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1. Introduction

Wingate University is operated on a nondiscriminatory basis. Wingate University complies with federal law, including the provisions of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Wingate University does not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age, disability or military service in its administration of education policies, programs, activities or services; admissions and housing policies; scholarship and loan programs; or employment; except where exemption is appropriate and allowed by law. Inquiries or complaints should be directed to the Office of Business Affairs.

Wingate University further complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A copy of the Act and the University’s policy regarding Student Educational Records and Information is available upon request at the Office of the Dean of Students and at the Office of the Registrar. Information on crime statistics and graduation rates is available upon request in the Office of Admissions.

This handbook contains detailed information describing the admission, progression, and graduation requirements for the doctor of physical therapy candidate. The candidate is responsible for knowing the policies, procedures, curricular requirements, and codes of conduct for the Department and the University.

The information contained in this handbook is accurate as of the date of publication. However, the University reserves the right to make changes in the program of study, financial policies, and regulations at any time deemed appropriate by the University.

Each student is responsible for his/her progress towards degree completion. Neither the student’s advisor nor the faculty of the Department are responsible for insuring that the student meets degree requirements. The Department and/or University may terminate enrollment of any student for professional, academic, or financial reasons.

Special Note. It is very important to recognize that there may be differences in the procedures described in the general university student handbook for non-physical therapy students in comparison to the procedures for students enrolled in the professional physical therapy program. These differences are intended and have been carefully crafted based on the nature of the doctoral level professional program. In those cases where procedures are different, the procedures specific to the professional
physical therapy program take precedence over those described for the general undergraduate program.

2. Class of 2018 Academic Calendar

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3. About the University

Wingate University, founded in 1896, is a comprehensive university offering baccalaureate degrees in more than 35 majors, master’s degrees in both the Porter B. Byrum School of Business, the Lloyd and Georgia Thayer School of Education and the Levine College of Health Sciences, and doctoral degrees in the Department of Physical Therapy, School of Pharmacy and School of Education. More than 3,000 students attend the University. The 425-acre Wingate campus is located on the southeastern edge of the metropolitan Charlotte area in North Carolina. Wingate’s programs of study are centered in the Wingate University campus in Wingate, North Carolina, the Ballantyne area of south Charlotte, and in Hendersonville, North Carolina. Physical therapy practice sites are located throughout the region.

4. Statement of Purpose

The mission of Wingate University is to develop educated, ethical, and productive global citizens. Following its Judeo-Christian heritage, the University seeks to cultivate the following in its students: Knowledge, Faith, and Service.

Goals

To promote knowledge, the University seeks to:

- Provide programs of undergraduate, graduate, and professional study
- Provide a faculty committed to teaching and learning
- Require an undergraduate core curriculum designed to develop:
  - aesthetic, cultural, and literary appreciation
  - analytical and problem-solving abilities
  - critical thinking
  - effective communication
  - integrated perspectives on civilization, the individual, and the social group
  - wellness
- Offer majors and programs of study appropriate for society and the University’s student population and resources that further develop students’ knowledge and skills in focused areas
- Create opportunities for international study and travel
- Provide opportunities to explore and develop academic, career, and personal goals
- Encourage participation in co-curricular and extra-curricular educational, cultural, and recreational opportunities
To nurture faith, the University seeks to:

- Sustain a community where the bases of faith are explored and where there is a search for truth and meaning
- Articulate the ideal of integrity in all relationships
- Encourage ethical application of knowledge informed by Judeo-Christian principles
- Create and support opportunities for worship and faith development
- Attract scholars for whom Judeo-Christian values and practice are important aspects of living

To encourage service, the University seeks to:

- Emphasize the importance of service to God and humanity
- Facilitate opportunities to volunteer time, knowledge, and labor beyond the campus community
- Sponsor organizations that coordinate service opportunities and foster leadership and teamwork

5. About the Department

The Wingate University Department of Physical Therapy was founded in 2012, and opened its doors to the charter class beginning study in January 2014. The charter class will graduate from Wingate University in December 2016. The class size has been capped at 42 to assure special attention to every student. All Wingate University physical therapy faculty have made a strong commitment to student-centered education, striving for excellence both in and out of the classroom. All classes are directed by faculty possessing terminal doctoral degrees. No courses, discussions, case studies or laboratories are taught by graduate students.

The accrediting agency for physical therapy education is the Commission on Accreditation in Physical Therapy Education (CAPTE). The accreditation process for the entry-level DPT program was initiated in 2012; with Candidate for Accreditation status awarded in 2013. The program will be evaluated for full accreditation in the Fall of 2016. This sequence is the normal accreditation process and timeline for all programs in physical therapy education. The awarding of full accreditation will allow each graduate to sit for the National Physical Therapy Examination (NPTE), the examination administered by the Federation of State Boards of Physical Therapy (FSBPT), which enables the test taker to gain licensure to practice physical therapy in the state(s) and US territories they wish to practice. Additionally, the Southern Association of Schools and Colleges (SACS) approved the University to award the doctoral degree (Doctor of Physical Therapy Degree) in 2013.
Wingate University Department of Physical Therapy is in strict compliance with the accreditation guidelines of CAPTE. Wingate University Department of Physical Therapy intends to be nationally recognized as a leader in the education of physical therapists. It seeks to reach this goal by providing a state-of-the-art, high-tech learning environment that will facilitate critical thinking and problem-solving skills, scholarly inquiry and service to the institution, the profession and the community.

The salient values and expectations of every member of the Wingate University Department of Physical Therapy include programs that will consistently strive to include the following guiding principles in all aspects of the educational experience:

1. **Academic Rigor** to ready the graduate for physical therapy practice and professional and community service.

2. **Active Learning Strategies** that foster intellectual development and scientific reasoning.

3. **Commitment to Student Success** that provides each student with the necessary support to be successful in academic achievement.

4. **Integrity** in every facet of educational, professional and personal growth among faculty, staff and students.

5. **Value Diversity** and the unique contributions that can be provided among all faculty, staff and students.

