty meet to review each student's course grades, remediation outcomes, and professional behavior assessments and vote on whether the student progresses, progresses with an Individual Remediation Plan or Student Professionalism Roadmap, is placed on probation, or is

recommended for dismissal. Readiness for full-time clinical education is evaluated by the Clinical Education and Professional Practice Committee (Clinical Education Handbook Section 2.4) and confirmed in this vote.

Consistent with APS 910312, Section 8.03, a grade of C (70 to 79%) in any course prompts a review of the student's academic status by the core faculty, who may require an Individual Remediation Plan (Section 6.2.2).

As a doctoral-level healthcare professional program, the DPT curriculum maintains rigorous standards that reflect the competencies required for entry-level practice. Students are expected to demonstrate consistent academic excellence and professional development throughout their educational journey.

The program recognizes that doctoral education requires independent learning, critical thinking, and professional accountability. Faculty provide guidance and support, but students are expected to take ownership of their academic success and to seek assistance proactively when needed.

4.7 Rubrics and Assessments

4.7.1 Examination and Evaluation Policy

A. Scheduled Examinations and Evaluations

All students are required to participate in examinations and evaluations at the designated date and time as specified in the course syllabus or in the clinical education experience schedule. Attendance at scheduled examinations and evaluations is mandatory for course completion and program progression.

B. Make-Up Examinations and Evaluations

- Make-up examinations are permitted only for excused absences as defined in Section 4.4.2;
- Students must submit a written request for a make-up examination to the course director within 48 hours of the missed examination;
- Make-up examinations may differ in format, structure, or content from the original examination at the instructor's discretion, but they will evaluate the same learning objectives and competencies;
- Make-up examinations must be completed within one week of the original examination date unless otherwise specified by the course director; and
- For clinical education make-up requirements, students should refer to the Clinical Education Handbook.

C. Examination and Evaluation Conduct

Students are prohibited from using unauthorized materials, devices, or resources during examinations and evaluations. This includes, but is not limited to, electronic devices, notes, textbooks, calculators (unless specified), communication devices, generative artificial intelligence tools, and any materials not explicitly permitted. Students must follow all proctoring guidelines and examination room protocols.

For practical examinations and simulated patient experiences, students must adhere to professional conduct, safety protocols, and patient confidentiality standards always.

D. Testing Accommodations

Students with documented disabilities who require testing accommodations must register with Services for Students with Disabilities (SSD) and follow the established procedures. Accommodations will not be applied retroactively. SSD may be reached at (936) 294-3512 or disability@shsu.edu.

Students should:

- Submit accommodation requests at least three working days before each scheduled examination;
- Submit accommodation requests at least ten working days before final examinations; and
- Request a Letter of Accommodation (LOA) renewal each semester for every enrolled course.

E. Violations and Consequences

Violation of examination and evaluation policies constitutes academic dishonesty and may result in immediate failure of the examination or evaluation; failure of the course or clinical education experience; formal academic dishonesty charges under SHSU Academic Policy Statement 810213 (Academic Honesty); and additional disciplinary action as outlined in Section 6.2.5.

4.7.2 Exam Question Challenges**A. Your Rights Regarding Exam Questions**

The Department is committed to ensuring that all examination questions are fair, accurate, and appropriately assess the material covered. When examination questions do not meet these standards, the Department has established clear procedures to protect students' academic interests.

B. What Makes a Fair Exam Question

Examination questions should directly relate to course learning objectives and to material explicitly covered in lectures, laboratories, assigned readings, or required course materials. Questions must be clearly written, contain no factual errors or misleading information, and be answerable within the time and format constraints of the examination. Objective questions should have only one correct answer based on course materials.

C. When You Can Challenge an Exam Question

Students may challenge questions that contain errors or unclear wording, that test material not covered in the course, or that were affected by technical problems during online examinations. Challenges must be submitted within 48 hours of receiving the graded examination and must include:

- A written explanation of the specific problem;
- References to course materials supporting the concern; and
- A clear description of any ambiguity or error identified.

D. How the Department Addresses Problematic Questions

When a problematic question is identified, the course instructor must select one of three remedies: award full credit to all students; remove the question entirely and recalculate grades; or accept multiple answers when ambiguity has produced several defensible responses. For technical issues, all affected students receive full credit.

E. Timeline

Day 0	48 hours	5 days	5 to 10 days	10 days	+5 days
Exam Returned Graded exam released to students.	Challenge Window Submit written challenge.	Faculty Review Instructor selects remedy.	Student Notified Outcome and appeal rights communicated.	Grades Finalized Grade corrections posted.	Appeal Deadline Submit appeal to Committee.

F. Your Appeal Rights

If a student disagrees with how an instructor addressed a problematic examination question, the student may appeal to the Curriculum and Academic Standards Committee, comprised of faculty not involved in creating the original examination, within five business days of being notified of the instructor's decision.

G. Student Protections

Students cannot be penalized for identifying a problematic question or for appealing an instructor's decision. All students in similar situations must be treated equally regardless of course section. The Department prohibits instructors from ignoring identified problems, applying different standards to different students, or changing grading criteria retroactively to justify flawed questions.

H. Prevention and Quality Assurance

The Department requires faculty to have high-stakes examinations reviewed by colleagues before administration, to maintain updated question banks with regular content review, and to analyze examination results for unusual patterns. Student feedback after major examinations is used to improve future assessments.

4.7.3 Course Evaluations

A. Evaluation Requirement

All students are required to complete course evaluations for each enrolled course. Course evaluations are a mandatory component of the DPT program and align with accreditation standards. Completion demonstrates students' commitment to the profession and contributes to educational quality for future cohorts.

B. Evaluation Process

- Course evaluations will be made available during the final two weeks of each semester;
- Students will receive multiple electronic notifications when evaluations are available;
- Evaluations must be completed through the designated university evaluation system;
- Dedicated time will be allocated during scheduled class or laboratory sessions for completion; and
- Faculty will provide regular reminders and completion-rate updates to encourage participation.

C. Evaluation Confidentiality

All course evaluations are confidential and anonymous. Student responses will not be linked to individual identities, and instructors will not have access to evaluation results until final grades have been submitted.

D. Deadline

Course evaluations must be completed by the last day of final examinations for each semester. Students experiencing documented medical emergencies or other extraordinary circumstances may request accommodation from the DPT Program Director.

4.8 Terminal Requirements

The Doctor of Physical Therapy is a clinical doctorate. The program does not require a comprehensive examination, thesis, or dissertation. The terminal scholarly requirement is the Doctoral Project, a four-part sequence completed across Years 1 and 2 and disseminated following the terminal Clinical Education experiences.

4.8.1 Comprehensive Exams

The Doctor of Physical Therapy program does not require a comprehensive examination. Student competence is assessed continuously through the examinations, practical assessments, and rubrics described in Section 4.7, and through the Clinical Education performance assessments described in the Clinical Education Handbook.

4.8.2 Thesis and Non-Thesis Options

The Doctor of Physical Therapy program does not offer thesis or non-thesis tracks. All students complete the Doctoral Project sequence described in Section 4.8.4.

4.8.3 Dissertation Options

The Doctor of Physical Therapy is a clinical doctorate and does not require a dissertation. The Doctoral Project described in Section 4.8.4 serves as the terminal scholarly requirement.

4.8.4 Doctoral Project

The Doctoral Project is the terminal scholarly requirement of the Doctor of Physical Therapy program. It is completed as a four-course sequence: Doctoral Project I (DPTH 7109, Spring Year 1), Doctoral Project II (DPTH 7114, Summer Year 1), Doctoral Project III (DPTH 7119, Fall Year 2), and Doctoral Project IV (DPTH 7127, Spring Year 2). Students work in faculty-mentored teams and progress through project selection and mentor matching, literature review and proposal development, Institutional Review Board submission where applicable, data collection and analysis, and manuscript preparation. The final Doctoral Project is disseminated after completion of the terminal Clinical Education experiences. Detailed requirements, deliverables, timelines, and grading criteria for each course in the sequence are specified in the respective course syllabi.

4.9 Graduate Certificate Program

The Department of Physical Therapy does not currently offer a graduate certificate program.

4.10 Communication

The SHSU email account is the official means of communication between the University, the Department of Physical Therapy, and students, in accordance with SHSU policy IT-20. Official communications include those related to enrollment, academic standing, financial responsibilities, emergency notifications, and compliance with University policies and procedures.

Students are responsible for checking their SHSU email account frequently and consistently. Failure to read an official communication sent to the SHSU email account is not an acceptable reason for missing a deadline, requirement, or program obligation. Students who forward SHSU email to an external account do so at their own risk; the University is not responsible for delivery failures by outside providers.

Students must use their SHSU email account, and not a personal account, for all correspondence with faculty, staff, clinical education sites, and University offices. Communications containing student protected health information or student education records must remain within the SHSU email system.

The Department uses the University learning management system as the primary platform for course materials, assignments, grades, and course announcements. Students are expected to monitor the learning management system for each enrolled course throughout the term. The Department also maintains a program-wide organization within the learning management system for announcements, forms, handbooks, and cohort communications.

Students are expected to respond to communications from faculty and staff within two business days. Faculty will ordinarily respond to student email within two business days during the regular academic term, excluding weekends and University holidays. Professional standards for electronic communication are described in Section 6.3.

Note. Students are responsible for maintaining current contact information, including permanent legal address and telephone number, in MySam. Emergency notifications are delivered through the SHSU alert system to the contact information on file.

4.11 Training and Practicum

Clinical education is delivered in two forms. Part-Time Clinical Experiences (PTCE) are embedded within the didactic phase in Spring Year 1, Summer Year 1, Fall Year 2, and Spring Year 2, and are integrated with concurrent coursework. Full-time Terminal Clinical Education Experiences follow the didactic phase in Summer Year 2, Fall Year 3, and Spring Year 3, across a range of practice settings. The Advanced Leadership Practicum in Spring Year 3 provides a mentor-paired immersion experience.

Note. Clinical education experiences are governed by a separate Clinical Education Handbook, which specifies placement procedures, site assignment, student and clinical instructor responsibilities, performance assessment, and the forms associated with each experience. Students receive the Clinical Education Handbook before the first Part-Time Clinical Experience.

4.12 Accreditation and Licensure

4.12.1 Accreditation Status

Graduation from a physical therapist education program 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), is necessary for eligibility to sit for the licensure examination, which is required in all states.

Note. Sam Houston State University is seeking CAPTE accreditation for its new DPT program. The Candidacy application is planned for November 1, 2026. Achievement of Candidate for Accreditation

status is required prior to enrollment in professional and technical courses. Candidacy status does not guarantee final accreditation; however, students enrolled in programs that have achieved Candidate for Accreditation status are considered, by CAPTE, to be enrolled in an accredited program. Licensing eligibility is ultimately determined by each state licensing board. Students are encouraged to contact the Federation of State Boards of Physical Therapy (www.fsbpt.org) for state-specific requirements.