6. **Sense of Community** that works to benefit the larger Wingate community and Piedmont region of North Carolina, and to maintain mutually beneficial connections with our alumni.

**6. Mission of the Department**

The Wingate University Department of Physical Therapy intends to be a nationally recognized leader in the education of physical therapists for the practice of physical therapy in all patient care settings for all patients.

*The mission of the Department of Physical Therapy* is to prepare physical therapists that will provide quality physical therapy services, delivered by competent and ethical physical therapists who are productive members of society. In addition to clinical practice expectations, the department strives to provide and instill excellence in teaching, service, and research.
7. Goals & Expected Outcomes

To support the mission, the following program goals guide the design, implementation, and ongoing assessment of the program:

Students

1. The student will synthesize and apply the skills necessary to function as a competent and ethical practitioner of physical therapy in a variety of clinical settings.

2. The student will accept personal responsibility for their own learning and seek out sources of information beyond the normal classroom and instructor supplied resources in order to meet or exceed the expected student learning outcomes.

3. The student will demonstrate the skills necessary to critically evaluate and implement physical therapy services based on best available evidence that will support practice decisions.

4. The student will actively engage in various service events that promote the profession of physical therapy and the mission and values of Wingate University.

Faculty

1. The faculty members will demonstrate a strong commitment to student learning and retention through mentorship and teaching practices.

2. The faculty members will provide a role model of active participation and effective leadership to their communities and profession.

3. The faculty members will be actively engaged in a scholarly agenda aimed at advancing the practice of physical therapy or the education of physical therapists.

4. The faculty members will consistently utilize best available evidence practices in their teaching, assessment, and clinical service.

Program

1. The program, through its faculty, staff, and students, will demonstrate a commitment to society and the profession through active participation in activities that advance health related quality of life, continuing education, and professional service.

Expected Program Outcomes Linked to Program Goals

Upon completion of the program, Graduates will be able to:

1. Demonstrate entry-level competence in all written, practical, and clinical assessments.
2. Demonstrate the desire and ability to seek out sources of information beyond the normal classroom and instructor supplied resources.
3. Demonstrate entry-level competence in determining a clinical research question and seeking out credible evidence to support treatment decisions.
4. Design and implement a community based action event that promotes Wingate University and the profession of physical therapy.

Faculty of the program will consistently:

1. Demonstrate a commitment to every student’s success through the use of innovative yet validated teaching and mentoring techniques.
2. Demonstrate leadership through active participation in their communities and profession.
3. Be actively engaged in a progressive scholarly agenda that promotes the practice of physical therapy or the education of physical therapists.
4. Provide evidence for the efficacy of methods, procedures, and theories taught throughout the curriculum.

The education Program will produce:

1. Physical therapists that are leaders, highly respected for:
   a. Giving back to their community and profession
   b. Demonstrating superior skill in clinical decision making
   c. Maintaining a high level of professionalism

8. Commitment to Excellence

The Department of Physical Therapy is committed to excellence in all aspects of the program. In an attempt to achieve excellence, the department monitors systems and requirements aimed at improving quality and performance, distributes information about performance improvement systems activities and requirements, and develops mechanisms to promote faculty, staff and student involvement in performance improvement and peer review.

The department advocates voluntary participation in quality assurance and performance improvement activities that are incorporated into daily activities. The commitment to quality assurance and performance improvement is primarily a professional responsibility and is to be promoted and fostered by all faculty, staff and students through individual and collective efforts.
9. The Quality Improvement Process

The department has adopted and maintains a Quality Improvement Process and Tracking Forms for use by faculty, staff, students, and others. These forms are available in the Department Policy and Procedures Manual and in the Department of Physical Therapy Reception Office. It is also is routinely included as an attachment of all surveys administered.

For issues not requiring a formal complaint procedure, persons are encouraged to complete the QI form when an opportunity for improvement is identified within the Department. Once initiated, the Quality Improvement Process Tracking Form serves as a record and tool for ensuring that identified problems or opportunities for improvement are addressed by the proper entities in a timely and efficient manner. Completed forms should be placed in the locked QI box in the department office. This box is checked by the Administrative Assistant at least every 30 days. Collected forms are forwarded to the Program Director to be routed to the appropriate person or committee for resolution. Once reviewed, the responsible party will complete the Quality Improvement Process Tracking Follow-Up Form, and investigate and suggest appropriate remedies, if any, for the improvement opportunity. Once appropriate remedies are determined, the responsible party will document the remedy, if any, and report the issue and action taken at the next faculty meeting. Due to the opportunity for anonymous and often pointed suggestions that may be received, departmental administration reserves the right to maintain an appropriate level of confidentiality for any QI form(s) received.

Every person that may visit or have contact with the Department of Physical Therapy is encouraged to first discuss any personal conflicts with the individual(s) involved. Ineffective resolution or formal complaints can be directed through the identified complaint resolution process identified in departmental manuals. In the cases of departmental quality improvement issues, Quality Improvement Process and Tracking Forms are the preferred mechanism for alerting department administration of opportunities for improvement. Individuals unhappy with their experience or encounter with any student, faculty or staff member of the Department of Physical Therapy are encouraged to file a written complaint to ensure due process. Anyone can bypass the QI form process and file a written complaint at any time. (See General Complaints and Resolution section, later in this manual)
10. Accreditation

University Accreditation

The Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) is the recognized regional accrediting body in the eleven US Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher education that award associate, baccalaureate, master’s or doctoral degrees (see www.sacscoc.org). Wingate University is accredited by SACS-COC to award degrees at the baccalaureate, master’s, and doctoral level. Questions about the status of the University’s accreditation may be obtained from the Commission on Colleges by calling 404-679-4500 or by writing to the SACS home office, 1866 Southern Lane, Decatur, GA 30033.

Department of Physical Therapy & Professional Accreditation

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

The present status of CAPTE accreditation the time of latest revision of this manual is: Effective November 6, 2013, Wingate University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program is progressing toward accreditation.

As Wingate University progresses through the accreditation processes, the before mentioned statement will be updated to reflect the most recent status of the DPT program with any and all applicable accrediting agencies.