4.12.2 Complaints to CAPTE

If a student, faculty member, or other interested party believes that the SHSU DPT Program is not in compliance with CAPTE's evaluative criteria, that party may file a complaint in writing to the CAPTE mailing address listed above or by email to accreditation@apta.org. CAPTE expects that complainants will first attempt to resolve concerns through internal program and university channels before filing a formal complaint. Additional information is available on the CAPTE website at www.capteonline.org/complaints.

4.12.3 Licensure

Graduates of the Doctor of Physical Therapy program are eligible to sit for the National Physical Therapy Examination (NPTE) administered by the Federation of State Boards of Physical Therapy. Licensure to practice physical therapy in Texas is granted by the Texas Board of Physical Therapy Examiners. Licensure requirements, including examination, jurisprudence, and criminal history review, are established by the Board and are subject to change. Students are responsible for reviewing current requirements directly with the Board.

Graduation from the program does not guarantee licensure. The Texas Board of Physical Therapy Examiners may deny licensure based on criminal history or other grounds set out in the Texas Occupations Code. Students with concerns about eligibility may request a criminal history evaluation letter from the Board before or during the program. The program must validate each student's eligibility with the Federation of State Boards of Physical Therapy before the student can register for the NPTE. Until the charter cohort has graduated, the program validates eligibility only after degree conferral, and testing before graduation is not available. The core faculty will then decide whether to offer early testing and, if so, will publish the eligibility criteria in this section. Preparation for the NPTE, the practice examination sequence, and the program's readiness recommendation are described in the program's Licensure Examination Preparation and Progression Policy.

Note. Eligibility for licensure in states other than Texas varies. Students who intend to practice outside Texas should consult the licensing board of that state directly. Program completion satisfies the educational requirement in all United States jurisdictions that accept graduation from a CAPTE-accredited program.

4.13 Student Support Services

Students enrolled in the Doctor of Physical Therapy program have access to the full range of Sam Houston State University student support services, together with the services of the Graduate and Professional School.

4.13.1 Graduate and Professional School Support Services

The Graduate and Professional School provides support to all graduate and professional students at Sam Houston State University, including academic policy guidance, degree progress support, professional development programming, graduate student funding information, and support for graduate assistantships. Information and resources are available on the Graduate and Professional School website.

Current information and resources are available from the Graduate and Professional School on the University website.

4.13.2 Tutoring and Academic Support

The DPT program offers tutoring services for students experiencing academic difficulties. These services may be provided by faculty, teaching assistants, or qualified peer tutors, depending on the subject matter and availability. Additional support is available through the SHSU Academic Success Center (study-skills workshops, time-management training, and supplemental instruction), Services for Students with Disabilities (documented accommodations), the Newton Gresham Library (specialized resources and research consultation), and graduate writing support and research methodology assistance.

4.13.3 Services for Students with Disabilities (SSD)

Sam Houston State University is committed to providing equal access to its educational programs in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Students with disabilities who require academic adjustments or auxiliary aids should contact Services for Students with Disabilities (SSD) at the Lee Drain Annex on the Huntsville campus.

- Phone: (936) 294-3512
- Email: disability@shsu.edu
- Website: shsu.edu/offices-departments/services-disabilities

Students should register with SSD as early as possible. Accommodations will not be applied retroactively. Letters of Accommodation must be requested each semester.

4.13.4 Counseling and Mental Health Services

The SHSU Counseling Center provides confidential counseling support to all enrolled students, recognizing the mental health demands of graduate healthcare education. Services include individual and group counseling, crisis intervention, psychiatric services, stress-management workshops, and referrals to community resources. The Counseling Center may be reached at (936) 294-1720 during regular business hours; 24/7 emergency mental health support is also available through the resources listed on the Counseling Center website.

4.13.5 Career Services

Career-development support is available through the SHSU Career Success Center, which provides resume and cover letter review, interview preparation, job-search strategies, career fairs, networking opportunities, and professional-development workshops. The DPT program facilitates connections with practicing physical therapists, healthcare organizations, and professional organizations.

4.13.6 Library and Research Resources

The Newton Gresham Library provides resources that support DPT students, including access to physical therapy databases, electronic books and journals, interlibrary loan services, reference assistance, and research consultation. Students benefit from dedicated study spaces, technology lending programs, and specialized research support for evidence-based practice projects.

4.13.7 Technology Resources

Students have access to technology resources that include campus computer labs, wireless internet, the learning management system, student email accounts, and software licenses for Microsoft Office, statistical software, and specialized programs. Technical support is available through SHSU Information Technology. The program provides access to anatomical modeling software and electronic health record training systems.

4.13.8 Student Organizations

DPT students are encouraged to participate in professional and student organizations, including the Texas Student Physical Therapy Association (TSPTA), the APTA Student Special Interest Group, the Texas Society for Advancement of Health Professions (TSAHP), campus-wide graduate student organizations, honor societies, department-specific organizations, and service organizations. Participation provides leadership opportunities, professional networking, and community-service experiences.

4.13.9 Program Costs and Financial Aid

A. Tuition and Fees

Tuition and fees are established by the Texas State University System Board of Regents and are subject to change. DPT students are classified as graduate students and pay graduate tuition rates. For current tuition rates, fees, and program-cost information, please visit the Department of Physical Therapy website.

B. Expenses by Year

Year 1	Year 2	Year 3
- Textbooks and educational resources - Laboratory supplies - Scrubs and laboratory clothing - Professional clothing for clinicals - APTA and TPTA student membership - Health insurance - Immunizations and health requirements - Criminal background check and drug screen - CPR certification - Transportation and	- Textbooks and educational resources - Laboratory supplies - Professional clothing for clinicals - APTA and TPTA membership - Health insurance - Annual immunizations and health requirements - Annual background check and drug screen - Transportation and parking on campus and at PTCE sites	- Textbooks and educational resources - APTA and TPTA membership - Health insurance - Annual immunizations and health requirements - Annual background check and drug screen - Transportation and parking - Clinical education travel and housing (varies by placement) - Licensure examination fees

Year 1	Year 2	Year 3
parking on campus and at PTCE sites Laptop (per program specifications)	Clinical education travel and housing (varies by placement)	- Licensure application fees - Graduation regalia rental

Note. The costs listed above are representative samples and are not exhaustive. Current and complete cost information is available on the Department of Physical Therapy website.

C. Financial Aid and Scholarships

Financial-aid options available to DPT students include Federal Direct Unsubsidized Loans, Federal Graduate PLUS Loans, private education loans, work-study programs, scholarships and grants, and graduate assistantships. Students should complete the Free Application for Federal Student Aid (FAFSA) and contact the SHSU Office of Financial Aid and Scholarships for application procedures and deadlines.

Financial-aid information is available through the SHSU Office of Financial Aid and Scholarships. DPT students may apply for the Graduate and Professional School General Scholarship through the Scholarships4Kats portal. The Department also maintains information about profession-specific scholarships, including APTA scholarships, Foundation for Physical Therapy Research scholarships, state physical therapy association awards, departmental scholarships, and graduate assistantship opportunities. Students are strongly encouraged to meet with a financial-aid counselor to develop a comprehensive financial plan.

D. Payment Plans

The University offers several payment plan options for students who wish to pay tuition and fees in installments rather than as a lump sum. Information about payment plans is available from the Office of Student Account Services.

5.0 THESIS AND DISSERTATION PROCESS

The Doctor of Physical Therapy is a clinical doctorate and does not require a thesis or dissertation. The terminal scholarly requirement is the Doctoral Project described in Section 4.8.4. Students who conduct research involving human subjects as part of the Doctoral Project must complete CITI training and obtain Institutional Review Board approval through the Office of Research and Sponsored Programs before beginning data collection.

CITI training requirements and Institutional Review Board procedures are published by the Office of Research and Sponsored Programs.

6.0 ACADEMIC AND PROFESSIONAL STANDARDS

6.1 Academic Expectations

6.1.1 Purpose and Scope

This Student Code of Conduct establishes standards for academic and professional conduct within the DPT program at Sam Houston State University. This Code supplements the University-wide SHSU Code of Student Conduct and Discipline and reflects the professional standards expected of future physical therapists.

6.1.2 Student Rights

A. Academic Excellence and Due Process

DPT students have the right to receive quality instruction from qualified faculty in appropriate facilities with access to necessary educational resources. Students are entitled to fair and consistent evaluations according to established program criteria and have the right to access their educational records in accordance with the Family Educational Rights and Privacy Act (FERPA). All students have the right to due process in disciplinary matters, including knowledge of the charges against them and the opportunity to respond through established appeal procedures.

B. Academic Freedom and Support

Students have the right to express opinions and ideas respectfully without fear of discrimination or reprisal, within the bounds of professional conduct. The program provides reasonable accommodations for documented disabilities in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and ensures access to academic and professional mentorship from faculty. Students have the right to participate in student governance and to provide meaningful input on program policies and procedures.

C. Safe and Respectful Environment

All students have the right to learn in an environment free from harassment, discrimination, and unsafe conditions. Personal information is treated confidentially in accordance with FERPA and HIPAA regulations.

6.1.3 Student Responsibilities

A. Academic Performance and Integrity

Students are responsible for meeting the academic standards of the program through diligent preparation, active participation, and timely completion of assignments. All students must maintain the highest standards of academic integrity, including the honest completion of examinations, assignments, and clinical documentation. Students must attend all scheduled classes, laboratories, and clinical education experiences as required.

B. Professional Conduct and Communication

Students must always demonstrate professional behavior consistent with the APTA Code of Ethics and the APTA Standards of Practice for Physical Therapy. This includes communicating professionally with faculty, staff, clinical instructors, patients, and peers in all settings.

C. Health, Safety, and Professional Development

Students must maintain health requirements and comply with all safety protocols specified by the program and clinical sites. This includes current immunizations, health screenings, and CPR certification. Students are responsible for pursuing opportunities for professional growth and lifelong learning.

6.1.4 Academic Integrity Standards

A. Policy Reference

All students must adhere to the highest standards of academic integrity as defined in SHSU Academic Policy Statement 810213 (Academic Honesty). This policy applies to all academic activities, including examinations, assignments, clinical education experiences, and research. Plagiarism, as defined in the SHSU Code of Student Conduct and Discipline, includes the appropriation and unacknowledged incorporation of another's work or idea into one's own work offered for credit.

B. Violations and Consequences

Violations of academic integrity will be addressed in accordance with the procedures set forth in SHSU Academic Policy Statement 810213. Program-specific consequences may also apply, up to and including dismissal from the DPT program.

6.1.5 Use of Artificial Intelligence (AI)

The DPT program permits limited use of generative AI tools for research assistance, study support, and writing development when their use is disclosed and properly attributed. AI cannot substitute for original work, be used during examinations, self-assessment of clinical performance or be used to bypass essential learning processes. Students must abide by clinic policy for AI use. **Students are prohibited from using AI for documentation of clinical assessments.** Students must disclose AI use in all submissions by specifying the tools used, distinguishing between AI-generated and original content, and explaining how AI content was evaluated and integrated. Violations will be treated as academic misconduct under SHSU Academic Policy Statement 810213.

Note. The program recognizes AI as an emerging professional competency while emphasizing that future healthcare professionals must develop independent clinical reasoning, problem-solving, and communication skills that cannot be delegated to technology.

6.2 Probation and Termination

6.2.1 Academic Deficiency

Academic deficiency occurs when performance falls below the Acceptable Performance standard in any required program component. The program has established an 80% standard for all academic components to ensure that graduates demonstrate competency appropriate for professional practice.

A. Deficiency Categories

Category	Deficiency Threshold and Rationale
Didactic Performance	Written examinations, research assignments, case study presentations, and doctoral projects scoring below 80% indicate that students have not achieved the Acceptable Performance level

Category	Deficiency Threshold and Rationale
	required for healthcare professionals.
Laboratory and Practical Skills	Graded laboratory practical examinations below 80% raise significant concerns about clinical readiness and patient safety, given the hands-on nature of physical therapy. Each practical examination rubric identifies critical safety elements for the skills tested. Missing a critical safety element results in a 21-point deduction from the examination score, so the examination cannot be passed on that attempt.
Clinical Education Performance	CIET scores at midterm or finals that fall below program benchmark; decline in entry-level competencies; clinical instructor-reported concerns about clinical reasoning, documentation, or patient safety indicate deficient clinical performance. See the Clinical Education Handbook for program benchmarks.

B. Early Intervention Triggers

Early identification systems monitor student progress on a continuous basis. Triggers for early intervention include:

- Pattern recognition: multiple assessments trending below 85% (but above 80%); and
- Proactive support: cumulative performance approaching the 80% threshold.

Early identification provides immediate feedback and structured support to address performance gaps before they impact overall academic standing.

6.2.2 Remediation Process and Support

A. Purpose

The remediation process provides structured opportunities for students to address academic deficiencies while maintaining program standards. Remediation supports student learning through individualized intervention strategies designed to ensure that graduates meet entry-level competency standards. Clinical education remediation is detailed in the Clinical Education Handbook.

B. Individual Remediation Plan (IRP)

Each student requiring remediation receives a written Individual Remediation Plan (IRP) that contains:

- Documentation of the specific deficiency or deficiencies, including the assessment, score, or observation that identified each, and the applicable deficiency category;
- One or more SMART learning objectives (specific, measurable, achievable, relevant, and time-bound) that address each identified deficiency;

- A structured plan of prescribed remediation activities and assigned support resources, which may include faculty tutorials, additional laboratory time, case studies, peer mentoring, supervised clinical skill practice, and referral to University student services;
- The assessment methods and evaluation criteria used to measure remediation, with a minimum competency threshold of 80% on all designated assessments;
- An initiation date, a completion deadline, and scheduled progress check-ins; and
- Acknowledgment and signature of the student, faculty advisor or course director, and Program Director.

The IRP is documented on the Individual Remediation Plan form (SH-IRP) included in the Appendices.

C. Remediation Outcomes

Successful Completion: Following completion of the IRP, the student must score 80% or higher on a remediation assessment (an alternate version of the original). For written examinations and other didactic assessments, the remediation assessment score does not replace the original grade or impact the cumulative course grade. The student continues in the program in good standing with ongoing monitoring.

Unsuccessful Completion: If the student cannot demonstrate 80% competency, and the cumulative course grade falls below 70%, the student may be subject to course failure, required course repetition, program delay, or dismissal in accordance with program policies.

Practical Retake: A practical examination score below 80% requires an IRP and a retake of that examination. One retake is allowed for each practical examination. A successful retake (80% or higher) is recorded as 80%, regardless of the retake score. If the retake is unsuccessful (below 80%), the recorded score is the average of the original and retake scores. The critical safety element deduction described in Section 6.2.1 applies to retakes. An unsuccessful retake does not by itself change the student's academic standing; the recorded score counts toward the course grade, and probation and dismissal are determined under Sections 6.2.3 and 6.2.4.

Retake Limits: Practical examination retakes apply to Foundations of Physical Therapy Practice, Foundations of Therapeutic Exercise, Therapeutic Interventions, Musculoskeletal Physical Therapy I, II, and III, Neuromuscular Physical Therapy I, II, and III, Cardiopulmonary Physical Therapy, Management of Acute and Complex Medical Conditions, and Pediatric Physical Therapy. A student may use no more than five practical examination retakes across the program. A student who has used all five retakes and scores below 80% on another practical examination is recommended for dismissal from the program, as is a student whose retakes of two final practical examinations are unsuccessful (Section 6.2.4).

Note. Students retain access to due process and may appeal decisions through the grievance procedures described in Sections 2.3.3 and 2.3.4 of this handbook. All remediation activities are documented and maintained in accordance with program standards.

6.2.3 Academic Probation

Students are placed on academic probation when they meet one of the probation triggers listed below. This formal designation represents a final opportunity for academic recovery with intensive support and clearly defined expectations. The DPT probation policy operates within the framework of SHSU Academic

Policy Statement 910312 (Academic Probation, Suspension, Dismissal, and Termination) and the Graduate and Professional School policies on graduate academic standing.

A. Probation Triggers

- Cumulative GPA or a term GPA below 3.0 at the close of any semester; or
- Persistent pattern of documented professionalism concerns.

B. Probation Expectations

Students on probation must meet immediately with their academic advisor to develop an intensive academic recovery plan. This plan includes mandatory tutoring, enhanced faculty supervision, structured study schedules, and weekly progress monitoring. Consistent with the Graduate and Professional Catalog and APS 910312, a student placed on probation because the cumulative GPA fell below 3.0 must restore a cumulative GPA of 3.0 by the close of the next semester or is terminated from graduate studies (APS 910312, Section 8.01). A student on probation must also earn a term GPA of 3.0 or higher in each semester on probation.

C. Success Requirements

Students must achieve and maintain a cumulative GPA of 3.0 or higher and demonstrate consistent performance at the Acceptable Performance level (80% or higher) across all courses. Successful completion results in a return to regular academic standing, with continued monitoring for one additional semester.

Note. The probation period represents a final opportunity for students to demonstrate their commitment to academic excellence and professional development. Students must actively engage in all required activities and take full responsibility for their academic recovery.

6.2.4 Academic Dismissal

Dismissal from the DPT program occurs when students demonstrate an inability to meet fundamental academic or professional standards despite remediation and probation opportunities. SHSU Academic Policy Statement 910312 distinguishes two actions. Termination from graduate studies is a University action that follows a grade of F or a cumulative GPA that is not restored after one semester of probation (Sections 8.01 and 8.02); it ends enrollment in the DPT program. Dismissal from the program follows a failure to meet the program's approved academic and professional standards (Section 8.04). For dismissal, the core faculty review the student's record and recommend dismissal to the Program Director and Department Chair, who forwards the recommendation to the Dean of the College of Health Sciences for a final decision. The student is notified in writing and may appeal under APS 910312, Section 10, first to the Program Director and Department Chair, then to the Dean, and then to the Provost and Senior Vice President for Academic Affairs, whose decision is final.

A. Grounds for Termination and Dismissal

Termination from graduate studies (APS 910312, Sections 8.01 and 8.02):

- Earning a grade of F (below 70%) in any course; or
- Failure to achieve a cumulative GPA of 3.0 by the close of the semester following placement on academic probation.

Recommendation for dismissal from the program (APS 910312, Section 8.04):

- Failure to achieve a cumulative GPA of 3.0 by the end of the final didactic semester (Spring, Year 2);
- A term GPA below 3.0 while on academic probation;
- A second placement on academic probation;
- Unsuccessful retakes of two final practical examinations (Section 6.2.2 C);
- A practical examination score below 80% after all five permitted retakes have been used (Section 6.2.2 C);
- A dismissal condition for clinical education described in Sections 8.6 and 8.7 of the Clinical Education Handbook;
- Serious violations of professional behavior standards, academic integrity policies, or patient safety protocols; or
- Failure to complete the program within five years of initial enrollment.

Note. Students facing dismissal receive formal written notification detailing specific deficiencies and have access to due process through the appeal process described in this section (APS 910312, Section 10). Other academic decisions follow the grievance procedures described in Sections 2.3.3 and 2.3.4 of this handbook. Academic decisions are documented and reviewed by program faculty to ensure fairness and consistency with accreditation standards.

6.2.5 Disciplinary Procedures

A. Disciplinary Actions and Intervention

Violations of this Student Code of Conduct may result in disciplinary action ranging from verbal warnings to dismissal from the program. Students demonstrating unsatisfactory professional behaviors will receive counseling and may be placed on a Student Professionalism Roadmap with specific goals and timelines for improvement. The severity of consequences depends on the nature and frequency of violations, with particular attention to behaviors that compromise patient safety or professional integrity.

B. Appeal Process

Students have the right to appeal disciplinary decisions through established program and University procedures as described in Sections 2.3.3 and 2.3.4 of this handbook. All appeals must be submitted in writing within the specified timeframe.

Note. This Student Code of Conduct is subject to periodic review and revision. Students are responsible for staying informed of current policies and requirements. This document supplements but does not replace the SHSU Code of Student Conduct and Discipline, which applies to all University students.

6.3 Professional Behavior

6.3.1 Professional and Behavioral Standards

Students must demonstrate integrity and honesty in all professional interactions, respect for patient confidentiality and privacy, adherence to professional codes of ethics, accountability for personal actions

and decisions, and a commitment to lifelong learning and professional development. Students must demonstrate flexibility to adapt to changing didactic and clinical environments and function effectively amid the uncertainties inherent in healthcare professions. They must display effective management strategies and emotional resilience to cope with stressful situations in high-pressure environments.

6.3.2 Professional Standards and Behaviors

A. APTA Code of Ethics

Students are expected to adhere to the APTA Code of Ethics and the Guide for Professional Conduct, which establish the ethical principles, standards, and behaviors expected of physical therapy students and professionals. The APTA Code of Ethics is grounded in the ethical principles of autonomy, beneficence, non-maleficence, justice, veracity, and fidelity. Its nine ethical commitments include respect, integrity, accountability, the maintenance of professional relationships, compassion and trust, responsible business and organizational practices, direction and supervision, professional expertise, and societal responsibility.