CAPTE considers complaints about programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself. The process for formal complaints regarding CAPTE can be found at http://www.capteonline.org/Complaints/.

11. Admissions

The Wingate University Department of Physical Therapy has a special opportunity and responsibility to educate physical therapists who can help meet the health care needs of
the state and the nation. The goal of the DPT Admissions Committee is to select
candidates who will succeed in the program, fill the health care needs of the U.S. upon
graduation, and advance the profession of physical therapy, but who will also reflect the
multifaceted diversity of society. These goals are consistent with the Wingate University
Mission of Commitment to Knowledge, Faith and Service.

Wingate University requires that all applicants matriculating into the DPT Program hold
an earned baccalaureate degree or higher from a regionally accredited institution in the
U.S., and in addition completed all identified prerequisite course work with a grade of
“C” or higher prior to matriculation into the Department of Physical Therapy. Applicants
must also meet other minimum requirements as identified on the application and
accompanying documents.

Prospective students may make application to the Wingate University Department of
Physical Therapy through the avenue described on the applicable programmatic
webpage at www.dpt.wingate.edu. Admissions decisions are multi-factorial and
consider a composite score calculated from the required pre-physical therapy course
work, grade point average, GRE scores, letters of recommendation, and any other
student interactions with faculty, staff or other persons associated with Wingate
University occurring during the admissions process. Other factors involving any student
applicant’s likelihood to be successful within the program are also considered.
Additionally, the program may have specific goals or expected outcomes for the
entering cohort that may be factored into the admissions process. For questions related
to admissions, prospective students may direct inquiries to dpt@wingate.edu or by
calling (704) 233-8358.

Because of the nature of the physical therapy profession and its role in the rendering of
patient care, the Wingate University Department of Physical Therapy has incorporated
several non-cognitive skill building elements into the physical therapy curriculum.
Therefore, in addition to the demonstration of a high level of cognitive skill, the demands
of the curriculum dictate that all Department of Physical Therapy matriculants must
demonstrate a prescribed level of psychomotor skill including visual, auditory, motor,
and tactile abilities. Technical standards as determined by the Dean of the Department
of Physical Therapy must be met with or without appropriate accommodations.

Wingate University is committed to ensuring that no otherwise qualified individual with a
disability is excluded from participation in, denied the benefits of, or subjected to
discrimination in university programs or activities due to his or her disability. The
University is fully committed to complying with all requirements of the Americans with
Disabilities Act of 1990 (ADA) and its amendments and the Rehabilitation Act of 1973
(Section 504) and to providing equal educational opportunities to otherwise qualified
students with disabilities. Disability support services are available to otherwise qualified applicants with disabilities to ensure equal access to the University's programs and services. Services may include making academic and/or non-academic accommodations for students. The University's Office of Disability Services is the only designated department authorized to coordinate disability-related services. Applicants should contact the Office of Disability Services when seeking academic and/or non-academic accommodations.

12. Pre-Matriculation Physical Therapy Academic Requirements

Academic Requirements

Hold a baccalaureate degree or higher from a regionally accredited institution in the United States, and in addition completed all identified prerequisite course work with a grade of “C” or higher prior to matriculation into the Department of Physical Therapy.

Sciences -- 31 semester hours
- 4 semester hours Biology with lab
- 8 semester hours Chemistry (I & II) with lab
- 8 semester hours Physics (I & II) with lab
- 4 semester hours Human Anatomy with lab
- 4 semester hours Human Physiology with lab
- 3 semester hours Advanced Biology or Upper Level Science

Psychology -- 3 semester hours
- 3 hours of Normal Psychology

Math -- 6 semester hours
- 3 semester hours Pre-calculus or above
- 3 semester hours Statistics

Other Requirements

In an attempt to allow thorough informed consent to attend the professional program, all students who matriculate into the entry-level DPT program MUST complete a criminal background check (CBC) as prescribed by the program. This CBC will allow the Program Director and student to be alerted to any potential background information which may interfere with or preclude a student from completing a clinical internship and/or securing the opportunity to sit for licensure in their desired state. After a review and conversation regarding any findings in the CBC, the matriculating student may be
asked to provide written documentation of their informed consent to continue with the matriculation and education process.

**Student Review of Their Ability to Meet the Essential Functions of a Physical Therapist**

The Doctor of Physical Therapy (DPT) Program at Wingate University, in compliance with the Americans with Disabilities Act (ADA), does not discriminate against qualified individuals with disabilities. A person qualified for the DPT program is one who has met academic standards and is able, with or without reasonable accommodations, to meet the essential functions of a physical therapist.

These essential functions are the activities that a student physical therapist must be able to perform, with or without accommodations, in partial fulfillment of the requirements for successful completion of the professional curriculum. They are applicable in the classroom, laboratories, simulated clinical settings, and on clinical education assignments.

Wingate University uses independent clinical education sites that may or may not be able to offer the same reasonable accommodations made available by the University.

The **essential functions** articulated below will help students interested in the DPT program to make an informed decision about career choice. Other specific requirements and competencies are outlined in course syllabi and clinical performance tools.

**Essential Functions of a Physical Therapist**

The Doctor of Physical Therapy (DPT) Program at Wingate University, in compliance with the Americans with Disabilities Act (ADA), does not discriminate against qualified individuals with disabilities. A person qualified for the DPT program is one who has met academic standards and is able, with or without reasonable accommodations, to meet the essential functions of a physical therapist.

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The **essential functions** articulated below will help students interested in the DPT program to make an informed decision about career choice. Other specific requirements and competencies are outlined in course syllabi and clinical performance tools.
The student physical therapist must have the capacity to:

Please initial by each essential function and sign below indicating that you have read and acknowledge the following.

_____ Observe
- Assess patient/client posture, gait, movement patterns, monitor physiological responses, assess depth and characteristics of integumentary compromise, and read degrees of motion on a goniometer.

_____ Maintain Safety
- Maintain a safe environment for students, faculty, patients, and colleagues.
- Recognize and respond appropriately and in a timely manner to a medical emergency.