B. APTA Standards of Practice for Physical Therapy

Students are expected to meet the standards of practice during terminal clinical education experiences, including practicing according to the APTA Code of Ethics; complying with all legal requirements; engaging in the administration of physical therapy services; practicing in a manner that incorporates all components of evidence-based practice; and advocating for patient access to appropriate health services. Student clinical performance is assessed using the latest version of the Clinical Internship Evaluation Tool (CIET).

C. Professional Behaviors Assessment

Professional behaviors are assessed continuously throughout the program using a professional behaviors assessment instrument.

D. Student Professionalism Roadmap (SPR)

Students who demonstrate unsatisfactory professional behaviors may be placed on a Student Professionalism Roadmap (SPR). The SPR identifies specific areas of concern, establishes clear expectations for improvement, outlines resources and strategies for development, sets a timeline for reassessment, and specifies consequences for failure to improve. Students who fail to meet the expectations outlined in their SPR may be subject to dismissal from the program.

6.3.3 Professional Appearance Standards

A. Classroom Attire

Students are expected to present themselves professionally. Appropriate classroom attire includes clean, modest, and professional clothing such as business casual pants or skirts with collared shirts or blouses. Closed-toe shoes are required. Clothing with offensive language, imagery, or excessively revealing styles is prohibited. Visible offensive tattoos must be covered. Students must maintain clean, neatly trimmed fingernails that do not extend beyond the fingertip, in accordance with infection control and patient safety standards.

B. Laboratory and Simulation Attire

Students must wear department-approved laboratory attire, which may include program-designated polo shirts or scrubs, and appropriate undergarments suited for examination and treatment practice. Women must wear sports bras and either appropriate shorts or properly fitting pants; men must wear shorts or

properly fitting pants. Closed-toe shoes with good support are required. Students requesting modified attire should communicate with the course director prior to the laboratory session.

C. Clinical Education and Professional Settings

Students must abide by the dress code of the assigned clinical facility. Clinical attire includes program-designated polo shirts or clinic-specific uniforms with professional pants (no jeans or casual wear). Students must wear closed-toe professional shoes and display their University name badge at all times. Excessive jewelry and visible offensive tattoos are prohibited during clinical experiences. Hair and facial hair should be well groomed.

6.3.4 Technology and Digital Professionalism

A. Electronic Device Guidelines

Cell phones must be silenced during all classes, laboratories, and clinical education experiences. Students may use laptops and tablets during class for note-taking and educational purposes only; recreational use is strictly prohibited. Recording lectures requires explicit instructor consent.

B. Social Media and Digital Communication

Students must maintain patient and client privacy and confidentiality in all digital communications, and must never post identifiable patient information or images. All social media activity must reflect the University and the physical therapy profession professionally. Students must obtain explicit consent before posting photographs of classmates, faculty, or clinical experiences and must be aware of potential boundary violations when connecting with patients on social media platforms.

C. HIPAA and FERPA Compliance

Students must comply with HIPAA and FERPA regulations when using electronic devices for educational purposes, ensuring that all patient and student information remains confidential. Any breach of confidentiality or unprofessional conduct must be reported immediately to program faculty and the Program Director.

6.3.5 Title IX, Sexual Misconduct, and Reporting

A. Commitment to a Safe Educational Environment

Sam Houston State University is committed to providing a learning, working, and living environment that is free from sex discrimination, sexual harassment, sexual misconduct, dating violence, domestic violence, and stalking. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any education program or activity that receives federal financial assistance. The DPT program supports the University's commitment to compliance with Title IX, the Violence Against Women Act, the Clery Act, and applicable Texas state law.

B. Prohibited Conduct

The University prohibits the following conduct in any program or activity, on or off campus, including clinical education sites:

- Sex- or gender-based discrimination;
- Sexual harassment, including quid pro quo harassment and hostile environment harassment;
- Sexual assault, including non-consensual sexual contact and non-consensual sexual intercourse;
- Dating violence, domestic violence, and stalking;

- Sexual exploitation; and
- Retaliation against any person who makes a report, files a complaint, participates in an investigation, or otherwise exercises rights protected under Title IX.

C. Reporting Options

Students who experience or witness conduct that may violate Title IX have several reporting options. Reports may be made to the SHSU Title IX and Equal Opportunity Office, the Dean of Students' Office, the SHSU University Police Department, or local law enforcement. Students may also choose to report to the DPT Program Director or to a confidential resource on campus.

Key contacts:

- SHSU Title IX Office: shsu.edu/titleix; titleix@shsu.edu
- Dean of Students' Office: (936) 294-1785; doso@shsu.edu
- SHSU University Police Department: (936) 294-1000 (non-emergency) or 911 (emergency)
- SHSU Counseling Center (confidential): (936) 294-1720

D. Mandatory Reporting

Most University employees, including DPT faculty, staff, and clinical instructors, are designated as Responsible Employees and are required to report disclosures of sex- or gender-based misconduct to the Title IX Coordinator. Confidential resources, such as licensed counselors at the SHSU Counseling Center and certain healthcare providers, are not required to report identifying information to the Title IX Coordinator.

E. Supportive Measures and Non-Retaliation

Students who report or are involved in a Title IX matter may receive supportive measures regardless of whether a formal complaint is filed. Supportive measures may include academic adjustments, schedule changes, no-contact directives, and referrals to confidential support. Retaliation against any person who exercises rights under Title IX is strictly prohibited and will be addressed through University disciplinary procedures.

F. Pregnancy and Parenting Protections

Consistent with Title IX, Texas Education Code § 51.982, and applicable SHSU policy, students who are pregnant, who experience pregnancy-related conditions, or who are parenting are entitled to reasonable modifications and protections. Students may submit requests to the Title IX Office or to the DPT Program Director. See Section 4.1.2 K of this handbook for additional information specific to the DPT program.

Note. For the most current information about Title IX procedures and resources, students should consult the SHSU Title IX Office directly. In any conflict between this section and University policy or applicable law, the latter shall govern.

7.0 GRADUATION

7.1 Application for Graduation

Students must submit an online application for graduation through MySam in the term in which all degree requirements will be completed. The application is required for the degree to be awarded, regardless of whether the student intends to participate in the commencement ceremony.

Students graduating in a fall or spring term must submit the application prior to the twelfth class day of the graduating term. Students graduating in a summer term must submit the application prior to the fourth class day of the first summer session. Current deadlines are published in the University Academic Calendar. A graduation application fee is charged at the time of application, and a late fee applies to applications submitted after the published deadline.

Students who complete degree requirements but fail to submit the application within that term may apply in a subsequent term, in which case the degree is awarded at the end of the application term. The application fee does not carry forward; students who do not complete degree requirements in the term of application must reapply and pay the fee again.

Graduation application procedures and current deadlines are published by the Office of the Registrar and in the University Academic Calendar.

7.2 Graduation Checklist

Students should complete the following steps in the final term of the program. The academic requirements for degree conferral are listed in Section 4.5.

- Submit the online application for graduation through MySam by the published deadline.
- Verify the spelling of the first and last name in MySam. The name on file is printed on the diploma, the commencement program, seating cards, and transcripts.
- Verify and update the permanent legal address in MySam. Diplomas are mailed to the permanent legal address on file, not the mailing address. The deadline to update this address is the last class day of the graduating term.
- Review the initial graduation evaluation in DegreeWorks, posted after the graduation application is submitted, to confirm that all requirements are on track.
- Order regalia through the University vendor. The ordering deadline is eight weeks before commencement for fall and spring, and six weeks before commencement for summer.
- Settle all outstanding balances on the student account. Diplomas and transcripts are not released until the account is paid in full.
- Complete financial aid exit counseling in MySam if federal loans were used.
- Review the final graduation evaluation, issued approximately two weeks after commencement, which confirms whether the degree has been awarded.

The complete graduation checklist is maintained by the Office of the Registrar.

7.3 Commencement Ceremony

Sam Houston State University holds commencement ceremonies at the conclusion of the fall, spring, and summer terms at the Bernard G. Johnson Coliseum in Huntsville, Texas. Degree candidates who are enrolled in all remaining coursework and who meet the required grade point average are permitted to participate in the ceremony.

Students who apply for graduation by the published program deadline have their names printed in the commencement program. Applications received after that date are subject to a late fee and the name may not appear in the program. Graduates receive an allotment of guest tickets and are notified by SHSU email when tickets become available. All guests must present a ticket for admittance.

Participation in the commencement ceremony does not itself confer the degree. The degree is awarded only after all requirements are verified and final grades are posted.

Commencement dates, ticketing, regalia, and guest information are published by the Office of the Registrar.

Note. Graduates of the Doctor of Physical Therapy program are eligible to sit for the National Physical Therapy Examination. Examination and licensure requirements are described in Section 4.12.3.

8.0 DEPARTMENT FORMS

8.1 Department and College Forms

The following forms are included at the end of this handbook. Forms in **Appendix A** must be signed and returned to the Program Director during new student orientation. Forms in **Appendix B** are completed as needed at designated points throughout the curriculum; students will be directed to the appropriate form by faculty or program administration when required. Current versions are also maintained on the program website and learning management system.

Form #	Form Title	When Completed	Submitted To	Retained In
Appendix A — Program Entry Documents (signed at orientation)				
SH-AI	Academic Integrity Pledge	Orientation, Day 1	Program Director	Student academic file
SH-EF	Essential Functions and Technical Standards Acknowledgment	Orientation, Day 1	Program Director	Student academic file
SH-LAB	Laboratory Participation Consent	Before first laboratory course	Program Director	Student academic file
Appendix B — Program Forms (completed as needed throughout the curriculum)				
SH-REC	Recording Permission Form (Audio and Video)	Before any audio/video recording of a student or participant	Faculty / Course Director	Course records
SH-LOA	Leave of Absence Request	At least 14 days before leave begins	Program Director	Student academic file
SH-INC	Incident Report	Within 24 hours of any safety incident	Program Director	Program safety records
SH-CON-A	Patient / Participant Consent — Adult (Age 18+)	Before each activity involving outside adult participants	Faculty / Course Director	Course records
SH-CON-M	Minor Participant Assent and Parental Consent (Age 7 to 17)	Before each activity involving minor participants	Faculty / Course Director	Course records
SH-PBA	Professional Behavior Assessment	At designated points across the curriculum	Faculty / Course Director	Student academic file
SH-SPR	Student Professionalism Roadmap	When a professionalism domain score falls	Faculty Advisor	Student academic file

Form #	Form Title	When Completed	Submitted To	Retained In
		below benchmark		
SH-IRP	Individual Remediation Plan	When academic deficiency is identified and remediation is required	Course Director / Program Director	Student academic file

8.2 Contracts

Contracts and affiliation agreements governing Clinical Education placements are executed between Sam Houston State University and each clinical site. Students are not party to these agreements. Site-specific requirements arising from an affiliation agreement are communicated to students by the Director of Clinical Education. The Clinical Education Handbook describes the placement process and the forms associated with it.