_____ Communicate
- Communicate effectively and sensitively with persons of any cultural and social background using appropriate verbal, nonverbal, and written communication skills with faculty, peers, other members of the health care team, and patients/clients/caregivers.
- Utilize empathetic listening skills to promote open communication and develop a positive rapport with faculty, peers, other members of the health care team, and patients/clients/caregivers.
- Confidently, comprehensively, and concisely communicate relevant information regarding patient status with appropriate members of the health care team.
- Read, write, and interpret written and nonverbal communication in a timely manner at a competency level that allows one to safely function in the academic or clinical setting.
- Provide complete, accurate and timely written documentation of patient history and physical examination.

_____ Parallel Processing or Simultaneous Task Management
- Effectively organize and prioritize tasks when managing the treatment of multiple patients or other rehabilitation duties simultaneously.
- Effectively manage patient care and other rehabilitation duties with lab partners, patients, families, and others under stressful conditions, including but not limited to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
- Organize and prioritize multiple, simultaneous tasks, integrate information, and make decisions that provide safety to the patient and others.
- Demonstrate the capability to manage and maintain 100% of a full-time physical therapist’s caseload in a cost effective manner.

_____ Demonstrate Professional/Social/Ethical Behaviors
- Display ethical and legal behaviors consistent with the American Physical Therapy Association (APTA) Code of Ethics
- Display professional behavior consistent with the APTA Core Values of Professionalism.
- Display consistent moral behavior in all situations.
__Cognitively Process__
- Receive, remember, analyze, interpret, synthesize, and integrate information from multiple sources.
- Attend to multiple tasks throughout the day of scheduled classes and clinical education experiences.
- Organize and prioritize information to make safe, appropriate, and timely decisions regarding patient care for the purpose of further examination, intervention, or referral.
- Problem solve, recognize deviations from a norm, formulate assessments, and derive clinical judgments from information collected.

__Perform Motor Tasks__
- Perform gross and fine motor movements with coordination sufficient to perform complete physical therapy examinations and interventions.
- Have sufficient levels of postural control, neuromuscular control, and eye-hand coordination for satisfactory performance in patient care and classroom or laboratory settings.

__Persevere__
- Possess sufficient mental and physical stamina to meet the demands associated with extended periods of sitting, standing, moving, lifting, and physical exertion required for satisfactory performance in patient care, clinical education, and classroom or laboratory settings.
- Possess the emotional stability to manage stress and function effectively under unpredictable circumstances encountered in clinical, classroom and laboratory settings.

*Adapted with permission from Misericordia University.*

I have read and acknowledge the Essential Functions of a Physical Therapist and I attest that I have the capacity to demonstrate the characteristics outlined above.

__________________________________________
Printed Name

__________________________________________
Signature                     Date

13. **Academic Program**

The academic program of the Wingate University Department of Physical Therapy is student-centered. The overarching goal of the curriculum is the assurance of the mastery of the knowledge, skills, abilities, and attitudes prescribed by the profession and by society for the physical therapist of tomorrow. This unique curricular approach has been carefully crafted for continuous quality improvement of its structure and content. Its endpoint can be seen in the healthcare servant of tomorrow whose
commitment to competence does not end upon graduation and whose dedication to the service of mankind is evident in all considerations and actions undertaken.

14. Doctor Of Physical Therapy Curriculum

**Year 1 (44 hrs)**

**Semester 1 (18)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>DPT 711</td>
<td>Human Gross Anatomy</td>
<td>4</td>
</tr>
<tr>
<td>DPT 712</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>DPT 713</td>
<td>Clinical Practice 1; Screening &amp; Examination</td>
<td>3</td>
</tr>
<tr>
<td>DPT 714</td>
<td>Research I; Search &amp; Appraisal of Literature</td>
<td>3</td>
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<tr>
<td>DPT 715</td>
<td>Physical Therapist as a Professional 1</td>
<td>2</td>
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<tr>
<td>DPT 716</td>
<td>Principles of Pharmacology</td>
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**Semester 2 (9)**

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<tr>
<td>DPT 721</td>
<td>Applied Kinesiology</td>
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<tr>
<td>DPT 722</td>
<td>Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td>DPT 723</td>
<td>Neurophysiology</td>
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**Semester 3 (17)**

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<tr>
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<tbody>
<tr>
<td>DPT 731</td>
<td>Research II; Design &amp; Stats</td>
<td>3</td>
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<tr>
<td>DPT 732</td>
<td>Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>DPT 733</td>
<td>Clinical Practice 2; Evaluation, Diagnosis &amp; Intro to Intervention</td>
<td>4</td>
</tr>
<tr>
<td>DPT 734</td>
<td>Clinical Integration 1; Application</td>
<td>3</td>
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<tr>
<td>DPT 735</td>
<td>Diagnosis &amp; Management of Integumentary Conditions</td>
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**Year 2 (45 hrs)**

**Semester 4 (18)**

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<tr>
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<tr>
<td>DPT 741</td>
<td>Clinical Practice 3; Prognosis &amp; Intervention Across Systems</td>
<td>3</td>
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<tr>
<td>DPT 742</td>
<td>Motor Development &amp; Motor Behavior</td>
<td>3</td>
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<tr>
<td>DPT 743</td>
<td>Research 3; Outcomes Assessment and Capstone</td>
<td>2</td>
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<tr>
<td>DPT 744</td>
<td>Diagnosis &amp; Mgmt of Musculoskeletal Conditions 1</td>
<td>3</td>
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<tr>
<td>DPT 745</td>
<td>Diagnosis &amp; Mgmt of Neurological Conditions 1</td>
<td>3</td>
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<tr>
<td>DPT 746</td>
<td>Clinical Internship 1</td>
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Semester 5 (9)
DPT 751 Diagnosis & Mgmt of Musculoskeletal Conditions 2 (3)
DPT 752 Diagnosis & Mgmt of Neurological Conditions 2 (3)
DPT 753 Clinical Integration 2; Reasoning (3)