8.3 Checklists

The Degree Checklist appears in Section 4.5. The Graduation Checklist appears in Section 7.2. Clinical Education checklists, including the site orientation checklist and the compliance verification checklist, are maintained in the Clinical Education Handbook.

HANDBOOK ACKNOWLEDGMENT FORM

I, _____, acknowledge that I have received and read the Doctor of Physical Therapy Student Handbook for Academic Year _____. I understand that I am responsible for adhering to all policies and procedures described in this handbook. I further understand that these policies and procedures may be updated or modified by the program as needed, and that I will be notified of any changes.

<i>Signature</i>	<i>Date</i>

<i>Printed Name</i>	<i>SHSU Student ID</i>

Note. Please return the completed form to the Department of Physical Therapy Administrative Office (HPB 308) by the first week of classes. A copy will be retained in your student file.

SHSU ACADEMIC REQUIREMENTS AND POLICIES

For a comprehensive list of Sam Houston State University graduate student academic requirements and policies, consult the online Graduate and Professional School Catalog and the Academic Policy manual.

Prepared By:

Sambit Mohapatra, PT, PhD <i>Professor, Department Chair, and Program Director, Department of Physical Therapy</i>	Date
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Approved By:

Ryan Zapalac, PhD <i>Dean, College of Health Sciences</i>	Date
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Falguni Mukherjee, PhD <i>Associate Dean, Graduate and Professional School</i>	Date
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Anne Gaillard, PhD <i>Vice Provost, Academic Affairs</i>	Date
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SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

ACADEMIC INTEGRITY PLEDGE

Instructions. This pledge must be signed at orientation and returned to the Program Director. It documents your commitment to SHSU Academic Policy Statement 810213 (Academic Honesty) and to the professional ethical standards of the physical therapy profession throughout your enrollment in the SHSU DPT Program.

Student Information

Student Name: _____ SHSU ID: _____
Cohort / Class _____
Year: _____ Date: _____

Statement of Principles

The DPT degree prepares graduates for autonomous clinical practice and for roles of public trust. Honesty, integrity, and accountability are foundational professional obligations, not merely academic requirements. The SHSU DPT Program holds its students to the standard expected of practicing physical therapists, as defined in the APTA Code of Ethics and SHSU Academic Policy Statement 810213.

Commitments

By signing this pledge, I commit to the following standards in all academic activities, including examinations, assignments, laboratory assessments, clinical documentation, research, and any other work submitted for credit or evaluation:

- | | |
|---|--|
| ☐ Examinations. I will not use unauthorized materials, devices, or resources during any examination. I will not obtain, share, or reproduce examination content before, during, or after an examination. | ☐ Clinical Documentation. All clinical notes, documentation, and reports I produce are truthful, accurate, and my own work. I will never fabricate, falsify, or misrepresent patient or clinical data. |
| ☐ Assignments and Submissions. All work I submit is my own unless the course director has explicitly authorized collaboration. I will accurately cite all sources, including artificial intelligence tools. | ☐ Research and Scholarly Work. I will not plagiarize, fabricate data, or misrepresent findings in any research, quality improvement, or scholarly activity associated with the DPT program. |
| ☐ Artificial Intelligence. I will disclose any use of generative AI tools in my work, will not use AI to substitute for my own clinical reasoning or to complete assessments prohibited from AI use, and will comply with course-specific AI policies. | ☐ Reporting Violations. If I witness academic dishonesty by another student, I understand I may report it. I will never collude with or assist another student in violating academic integrity standards. |

Understanding of Consequences

I understand that violations of academic integrity are addressed under SHSU Academic Policy Statement 810213, that program-specific consequences may include dismissal from the DPT program, that violations may be reported to SHSU Graduate College and to state physical therapy licensing boards, and that a finding of academic dishonesty may affect my eligibility for physical therapy licensure.

Pledge

I pledge, on my honor, to uphold academic integrity and professional ethics throughout my enrollment in the SHSU DPT Program. I understand that my integrity as a student reflects the integrity I will bring to patient care as a physical therapist.

Signatures

Student Printed

Name: _____

Date: _____

Student

Faculty _____

Signature: _____

Witness / Date: _____



SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

ESSENTIAL FUNCTIONS AND TECHNICAL STANDARDS ACKNOWLEDGMENT

Instructions. This form must be signed and returned to the Program Director before enrollment in professional/technical courses. It documents that you have read and understand the Essential Functions and Technical Standards of the SHSU DPT Program (Section 1.0 of the Student Handbook) and that you can meet them independently or with reasonable accommodation.

Student Information

Student Name: _____ SHSU ID: _____
Cohort / Class _____
Year: _____ Date: _____

Summary of Essential Functions and Technical Standards

The SHSU DPT Program requires all students to meet, independently or with reasonable accommodation, the following minimum standards throughout the curriculum and during all clinical education experiences:

- ☒ **Physical.** Sufficient strength, mobility, endurance, and fine/gross motor coordination to perform patient examination and treatment for extended periods.
- ☒ **Sensory and Observational.** Adequate corrected or uncorrected vision, hearing, and tactile function to assess patients and operate clinical equipment.
- ☒ **Cognitive and Communication.** Ability to reason, analyze, synthesize complex clinical information, and communicate clearly in oral and written form with patients and colleagues.
- ☒ **Professional and Behavioral.** Integrity, ethical judgment, emotional resilience, and commitment to lifelong learning consistent with the APTA Code of Ethics.
- ☒ **Safety and Adaptability.** Ability to function safely in didactic and clinical environments, adapt to changing conditions, and manage high-pressure situations without compromising patient welfare.

Disability Accommodation

Students who require reasonable accommodation to meet one or more of the Essential Functions are encouraged to contact Services for Students with Disabilities (SSD) at (936) 294-3512 or disability@shsu.edu before or immediately upon enrollment. Accommodation provides an alternative means to meet the Essential Functions; it does not waive the requirement itself.

Select one:

- ☐ I can meet all Essential Functions independently without accommodation. ☐ I can meet all Essential Functions with reasonable accommodation (contact SSD before enrollment).

Acknowledgments

- ☐ I have read Section 1.0 of the SHSU DPT Student Handbook (Essential Functions and Technical Standards) and understand all five functional categories.
- ☐ I can meet all Essential Functions and Technical Standards, independently or with reasonable accommodation, throughout the program and all clinical education experiences.
- ☐ I understand that failure to meet these standards may affect my ability to progress, regardless of academic performance in coursework.
- ☐ If my health status changes and affects my ability to meet these standards, I will notify the Program Director promptly and work with SSD to arrange any needed accommodation.

Signatures

Student Printed

Name: _____

Date: _____

Student

Faculty _____

Signature: _____

Witness / Date: _____



SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

LABORATORY PARTICIPATION CONSENT

Instructions. Laboratory and simulation activities in the DPT program require students to serve as both clinicians and partners (“models”) for examination, palpation, and treatment practice. This form documents your informed consent to participate. Submit before the start of the first laboratory course; it remains in effect for the duration of the program unless revoked in writing.

Student Information

Student Name: _____ SHSU ID: _____
Cohort / Class _____
Year: _____ Date: _____

Nature of Laboratory Activities

Laboratory activities may include surface anatomy palpation; range-of-motion and strength testing; manual muscle testing; goniometry; postural and gait observation; therapeutic exercise; manual therapy techniques (including soft-tissue and joint mobilization); modalities (heat, cold, electrical stimulation, ultrasound); cardiopulmonary auscultation and vital-sign measurement; and neurological screening. Activities are supervised by qualified faculty.

Risks and Discomforts

Participation involves possible discomfort or risks, including muscle soreness, mild bruising, transient skin irritation, allergic reaction to lotions or adhesives, dizziness, and, rarely, more serious injury. Some techniques require partial disrobing to expose body regions necessary for assessment. Faculty take reasonable precautions to ensure safety and modesty.

Voluntary Participation and Right to Decline

Participation as a model is a required component of the program. You may, at any time and without penalty, decline a specific technique that you find physically or emotionally inappropriate. You are encouraged to disclose pre-existing conditions privately to the course director so that modifications can be arranged. Refusal to participate as a model in all laboratory activities, however, may affect your ability to meet program technical standards.

Confidentiality

Health information disclosed in connection with laboratory participation is treated confidentially and is shared only with faculty who have a legitimate educational need. Photography, audio recording, and video recording of laboratory activities are not permitted without the separate written consent of all persons involved (see Recording Permission Form).

Acknowledgments and Consent

- ☐ I have read and understand the nature, risks, and procedures of laboratory participation in the DPT program.
- ☐ I will inform the course director, in advance and in writing, of any health condition, injury, or pregnancy that may affect my safe participation.
- ☐ I agree to follow all laboratory safety, attire, infection-control, and professional-conduct policies described in the DPT Student Handbook.
- ☐ I voluntarily consent to participate as a clinician and as a partner / model in DPT laboratory activities, with the right to decline a specific technique as described above.

Signatures

Student
Signature: _____ Date: _____

Faculty Witness

Signature: _____

Date: _____



SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

RECORDING PERMISSION FORM (Audio and Video)

Instructions. This form documents permission to capture audio, photographs, or video of an individual during DPT program activities. Recordings are used for educational, accreditation, or program improvement purposes only and are not used for advertising or social media without separate written authorization.

Activity and Recording Details

Activity / Course: _____ Date(s) of Recording: _____

Location: _____

Supervising Faculty / Recorder: _____

Type of recording (check all that apply):

☐ Photograph ☐ Audio ☐ Video

Purpose (Permission Is Limited to Items Checked Below)

- | | |
|--|---|
| ☐ Student self-review and feedback within a DPT course or laboratory. | ☐ Accreditation, program assessment, or quality-improvement review (CAPTE). |
| ☐ Faculty review for grading or remediation. | ☐ Presentation or publication at a professional conference (de-identified or with separate release). |
| ☐ De-identified educational use within other DPT classes at SHSU. | ☐ Other (describe in space provided below). |

Storage, Use, and Right to Revoke

Recordings are stored on secure SHSU systems and accessible only to faculty, the student being assessed, and authorized program reviewers. Recordings are retained only as long as needed for the stated purpose, then destroyed in accordance with University records-retention policy. Recordings will not be sold, posted on public social media, or used for advertising without separate written authorization. Recording is voluntary; you may decline without penalty. You may revoke this permission in writing to the Program Director at any time; revocation applies to future use, but recordings already used cannot be recalled.

Acknowledgment and Permission

- ☐ I have read and understand this form, including the purposes, storage, and limits of use described above.
- ☐ I receive no payment or other compensation for the recording.
- ☐ I grant permission for the type(s) and purpose(s) checked above. Permission is limited to those checked items only.

Signatures

Participant Printed Name: _____ Date of Birth: _____

Participant Signature: _____ Date: _____

If participant is a minor, parent or legal guardian must also sign:

Parent / Guardian Name: _____ Relationship: _____

Parent / Guardian Signature: _____ Date: _____

Faculty
Signature:

Date:



SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

LEAVE OF ABSENCE REQUEST

Instructions. Submit this completed form to the Program Director at least fourteen (14) calendar days before the requested leave start date when possible. Supporting documentation may be required. Approval is not automatic and is subject to program progression policies and CAPTE accreditation standards.

Student Information

Student Name: _____ SHSU ID: _____
Cohort / Class _____
Year: _____ Date Submitted: _____
SHSU Email: _____ Phone: _____

Leave Details

Requested Start Date: _____ Anticipated Return Date: _____

Type of Leave (select one):

☐ Medical ☐ Personal / Family ☐ Military ☐ Pregnancy / Parenting ☐ Other

Reason for Leave

Briefly describe the reason. You are not required to disclose protected health information; however, supporting documentation may be requested by the Program Director.

Course and Clinical Impact

List courses and any scheduled clinical experiences that will be affected by this leave:

Acknowledgments

- ☐ Approval of this leave does not waive academic, clinical, or progression requirements; I may be required to demonstrate competency in previously completed coursework before resuming the program.
- ☐ Leaves of absence are typically granted for up to one year, with extensions considered on a case-by-case basis.
- ☐ Financial aid, tuition, health insurance, and clinical placement implications are my responsibility to investigate with the relevant offices.

Student Signature

Student Signature: _____ Date: _____

Program Use Only

☐ Approved ☐ Approved with Conditions ☐ Denied

Program

Director

Signature:

Date:



Sam Houston State University
Physical Therapy
College of Health Sciences

SAM HOUSTON STATE UNIVERSITY

College of Health Sciences • Department of Physical Therapy

INCIDENT REPORT

Instructions. Complete within twenty-four (24) hours of any injury, exposure, equipment failure, or safety incident during DPT program activities. Submit to the Program Director. For emergencies, call 911 first; for clinical incidents, also follow the site's reporting policy.

Reporter Information

Reported By: _____ Role / Title: _____
SHSU Email: _____ Phone: _____

Incident Details

Date of Incident: _____ Time of Incident: _____
Location (building, room, or clinical site): _____

Type of incident (check all that apply):

- | | |
|--|---|
| ☐ Student injury | ☐ Needlestick or sharps injury |
| ☐ Patient or simulated-patient injury | ☐ Chemical or environmental exposure |
| ☐ Bloodborne pathogen exposure | ☐ Property damage |
| ☐ Equipment failure or malfunction | ☐ Behavioral or safety concern |
| ☐ Slip, trip, or fall | ☐ Other (describe below) |

Persons Involved

Names and roles (student, faculty, patient, visitor). Limit patient identifiers; use medical record number rather than name.

Description of Incident

Describe what happened, in chronological order, including contributing factors and actions taken.

Injuries, Exposures, or Damage

- ☐ No injury or exposure ☐ First-aid administered ☐ Medical evaluation needed ☐ Sent to emergency care

Describe injuries, exposures, or damage and any care provided:

Signatures

Reporter
Signature: _____

Date: _____

Faculty /
Supervisor
Signature: _____

Date: _____



SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

PATIENT / PARTICIPANT CONSENT (Age 18 and Older)

Instructions. This form is used when a member of the public, a standardized patient, or other individual age 18 or older voluntarily participates in an educational activity, demonstration, or non-research clinical experience conducted by the SHSU DPT Program. Research activities require separate Institutional Review Board (IRB) review and approval.

Activity Information

Activity /
Course: _____ Date: _____
Location: _____
Supervising Faculty: _____

Description of the Activity

You are being invited to participate in an educational activity conducted by Doctor of Physical Therapy students under faculty supervision. Activities may include patient interview; physical examination (such as range-of-motion testing, strength testing, balance and gait assessment, postural assessment, palpation, and neurological screening); demonstration of therapeutic interventions (including manual therapy, therapeutic exercise, and modalities); and observation by other students.

Voluntary Participation

Your participation is entirely voluntary. You may decline any specific procedure, take a break, or stop participating at any time without penalty. You will not receive payment for your participation unless a separate compensation arrangement has been disclosed in writing.

Risks, Benefits, and Limits of Care

The activity is for student education and is not a substitute for medical diagnosis or treatment. Risks may include muscle soreness, fatigue, transient discomfort, and, rarely, more significant injury. Benefits may include educational exposure to physical therapy and general feedback about your movement and posture. No clinical diagnosis will be provided. If a finding suggests the need for medical evaluation, faculty will inform you and recommend follow-up with a licensed provider.

Confidentiality

Health information you share is treated confidentially. Information shared in this activity is not entered into a medical record. Photography, audio recording, and video recording require your separate written permission (see Recording Permission Form).

Acknowledgments and Consent

- ☐ I have read this form, have had the opportunity to ask questions, and understand the activity described above.
- ☐ I confirm that I am 18 years of age or older.
- ☐ I understand that this activity is educational and is not medical treatment, and that I should consult a licensed provider for any medical concerns.
- ☐ I voluntarily consent to participate.

Signatures

Participant
Printed Name: _____ Date of Birth: _____
Participant
Signature: _____ Date: _____

Faculty
Signature:

Date:



SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

MINOR PARTICIPANT ASSENT AND PARENTAL CONSENT (Age 7 to 17)

Instructions. Used when a minor (age 7 to 17) participates in an educational activity, demonstration, or non-research clinical experience by the SHSU DPT Program. Both the minor's assent and the parent or legal guardian's written consent are required. Research activities require separate IRB review.

Activity Information

Activity /
Course: _____ Date: _____

Location: _____

Supervising Faculty: _____

Information for the Parent or Legal Guardian

Your child is invited to participate in an educational activity supervised by a licensed physical therapist faculty member, with Doctor of Physical Therapy students. Activities may include interview; physical examination (range-of-motion, strength, balance, gait, posture, and palpation); and supervised therapeutic exercises or movement tasks appropriate for the child's age. The activity is educational and is not medical care; no diagnosis will be provided. Your child may decline any specific activity, take a break, or stop at any time. Risks include mild soreness, fatigue, or transient discomfort. You are welcome to remain present during the activity.

Information for the Minor (Read Together)

The students are learning how to be physical therapists. They might ask you questions, ask you to do activities like walking or balancing, and gently feel your arms, legs, or back to see how your muscles and joints work. A teacher will be there the whole time. You can stop, take a break, or say "no" to anything you do not want to do, and that is okay.

Confidentiality and Recording

Health information shared during the activity is treated confidentially. Photography, audio, and video recording require separate written permission from the parent or legal guardian (see Recording Permission Form).

Minor's Assent

I had the activity explained to me. I am willing to take part. I know I can stop at any time.

Minor Printed
Name: _____ Age: _____

Minor
Signature: _____ Date: _____

Parent or Legal Guardian Consent

☐ I have read this form, have had the opportunity to ask questions, and consent to my child's participation.

Parent /
Guardian Name: _____ Relationship: _____

Parent /
Guardian
Signature: _____ Date: _____

Faculty
Signature: _____ Date: _____



SAM HOUSTON STATE UNIVERSITY
College of Health Sciences • Department of Physical Therapy

PROFESSIONAL BEHAVIOR ASSESSMENT

This instrument evaluates professional attitudes and behaviors for physical therapy students within clinical and academic settings. It is completed by students, peers, and faculty to provide formative feedback and develop professional behavior skills. Assessing these behaviors is essential for ensuring professional practice standards within the healthcare system.

Instructions for the Evaluator. For each behavioral item, indicate the frequency with which the student demonstrates the behavior using the frequency scale. For items that were not observed, select "Not Observed."

Scale

Never = 0 Rarely = 1 Sometimes = 2
Most of the Time = 3 Always = 4

Scoring

Each domain is scored as: $[(\text{sum of items answered}) / (\text{maximum possible score of answered items})] \times 4$.

Student Name: _____ Evaluator: _____ Role: _____
Date: _____ Setting (academic / clinical): _____

Accountability	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
1. Fulfilling responsibilities within the expectations and needs of the academic and/or clinical setting.						
2. Fulfilling responsibilities in a reliable manner to build trust with peers, patients, health care providers, and community.						
3. Initiating learning activities to obtain the foundational knowledge patients trust physical therapists to provide.						
4. Upholding the APTA Code of Ethics and student code of conduct in academic and/or clinical settings.						
5. Accepting responsibility for the roles, obligations, and actions of a physical therapist.						
Domain Score	$[(\text{sum of items answered}) / (\text{max possible of answered items})] \times 4 =$ -----					

Time and Resource Management	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
1. Setting priorities effectively to manage academic and/or clinical responsibilities.						
2. Demonstrating punctuality (example: classes, meetings, and learning activities).						
3. Completing assignments in a timely and quality manner.						
4. Meeting deadlines for surveys, scheduling meetings, applications, and other professional requirements.						
5. Using equipment and supplies according to established clinical or instructor guidelines.						
Domain Score	$[(\text{sum of items answered}) / (\text{max possible of answered items})] \times 4 =$ -----					

Problem Solving and Critical Thinking	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
1. Defining identified problems clearly and accurately to initiate the resolution process.						
2. Asking questions logically to identify key issues or gather necessary information.						