Semester 6 (18)
DPT 761 Diagnosis & Mgmt of Cardiopulmonary Conditions (4)
DPT 762 Clinical Integration 3; Synthesis (3)
DPT 763 Research 4; Capstone (2)
DPT 764 Physical Therapist as a Professional 2 (2)
DPT 765 Diagnosis & Mgmt of Special Populations (4)
DPT 766 Differential Diagnosis for the Physical Therapist (3)

Year 3 (41 hrs)

Semester 7 (19)
DPT 771 Clinical Internship 2 (4)

Semester 8 (10)
DPT 781 Clinical Internship 3 (6)
DPT 782 Comprehensive Seminar 1 (4)

Semester 9 (12)
DPT 791 Clinical Internship 4 (8)
DPT 792 Comprehensive Seminar 2 (4)
15. **Doctor of Physical Therapy Curriculum with Course Descriptions**

**Year 1 (44 hrs)**

**Semester 1 (18)**

DPT 711 Human Gross Anatomy (4)

This is a one semester course designed to help students establish a foundational understanding of the neuromusculoskeletal systems of the human body for the practice of physical therapy. We will take a regional approach covering the arms, trunk, head, and legs. At the end of the class students will have an understanding of how structure of the human body determines function as a prelude to a clinical understanding of how to treat structural dysfunction.

DPT 712 Human Physiology (3)

This is a one semester course designed to help students establish a foundational understanding of muscular, cardiovascular, urinary, gastrointestinal, and endocrine system physiology for the practice of physical therapy. At the end of the class students will have an understanding of the histology, function, and integrated regulation of organs within these systems as they apply to normal body function and as a prelude to a clinical understanding of how to treat dysfunction.

DPT 713 Clinical Practice 1; Screening & Examination (3)

This course introduces the student to tools and procedures used in physical therapist clinical practice. Students will learn Patient-centered interviewing, examination format, and the skill of basic patient handling.

DPT 714 Research I; Search & Appraisal of Literature (3)

The student is initiated into research methodology relevant to clinical practice and/or research applications. Case-based problems are used to assist students in developing relevant questions, developing a matrix for critical literature review and application of knowledge from the literature review to the answering of clinical questions.
DPT 715 Physical Therapist as a Professional 1 (2)

This course is designed to introduce the physical therapy student to professionalism and the continued evolution of the profession of physical therapy. Professionalism is a systematic and integrated set of core values that through assessment, critical reflection, and change, guides the judgment, decisions, behaviors, and attitudes of the physical therapist in relation to clients, other professionals, the public, the profession and the physical therapist's own growth. At the end of the course the physical therapy student will have an increased awareness and understanding of the core values and demonstrate integration of professionalism into their own development as a practitioner, consultant, critical inquirer, educator, and administrator.

DPT 716 Principles of Pharmacology (3)

Students are instructed in pharmacological principles associated with patient care, with special emphasis placed upon the pharmacological agents, potential side effects, and special issues associated with the pharmacological management of patients/clients most likely to be seen in physical therapy practice.

Semester 2 (9)

DPT 721 Applied Kinesiology (4)

Students receive instruction in normal joint kinematics, applying the physical laws of motion. Special emphasis will be given to body surface palpation and includes cadaver dissection of the spine and extremities to augment classroom instruction.

DPT 722 Neuroanatomy (3)

This course will provide an in-depth overview of functional neuroanatomy with special emphasis on both normal human function and dysfunction following damage to the nervous system. This course will also introduce the principles of neuroscience and describe their clinical application; it will begin with an introduction to the nervous system (macro and micro), then cover the major functions of the central (i.e., brain and spinal cord) and peripheral nervous systems (i.e., somatic and autonomic). The manner in which these systems interact to produce specific responses to stimuli will be discussed. Moreover, the behavioral consequences of damage to each system will be integrated throughout by discussing clinical cases.

DPT 723 Neurophysiology (2)

This is a one semester course designed to help students establish a foundation understanding of neural system physiology for the practice of physical therapy. At the end of the class you will have an understanding of the histology, function, and integrated regulation of the system to other systems as they apply to normal body function and as a prelude to a clinical understanding of how to treat dysfunction.
**Semester 3 (17)**

**DPT 731 Research II; Design & Stats (3)**

This course further develops and elaborates tools and procedures used in clinical decision-making and evidence-based practice. Students will apply models of practice and decision-tree analysis in the context of clinical management. Research methodology relevant to clinical practice continues with the critical review of literature related to tests, measures and interventions used in physical therapy practice.

**DPT 732 Pathophysiology (4)**

This course will focus on general pathophysiological principles of disease and disorders that affect organ systems of the body, with an emphasis on integrating the interrelationship between different organ systems in the context of clinical correlations relevant to allied health professionals.

**DPT 733 Clinical Practice 2; Evaluation & Diagnosis (4)**

This course provides students with instruction designed to integrate the past and present semester topics and apply it to the systems approach of physical therapy through the patient/client management model. This course specifically introduces and sharpens the student’s ability to reason in a clinical sense, making determinations that will guide the examination, evaluation, diagnosis, prognosis and intervention phases of practice to include concepts such as therapeutic exercise and modalities.

**DPT 734 Clinical Integration 1; Application (3)**

Students are provided case-based patient/client scenarios. Students then locate and compile information from multiple sources to prepare for a mock patient encounter (in small groups) where they apply and practice the information presented to date in courses and information compiled by the student. First year students are monitored and mentored through this process by a faculty member and second year student.

**DPT 735 Diagnosis & Management of Integumentary Conditions (3)**

Students are instructed in and practice skills associated with conditions associated with the Integumentary system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).
Year 2 (45 hrs)

Semester 4 (18)

DPT 741 Clinical Practice 3; Prognosis & Intervention Across Systems (3)

This course provides students with instruction designed to integrate the past and present semester topics and apply it to the systems approach of physical therapy through the patient/client management model. This course specifically introduces and sharpens the student’s ability to reason in a clinical sense, making determinations that will guide the evaluation, prognosis and intervention phases of practice, to include concepts such as clinical decision making, care planning, and discharge planning.

DPT 742 Motor Development & Motor Behavior (3)

This course will review normal motor development and motor control from a lifespan perspective. Changes in the neurosensory, neuromuscular, and musculoskeletal systems associated with normal development and aging will be reviewed. Principles of motor control and motor learning will be discussed and related to physical therapy intervention.

DPT 743 Research 3; Outcomes Assessment and Capstone (2)

Students are introduced to the process associated with the required capstone project. Instruction is provided in the steps necessary to completion and students are assigned to a faculty mentor (to be associated for the remainder of their capstone project). Individual student-mentor work on capstone project is begun.

DPT 744 Diagnosis & Mgmt of Musculoskeletal Conditions 1 (3)

This course introduces the student to the principles of orthopedic medicine and includes an overview of etiology, diagnosis, and surgical management of commonly encountered musculoskeletal pathologies across the lifespan. Concepts relating to selective tissue evaluation and mobilization are introduced, and specific exercise approaches for the management of musculoskeletal pathology and recovery are addressed. Case studies and laboratory practice will facilitate the students’ development of skills in evaluation, examination, and interventions along with integration of related curricular topics.

DPT 745 Diagnosis & Mgmt of Neurological Conditions 1 (3)

Students are instructed in and practice skills associated with conditions involving the neuromuscular system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).
DPT 746 Clinical Internship 1 (4)

Students experience their first full-time clinical practice situation for a duration of eight weeks, where the knowledge, skills and behaviors learned in the classroom are applied to patients/clients under the supervision of a licensed physical therapist as clinical instructor. Emphasis will be placed on developing interpersonal, documentation, patient examination techniques, patient treatment techniques, and professional behaviors. The primary outcome of this first clinical internship is to begin the management of simple patient cases from all aspects of physical therapy care.

Semester 5 (9)

DPT 751 Diagnosis & Mgmt of Musculoskeletal Conditions 2 (3)

A continuation of DPT 744, this course progresses the student in management of individuals with musculoskeletal dysfunction through the application of manual techniques and therapeutic interventions that integrate the principles of mechanics, arthrokinematics and osteokinematics. Selected modalities used in the management of musculoskeletal dysfunction and pain are covered. Case studies and laboratory practice will facilitate the students’ development of skills in examination, evaluation, and interventions along with integration of related curricular topics.

DPT 752 Diagnosis & Mgmt of Neurological Conditions 2 (3)

This is the second course in the neurology sequence. Students are instructed in and practice skills associated with conditions involving the neuromuscular system, utilizing a comprehensive patient/client management approach through integration of the five elements of care (examination, evaluation, diagnosis, prognosis, and intervention).

DPT 753 Clinical Integration 2; Reasoning (3)

Students are provided case-based patient/client scenarios. Students then locate, compile, and review information from their first year professional instruction sources to prepare for mentoring a small group of first year students through a mock patient encounter (similar to the process they had encountered as a first year student with the case being varied). Students then expand on the cases to include recommendations for evidence based intervention.

Semester 6 (18)

DPT 761 Diagnosis & Mgmt of Cardiopulmonary Conditions (4)

The role of physical therapy in cardiovascular and pulmonary rehabilitation will be discussed including the: 1) etiology and pathophysiology of common cardiovascular and pulmonary disorders, 2) medical and surgical management of patients with these disorders and 3) physical therapy examination, evaluation and management of patients with these disorders.
DPT 762 Clinical Integration 3; Synthesis (3)

Students prepare case-based clinical scenarios utilizing their patient/client encounters they have been involved in throughout their professional education. These cases are then presented to the faculty.

DPT 763 Research 4; Capstone (2)

Students complete their work with their faculty mentor on their capstone project. Exceptional work is selected for presentation during the Comprehensive Examination week.

DPT 764 Physical Therapist as a Professional 2 (2)

This course is designed to expand the physical therapy student’s application and understanding of professionalism, the roles of practitioner, consultant, critical inquirer, educator, and administrator, and the evaluation of ethical and legal situation in physical therapy practice. At the end of the course the physical therapy student will demonstrate integration of professionalism into their own actions and critical assessment skills in relation to professional standards. The student will also foster professionalism during their interactions with peers, instructors, patients, and society.

DPT 765 Diagnosis & Mgmt of Special Populations (4)

Students receive instruction in the unique needs of various client populations in regards to physical therapy evaluation and management across the age spectrum. Topics to be covered include the management of the pediatric population and the psychosocial needs of the child, family centered care, early intervention, and school-based practice, and continues in topics of women’s health, adults with intellectual and developmental disabilities, adults with mental illness and limited cognitive function, and geriatrics.

DPT 766 Differential Diagnosis for the Physical Therapist (3)

Students receive instruction in the complex thought processes and skills which require the physical therapist to make determination of appropriateness for treatment or identify conditions that may require referral to or examination by a physician. Students then practice the skills through case studies from a variety of practice patterns.

Year 3 (41 hrs)

Semester 7 (19)

DPT 771 Clinical Internship 2 (4)

Students experience their second full-time eight week clinical practice situation, where the knowledge, skills and behaviors learned in the classroom are applied to patients/clients under the supervision of a licensed physical therapist as clinical
instructor. Emphasis will be placed on developing interpersonal, documentation, patient examination techniques, patient treatment techniques, and professional behaviors. The primary outcome of the second internship is to continue to advance the skills learned in the first internship. Students should be able to manage a small caseload (3-4 patients) of patients with a single diagnosis and no co-morbidities. Students should also begin to manage more complex patients.

DPT 772 Wellness & Prevention (2)

This course is designed to expose the physical therapy student to the concept of prevention and wellness in physical therapy. By the end of the course the student will have an understanding of the importance of the critical role that physical therapists have in educating and training society about prevention wellness. The student will also demonstrate an ability to identify and construct methods for implementing prevention and wellness programs within physical therapy clinics.

DPT 773 Orthotics & Prosthetics (3)

Students are instructed in orthotic and prosthetic components, prescription, and physical therapy application. Additionally, students receive instruction in and practice exercise prescription for amputees, evaluative procedures for orthotics and prosthetics, prosthetic gait analysis, and prosthetic device care. Other common pathological gait manifestations are examined and corrective physical therapist action is discussed.