Problem Solving and Critical Thinking	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
3. Analyzing information and data to determine the underlying contributors to a problem.						
4. Synthesizing and interpreting information to develop a logical argument.						
5. Evaluating outcomes to reassess solutions and determine overall effectiveness.						
Domain Score	[(sum of items answered) / (max possible of answered items)] × 4 = -----					

Interpersonal Skills	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
1. Displaying congruence of verbal and non-verbal communication to convey intended messages accurately.						
2. Demonstrating active listening and attentive behavior during all academic, clinical, and professional interactions.						
3. Adapting language and terminology to meet the specific needs of the audience.						
4. Reconciling differences through appropriate channels of communication.						
5. Demonstrating cultural humility by showing consistent awareness and respect for the unique backgrounds of patients, peers, and colleagues.						
Domain Score	[(sum of items answered) / (max possible of answered items)] × 4 = -----					

Working Relationships	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
1. Building rapport with others including students, faculty, patients, and/or healthcare providers.						
2. Establishing and maintaining professional boundaries in academic and/or clinical settings.						
3. Demonstrating flexibility by adapting to new or changing situations.						
4. Identifying sources of stress and implementing effective coping behaviors to maintain professional interactions with others.						
5. Educating patients, communities, and other healthcare providers about the role of physical therapy in the broader healthcare system.						
Domain Score	[(sum of items answered) / (max possible of answered items)] × 4 = -----					

Professional Engagement	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
1. Engaging with student organizations to foster leadership and support professional socialization.						
2. Seeking out opportunities to serve the community through volunteerism and the application of professional expertise.						
3. Participating in professional activities or organizations to contribute to the growth and advancement of the field.						
4. Supporting peer growth, including answering questions, participating in study groups, engaging in a journal club, and recognizing when a peer is struggling and offering support.						
5. Collaborating with students of other professions while maintaining the scope of physical therapy practice during IPE activities.						
Domain Score	[(sum of items answered) / (max possible of answered items)] × 4 = -----					

Learning Self-Efficacy	Never (0)	Rarely (1)	Some-times (2)	Most (3)	Always (4)	Not Observed
1. Self-assessing strengths and weaknesses in knowledge, skills, and professional behaviors to foster continuous growth.						
2. Seeking help from resources including peers, faculty, mentors, and/or university supports to facilitate the learning process.						
3. Demonstrating a positive and motivated attitude towards all learning activities and professional development opportunities.						
4. Accepting constructive feedback from various sources without defensiveness and in a professional manner.						
5. Modifying behavior and performance to apply constructive feedback.						
Domain Score	[(sum of items answered) / (max possible of answered items)] × 4 = -----					

Support Benchmarks

A score below 2.0 on any item of the faculty-assessed evaluation initiates proactive support through faculty advising and mentoring.

A score below 2.0 on a domain score of the faculty-assessed evaluation suggests substantial improvement is needed and triggers the Student Professionalism Roadmap (SH-SPR) support.

Evaluator Comments and Signatures

Comments.

Evaluator Signature: _____ Date: _____

Student Signature: _____ Date: _____

Adapted from: Professional Assessment Tool; Student Professional Behavior Questionnaire; Philadelphia Region Fieldwork Consortium Level 1 Student Evaluation; Physical Therapy Core Value Self-Assessment; Professional Behaviors Assessment Tool; Student Readiness for the First Full-Time Clinical Experience; Academic Professional Behavior Assessment Tool; Professional Development Evaluation.

SHSU DPT Program • SH-PBA Dept. of Physical Therapy • HPB 308 • dpt@shsu.edu • Rev. August 2025

**SAM HOUSTON STATE UNIVERSITY**

College of Health Sciences • Department of Physical Therapy

STUDENT PROFESSIONALISM ROADMAP

Purpose. This roadmap provides structured support for a student whose professional behavior falls below program benchmarks. It is developed collaboratively by the student and faculty advisor to identify areas of concern, set goals, and outline activities and resources that support the development of professional behaviors.

Student Name: _____ Date: _____

Faculty Advisor: _____

Areas of concern (completed by faculty or advisor). Consider accountability, time and resource management, problem solving, interpersonal skills, working relationships, professional engagement, and learning self-efficacy.

Student self-reflection (completed by the student). Consider relevant social circumstances, health and wellness, and the context surrounding the behavior of concern.

Professionalism goals (completed by the student with advisor support). Write SMART goals that address the area of concern.

Activities to achieve the goal (completed by the student with advisor support). Outline the activities that will help achieve the professionalism goal.

Resources (completed by the student with advisor support). What resources will you use to develop the skills to demonstrate the professional behavior? Consider people, department, college, and university resources.

Professionalism Outcome

Potential outcomes: success or failure.

Anticipated success date: _____

Signatures

Student Signature: _____

Date: _____

Date:
SHSU
DPT
Program
• SH-SPR
Dept. of
Physical
Therapy •
HPB 308 •
dpt@shsu
.edu •
Rev.
August
2025

Advisor Signature: _____



Sam Houston State University
Physical Therapy
 College of Health Sciences

SH-IRP: INDIVIDUAL REMEDIATION PLAN

Instructions. This form documents the Individual Remediation Plan (IRP) issued under Student Handbook Sections 6.2.1 to 6.2.3 when a student's performance falls below the Acceptable Performance standard (80%). It is completed by the Course Director or faculty advisor in collaboration with the student, reviewed with the Program Director, and retained in the student academic file. Complete all applicable parts before the IRP completion deadline.

PART I – STUDENT & PROGRAM INFORMATION

Student Identification	
Student Name (Last, First)	
SHSU Student ID	
Cohort / Year of Entry	
Current Academic Year	☐ DPT-1 ☐ DPT-2 ☐ DPT-3
Current Semester	☐ Fall ☐ Spring ☐ Summer
Cumulative GPA at Time of IRP	_____ (Minimum required: 3.0 per § 4.6)
Faculty Advisor	
Course Information	
Course Number & Name	
Course Director	
IRP Initiation Date	
IRP Completion Deadline	
Scheduled Review Date(s)	
Practical Examination Retake (complete only for a practical examination below 80%)	
Original Score	_____ % Critical safety element missed (21-point deduction): ☐ Yes ☐ No
Retake Count	Retake ____ of 5 permitted across the program
Final Practical Examination	☐ Yes ☐ No Prior unsuccessful final practical retakes: ☐ 0 ☐ 1
Retake Score / Recorded Score	Retake _____ % Recorded _____ % (80% if successful; average of both scores if unsuccessful)
Current Academic Standing	
☐ Regular Standing ☐ Academic Probation ☐ First IRP ☐ Repeat IRP ☐ Student Professionalism Roadmap (SPR)	

PART II – RATIONALE FOR REMEDIATION

This Individual Remediation Plan is issued in accordance with SHSU DPT Student Handbook § 6.2.2 B. Academic deficiency is defined under § 6.2.1 as performance falling below the “Acceptable Performance” standard (80%) in any required program component. The IRP provides structured, individualized support to address identified deficiencies and restore the student to “Acceptable Performance” standing.

2.1 Deficiency Category (Select All That Apply)

☐ Didactic / Written Exam
($<80\%$) — § 6.2.1 A

☐ Lab / Practical Skills
($<80\%$) — § 6.2.1 A

☐ Professional Behavior —
§ 6.2.1 A

☐ Clinical Education
Performance — § 6.2.1 A

Note: Professional Behavior deficiencies that warrant independent action are addressed via a Student Professionalism Roadmap (SPR) per § 6.3.2 D, which may accompany this IRP.

2.2 IRP Trigger (Select All That Apply)

☐ Immediate Intervention: assessment score $< 80\%$ (§ 6.2.1 A)
☐ Pattern Recognition: multiple assessments trending $< 85\%$ (§ 6.2.1 B)

☐ Proactive Support: performance approaching 80% threshold (§ 6.2.1 B)
☐ Unsuccessful prior remediation attempt (§ 6.2.2 C)

2.3 Documentation of Identified Deficiencies

Complete the table below for each deficiency. Reference the specific assessment, evaluation score, or observation. All entries must be evidence-based per § 6.2.1 A.

Didactic / Written Exam	_____	_____ % / ☐ Minor ☐ Moderate ☐ Critical
Lab / Practical Skills	_____	_____ % / ☐ Minor ☐ Moderate ☐ Critical
Professional Behavior / Ethics	_____	_____ % / ☐ Minor ☐ Moderate ☐ Critical

PART III – SMART LEARNING OBJECTIVES & REMEDIATION ACTIVITIES

Each objective follows the SMART framework (Specific, Measurable, Achievable, Relevant, Time-bound), aligned with CAPTE accreditation standards and SHSU DPT program outcomes (§ 4.6). The 80% competency threshold reflects the program’s “Acceptable Performance” standard as defined in the SHSU DPT Grading Scale (§ 2.3.1) and deficiency policy (§ 6.2.1).

SMART Learning Objective #1

**Specific Deficiency
Addressed**

Measurable Outcome	Student will be able to: _____
Target Completion Date	_____
Assessment Method	☐ Lab Practical Exam ☐ Written Examination ☐ Other: _____
Competency Threshold	≥ 80% required on all assessments per § 6.2.2 C and § 6.2.1 SHSU DPT Student Handbook
Assigned Resources	☐ Faculty Mentoring ☐ Peer Mentoring ☐ Open Lab Time ☐ Tutorial Session ☐ Case Studies ☐ Wellness/Counseling Services
Faculty Progress Notes: _____ _____	

Additional objective sheets may be appended as needed. Complete all applicable objectives before the IRP completion deadline. Each objective must be initialed by the Course Director upon review.

PART IV – STRUCTURED REMEDIATION ACTIVITY PLAN

Remediation activities are selected based on the deficiency profile and are consistent with § 6.2.2 B of the Student Handbook, which specifies: tutorials, additional laboratory time, case studies, peer mentoring, and/or clinical skill practice. SHSU DPT also draws on university resources (§ 4.13) to support all students, with particular awareness of the needs of first-generation students.

4.1 Prescribed Remediation Activities

☐ Tutorial Session (Faculty-Led)	_____	Weekly × ___ wks
☐ Additional Laboratory Time (Open Lab)	_____	___ hrs/week
☐ Case Study Analysis	_____	___ cases
☐ Peer Mentoring / Study Partnership	_____	___ sessions
☐ Clinical Skill Practice (Supervised Lab)	_____	___ sessions
☐ Clinical Simulation (Program Sim Center)	_____	As scheduled
☐ Directed Self-Study with Reflection Log	_____	_____
☐ Academic Writing / Documentation Review	_____	_____
☐ Adaptive / Online Learning Module	_____	_____

4.2 SHSU Support Resources Assigned (§ 4.13)

Students are encouraged to engage proactively with the following resources. Faculty advisors must offer these services as part of the IRP; students on Academic Probation (§ 6.2.3 B) are required to engage with mandatory tutoring and enhanced supervision.

DPT Faculty Advisor (Mandatory — § 4.2)	One-on-one structured office hours; reviews errors, models clinical reasoning, and provides formative feedback. At least one meeting per semester required.	☐ Assigned ☐ Rec.
DPT Program Peer Mentoring	Near-peer mentoring from advanced DPT students; structured study partnerships per § 6.2.2 B.	☐ Assigned ☐ Rec.
SHSU Academic Success Center (§ 4.13.2)	Tutoring, supplemental instruction, study skills, and time management workshops. Especially valuable for first-generation and non-traditional students.	☐ Assigned ☐ Rec.
Newton Gresham Library (§ 4.13.6)	Research consultation, database support, APA formatting, evidence-based practice resources.	☐ Assigned ☐ Rec.
DPT Program Tutoring / Teaching Assistants (§ 4.13.2)	Faculty or TA-led tutoring in specific course content areas.	☐ Assigned ☐ Rec.
SHSU Counseling Center (§ 4.13.4)	Individual counseling, stress management, crisis intervention. Addresses the whole-student wellness component of support per § 6.2.2 B.	☐ Assigned ☐ Rec.
Services for Students with Disabilities (SSD) — Lee Drain Annex (§ 4.13.3)	Testing accommodations and ADA support. LOA forms required each semester. Contact: disability@shsu.edu / 936-294-3512.	☐ Assigned ☐ Rec.
SHSU Financial Aid / FAFSA Support (§ 4.13.9 C)	Financial counseling, scholarship navigation, and FAFSA assistance; particularly relevant for first-generation students.	☐ Assigned ☐ Rec.