DPT 774 Patient as a Learner (3)

Students receive instruction in and practice the skills associated with the evaluation of learning needs of the patient/client, designing and delivering instructional material to fulfill the learner’s needs, and the process of effective and efficient assessment of learning.

DPT 775 Psychosocial Implications in Rehab (2)

This course is designed to provide students with the information necessary for the appraisal and understanding of the psychosocial and medical aspects of common acute and chronic forms of disability/illness, including their nature, causes, and treatment. Topics include psychosocial aspects of rehabilitation that relate to sociocultural attitudes, mental health issues, family dynamics, and sexuality. This course will also address psychosocial issues that pertain to bodily disfigurement, sensory and motor impairment, cognitive-behavioral deficits, affective deficits, and specific catastrophic diseases.

DPT 776 Diagnostic Imaging in Rehabilitation (2)

Students receive instruction in the principles, procedures, and interpretation of diagnostic imaging techniques. Special emphasis is placed on plain film radiography,
myelograms, CT scans, medical resonance imaging and nuclear medicine as they relate to the musculoskeletal, cardiovascular, gastrointestinal and reproductive systems.

DPT 777 Management & Administration in Healthcare (3)

Students receive instruction in the role of the administrator in physical therapy and health care. Emphasis is placed on business operations, budget development, supervision of support personnel, risk management, utilization review, quality improvement, accreditation and reimbursement. Additionally, the student will construct a professional resume writing and practice interviewing skills.

Semester 8 (10)

DPT 781 Clinical Internship 3 (6)

Students experience their third full-time clinical practice situation, lasting a total of 12 weeks. In this experience the knowledge, skills and behaviors learned in the classroom are applied to patients/clients under the supervision of a licensed physical therapist as clinical instructor. Emphasis will be placed on developing independence in interpersonal behaviors, documentation, patient examination and treatment techniques, fiscal management, and professional behaviors. The primary outcome of the third clinical internship is to near expectations of the entry level physical therapist. The student should be able to manage at least one half a caseload of less complex patients but will still require guidance of the complex patients.

DPT 782 Comprehensive Seminar 1 (4)

Students are guided through a week by week review of topics covered during their past three year curriculum in an on-line, asynchronous review developed to refresh the main concepts and prepare for the upcoming national licensure exam. This course takes place concurrently during their third 12 week clinical internship (DPT 781 Clinical Internship 3), and encourages the student to share their learning experiences during internship with their classmates through an interactive discussion in an on-line learning platform.

Semester 9 (12)

DPT 791 Clinical Internship 4 (8)

Students experience their final full-time clinical practice situation (15 weeks), where the knowledge, skills and behaviors learned in the classroom are applied to patients/clients under the supervision of a licensed physical therapist as clinical instructor. Emphasis will be placed on developing independence with interpersonal behaviors, documentation, patient examination and treatment techniques, fiscal management, and professional behaviors. The primary outcome of the fourth clinical internship is to be entry level physical therapy practitioners. Students will also be able to explore advanced skills and areas of specialty interest.
DPT 792 Comprehensive Seminar 2 (4)

Students return to campus after all clinical work is completed and are instructed in the steps necessary to prepare and apply for the opportunity to take the National Physical Therapy Exam for licensure. Students are administered a practical and written examination comprehensive of all material provided in the professional program. Students must achieve a passing score on the comprehensive examinations to graduate.

16. Right of the Program to Make Changes

The entire Wingate University Doctor of Physical Therapy Program curriculum plan, policies, procedures, regulations and codes are subject to ongoing evaluation and subsequent modification by the collective core faculty. Various departmental committees and groups comprised of core faculty, departmental staff, and university faculty/staff are charged with the collection, review, and suggestion for revision to the appropriate entity. Only the collective core faculty may adopt changes to the curriculum, and any revision to the curriculum must have first solicited and considered input from clinical education faculty, associated faculty, the clinical community, and current and past WU-DPT program students. Proposals for curricular modification emanating from these self-study processes are carefully deliberated upon by the entire faculty prior to any adoption of change.

While the information and regulations detailed within this catalog were believed to be accurate at the time of publication, the Department reserves the right to make modifications to any area described without advance notice, and will provide notice to all current students of the changes made. Changes may be enforced following the date of notification of change.

17. Program Sites

The program will be delivered on the campus of Wingate University. Didactic courses will be delivered live with a few courses delivered via distance education. Clinical education experiences will entail learning exercises within affiliated sites within the physical therapy network. The Department will attempt to place students in locations that are mutually agreed upon but reserves the right to place students in locations that may be distant from campus when necessary. Transportation for all off-campus clinical education experiences is the responsibility of the student, as are living arrangements and living expenses.
18. **Code of Ethics for the Physical Therapist By the American Physical Therapy Association**

It is expected that all students within the DPT program will be members of their professional organization, the American Physical Therapy Association, during their entire tenure at Wingate University. It is also expected that all students will subscribe to and comply with all aspects of the profession’s Code of Ethics for the Physical Therapist. A copy of the Code if supplied.

**Code of Ethics for the Physical Therapist**
(APTA; available at [www.apta.org](http://www.apta.org))

HOD S06-09-07-12 [Amended HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17;]

HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27;

Initial HOD 06-73-13-24] [Standard]

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

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

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive.

This Code of Ethics is built upon the five roles of the physical therapist (management of patients/clients, consultation, education, research, and administration), the core values
of the profession, and the multiple realms of ethical action (individual, organizational, and societal).

Physical therapist practice is guided by a set of seven core values: accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

**Principles**

**Principle #1:** Physical therapists shall respect the inherent dignity and rights of all individuals. (Core Values: Compassion, Integrity)

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

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

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

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

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

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

2D. Physical therapists shall collaborate with patients/clients to empower them in decisions about their health care.
2E. Physical therapists shall protect confidential patient/client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

**Principle #3:** Physical therapists shall be accountable for making sound professional judgments. (Core Values: Excellence, Integrity)

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

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

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

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

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

**Principle #4:** Physical therapists shall demonstrate integrity in their relationships with patients/clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public. (Core Value: Integrity)

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

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

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

4D. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.
4E. Physical therapists shall not engage in any sexual relationship with any of their patients/clients, supervisees, or students.