PART V – ASSESSMENT METHODS & EVALUATION CRITERIA

All assessments must have clearly defined criteria documented below. The minimum competency threshold is ≥80% on all designated assessments, consistent with the SHSU DPT Grading Scale (§ 2.3.1) and § 6.2.2 C of the Student Handbook. Note: per § 2.3.1, while a grade of C (70–79%) is technically passing, it represents “Passing, Insufficient” for a healthcare professional; the program’s remediation standard is therefore 80%.

5.1 Assessment Schedule

1	_____	_____	_____	≥ 80%
2	_____	_____	_____	≥ 80%
3	_____	_____	_____	≥ 80%

5.2 Assessment Type Reference

Assessment types available in the SHSU DPT Program:

Written Examination	Lab Practical Examination	Skills Competency Check	Case Presentation / Analysis
Clinical Simulation (Program Center)	Research / Professional Project	Clinical Education Assessment (CIET)	Professional Behaviors Assessment (§ 6.3.2 C)

5.3 Specific Evaluation Criteria

Cognitive / Didactic Domain — Specific knowledge, recall, or application criteria the student must demonstrate (§ 6.2.1 A):

Psychomotor / Laboratory Skills Domain — Observable techniques, safety behaviors, and performance criteria (§ 6.2.1 A):

Professional Behavior Domain — Specific APTA Code of Ethics behaviors, communication, or accountability expectations (§ 6.2.1 A, § 6.3.2 A):

PART VI – PROGRESS MONITORING & CHECK-IN LOG

Structured faculty check-ins are required throughout the IRP period. Students on Academic Probation (§ 6.2.3 B) are subject to mandatory weekly progress monitoring. Formative check-ins allow early course-correction before summative assessment and support the proactive intervention framework of § 6.2.1 B.

1	__/__/__	_____	_____	_____
2	__/__/__	_____	_____	_____
3	__/__/__	_____	_____	_____
4	__/__/__	_____	_____	_____
5	__/__/__	_____	_____	_____

PART VII – REMEDIATION OUTCOME DETERMINATION

Upon completion of all IRP activities and assessments, the Course Director and Program Director jointly review outcomes and determine the student's standing per § 6.2.2 C of the Student Handbook. All outcomes are documented and maintained according to program and FERPA standards.

✓ SUCCESSFUL COMPLETION	✗ UNSUCCESSFUL COMPLETION
• ≥80% on all IRP assessments (§ 6.2.2 C) • Written and didactic assessments: the original grade stands (§ 6.2.2 C) • Practical retake: recorded as 80%, regardless of the retake score (§ 6.2.2 C)	• Practical retake: recorded score is the average of both scores; standing does not change by itself (§ 6.2.2 C) • Course grade below 70% (F): termination from graduate studies (§ 6.2.4 A) • Cumulative or term GPA below 3.0: academic probation (§ 6.2.3 A)

- Continues in good standing with ongoing monitoring
- Outcome documented in student academic file

- Unsuccessful retakes of two final practical examinations, or a practical score below 80% after all five retakes: recommendation for dismissal (§ 6.2.4 A)
- Course repetition or program delay may be required (§ 6.2.2 C)

Outcome Determined: ☐ Successful ☐ Unsuccessful ☐ Extended / Deferred (requires Program Director approval)

Final Score on IRP Assessments: _____ % Date of Determination: _____

Cumulative GPA at Completion: _____ (Minimum required: 3.0 per § 4.6)

7.1 Pathway Following Unsuccessful Completion

Written or didactic assessment. If the student does not reach 80% on the remediation assessment and the course grade falls below 70%, the student may be subject to course failure, course repetition, program delay, or dismissal (§ 6.2.2 C). A final course grade of F results in termination from graduate studies (APS 910312, Section 8.02; § 6.2.4 A).

Practical examination. One retake is allowed for each practical examination. An unsuccessful retake is recorded as the average of the original and retake scores and counts toward the course grade; it does not by itself change academic standing. Unsuccessful retakes of two final practical examinations, or a practical examination score below 80% after all five retakes have been used, result in a recommendation for dismissal to the Dean (§ 6.2.2 C, § 6.2.4 A).

Academic standing. A cumulative or term GPA below 3.0 at the close of a semester places the student on academic probation (§ 6.2.3 A). A student on probation must restore a cumulative GPA of 3.0 by the close of the next semester or be terminated from graduate studies, and must earn a term GPA of 3.0 or higher in each semester on probation (APS 910312, Section 8.01; § 6.2.3 B). A second placement on academic probation results in a recommendation for dismissal (§ 6.2.4 A). The Course Director records the outcome in Part VII and notifies the Program Director.

7.2 Student Appeal & Due Process Notice

Important: Students have the right to due process and may appeal academic outcomes through the formal procedures outlined in the Student Handbook. **Non-academic grievances (discrimination, harassment, due process violations, professional behavior assessment disputes)** are addressed per § 2.3.3 (Non-Academic Grievance Policy). **Academic grievances (grade disputes, examination results, IRP outcome appeals)** are addressed per § 2.3.4 (Academic Grievance Policy). Informal resolution must be attempted within 5 business days of the triggering event (§ 2.3.3 C, § 2.3.4 C). Formal written appeals must be submitted within 10 business days (non-academic, § 2.3.3 C) or 15 business days (academic, § 2.3.4 C) of completing informal resolution. Initial point of contact for all grievances is the DPT Program Director/Department Chair.

PART VIII – ACADEMIC INTEGRITY & PROFESSIONAL CONDUCT NOTICE

Students are reminded that all remediation activities, assessments, and submissions are subject to SHSU Academic Policy Statement 810213 – Academic Honesty (§ 6.1.4 A). Violations during the remediation period constitute academic dishonesty and may result in immediate failure of the assessment, course failure, and/or dismissal from the DPT program (§ 4.7.1 E, § 6.1.4 B).

Conduct Standards in Effect During Remediation:

- Adhere to APTA Code of Ethics and all professional behavior standards (§ 6.3.2 A)
- No use of AI tools during assessments or for clinical documentation (§ 6.1.5)
- Comply with all laboratory safety protocols and professional appearance standards (§ 6.3.3, § 4.1.2 E)
- Maintain health requirements (immunizations, CPR, background check) throughout the program (§ 4.1.2 A–D)

- Students with documented disabilities should contact Services for Students with Disabilities (SSD), Lee Drain Annex (§ 4.13.3) to ensure accommodations are in place for IRP assessments.

PART IX – ACKNOWLEDGMENT, COMMITMENT & SIGNATURES

By signing below, all parties acknowledge that: (1) the student has received, reviewed, and understands this IRP in full; (2) the student commits to engaging fully in all prescribed remediation activities; (3) faculty/program staff commit to providing the identified support resources; and (4) all parties understand the outcome criteria and appeal rights described in § 2.3.3 and § 2.3.4 of the Student Handbook.

Student Commitment Statement:

I, _____ (print name), confirm I have reviewed this Individual Remediation Plan in its entirety. I understand the deficiencies identified, the prescribed remediation activities, the assessment criteria, the competency threshold, and the potential outcomes including probation and dismissal. I understand my right to appeal academic outcomes per § 2.3.4 and non-academic concerns per § 2.3.3 of the SHSU DPT Student Handbook. I commit to engaging fully and professionally in all required activities.

Faculty Advisor / Course Director

Date: _____

DPT Program Director

Date: _____

Student

Date: _____

OFFICIAL USE ONLY – Document Control

IRP File #: _____ Original filed in student academic record: ☐ Yes ☐ No Copy provided to student: ☐ Yes ☐ No

Entered in Program Tracking Database: ☐ Yes ☐ No Entered by: _____ Date: _____

Retention: Documents retained per FERPA / SHSU policy — substantiated grievance records 7 years, grade changes permanently (§ 2.3.4 D)

APPENDIX – HANDBOOK POLICY REFERENCE & PEDAGOGICAL FRAMEWORK

Quick Reference: SHSU DPT Student Handbook Sections Governing This IRP

§ 2.3.1	Grading Scale	80% and above meets the professional standard; 70–79% (C) = Passing, Insufficient; below 70% = Failure
§ 4.6	Progress in Program	Cumulative GPA ≥3.0; minimum grade of C in all courses; a C prompts core faculty review; satisfactory professional behaviors
§ 6.2.1 A	Deficiency Categories	Didactic, laboratory and practical, and clinical education performance below 80%; a missed critical safety element is a 21-point deduction
§ 6.2.1 B	Early Intervention Triggers	Multiple assessments trending below 85%; cumulative performance approaching 80%
§ 6.2.2 B	IRP Components	Deficiencies, SMART objectives, remediation activities and resources, assessment criteria (80%), dates, signatures

§ 6.2.2 C	Remediation Outcomes	Written and didactic: ≥80% on an alternate assessment, original grade stands. Practical: one retake per examination; successful = 80%, unsuccessful = average; maximum five retakes
§ 6.2.3	Academic Probation	Cumulative or term GPA below 3.0, or persistent professionalism concerns; restore 3.0 cumulative by close of next semester or termination (APS 910312, 8.01); term GPA ≥3.0 each probation semester
§ 6.2.4	Termination and Dismissal	Termination (APS 8.01, 8.02): F in any course; GPA not restored after one probation semester. Dismissal recommended to the Dean (APS 8.04): cumulative GPA below 3.0 at end of Spring Year 2; term GPA below 3.0 on probation; second probation placement; two unsuccessful final practical retakes; practical below 80% after five retakes; clinical education conditions (CEH 8.6, 8.7)
§ 6.1.4	Academic Integrity	APS 810213; violations during remediation may result in dismissal
§ 2.3.3	Non-Academic Grievance	Discrimination, harassment, due process violations, professional behavior disputes
§ 2.3.4	Academic Grievance	Grade disputes, IRP outcome appeals; informal resolution within 5 business days; formal appeal within 15 business days
§ 6.3.2 D	Student Professionalism Roadmap	Separate from the IRP; used for professional behavior concerns
§ 4.13	Student Support Services	Advising (§ 4.2), tutoring, counseling, library, SSD, financial aid SHSU DPT Program • SH-IRP Confidential, FERPA Protected • Per Student Handbook 6.2.1 to 6.2.4