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

**Principle #5:** Physical therapists shall fulfill their legal and professional obligations.  
(Core Values: Professional Duty, Accountability)

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

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

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

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

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

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

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

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

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

6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

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

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

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

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

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

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

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

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

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

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

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

8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.
19. **Department of Physical Therapy Code of Professional and Academic Conduct**

Virtually all professional schools and colleges have instituted codes of professional and academic conduct. The Code of Professional and Academic Conduct is descriptive of acceptable and unacceptable conduct.

The Code is designed expressly for the Department of Physical Therapy and is compatible with all regulations and policies of the University. This section complements the previous section detailing the expectations of the physical therapist and physical therapist-in-training.

**Personal Conduct**

Personal conduct on University property, at affiliated practice sites, or School or University sponsored events is subject to disciplinary jurisdiction of the Department of Physical Therapy.

The Department of Physical Therapy also may enforce its own disciplinary policy and procedures when personal/professional conduct, regardless of where it occurs, is deemed incompatible with the overall mission, program, or other functions of the Department of Physical Therapy. Any action which represents a violation of civil and criminal law will be dealt with by the appropriate non-university agencies in accordance with their policies and regulations. Action of non-university authorities in response to any violation of statutes shall not preclude nor replace the right and responsibility of the Department of Physical Therapy to review the student independently for that violation.

If, at the time of graduation, unresolved criminal charges or proceedings are pending against a candidate which, in the sole opinion of the Program Director, prevent the university from conferring a degree of physical therapy, the Program Director shall withhold the degree until such time the matter is resolved. In the event the candidate for graduation is exonerated, the degree will be conferred.

The following are examples of conduct for which disciplinary action may be taken. These are merely examples and are not to be considered all-inclusive.

- Alcoholic beverages - possession or consumption of alcoholic beverages on university or university-affiliated sites or functions (except as expressly permitted).

- Drugs - illegal use, possession, sale, or distribution of any drug, chemical compound, or controlled substance or paraphernalia. Students found guilty of violating this section will be subject to immediate expulsion from the Department of Physical Therapy.
• Drugs – testing positive or refusing to be tested in the prescribed manner.

• Weapons and dangerous items - illegal use or possession of weapons, firearms, ammunition, fireworks, explosives, noxious materials, incendiary devices or other dangerous substances.

• Theft or damage - theft of, or damage to, property of the university or university-affiliated, other students, other members of the university community, or of campus visitors. Possession of property known to be stolen. Defacing or unauthorized removal of material from the library is damage and theft.

• Disorderly conduct – hostile behavior, disorderly conduct, indecent conduct, harassment, inappropriate intimidation, excessive pressure, humiliation, coercion, stalking, hazing, overtly reckless behavior, false alarms, failure to comply with lawful directions of university officials, unauthorized entry of use of university or university-affiliated property, unauthorized use of university name, logo, or symbols.

• Inappropriate social networking that is considered unprofessional for a student physical therapist.

• Unprofessional conduct – conduct falling below the standard expectations of the faculty and fellow classmates, including noncompliance with reasonable requests of the faculty, staff, and administrators.

• Financial irresponsibility - failure to meet financial responsibilities.

• Failure to respond to notification - failure by a student or organization to respond to notification to appear before the Program Director during any stage of a disciplinary proceeding. Failure to appear will not prevent the Program Director from proceeding with disciplinary action in the absence of the candidate.

• Misuse or abuse of university equipment, programs, or data, or unauthorized access to or copying or distributing of data, records, or programs; or attempting to alter or modify records, data, or programs.

**Academic Conduct**

All students matriculating into the Department of Physical Therapy implicitly and personally subscribe to the Code of Professional and Academic Conduct in accepting admission. Each student is responsible for his/her own integrity, and is likewise responsible for reporting possible violation of the Code by others. The faculty shall take all reasonable steps to prevent violations of the Code of Professional and Academic Conduct.
Conduct, and each faculty member likewise is responsible for reporting possible violations.

The following are examples of conduct for which disciplinary action may be taken. These are merely examples and are not to be considered all-inclusive.

- Dishonesty which includes, but is not limited to, gaining unauthorized access to an examination or to obtain unfair advantage, using unauthorized sources of information during an examination, assisting a fellow student in committing an act of cheating, collaborating on assignments without explicit permission of the instructor, entering an office or building to obtain unfair advantage, taking an examination for another candidate, or altering grade reports.

- Plagiarism, which is using, stating, offering, or reporting as one’s own, an idea, expression, or product of another without the proper credit to its source. As defined by Webster, plagiarism is “an act or instance of stealing or passing off the ideas or words of another as one’s own, using a created production without crediting the source, or presenting as new and original an idea or product derived from an existing source.” (*Webster's Collegiate Dictionary*). A direct quote should be cited and placed in quotation marks. However, the student should also know that if the ideas of others are used, these must be referenced or the student is guilty of an act of plagiarism.

- A student who witnesses any of the above or who is approached with an offer to gain unfair advantage is obligated by the Code of Professional and Academic Conduct to report that violation to the appropriate authority. Failure to do so may result in disciplinary action.

It is the policy of the School that acts of plagiarism or any other acts of academic dishonesty, on any assignment, quiz, or examination, will result in a course grade of zero (0) and other sanctions. The failing grade and incident of cheating will be reported to the Program Director for possible additional sanctions. The process for the disposition of allegations of academic misconduct is delineated below.

**Reporting and Investigating Suspected Violations of the Code**

Possible violations of the Code of Professional and Academic Conduct should be reported by any source to the team leader of the course or the faculty member who is supervising the activity involved or to Program Director in writing who will be responsible for a preliminary investigation regarding the validity of the charge. (Allegations of disability-related harassment or discrimination, however, should be reported in accordance with, and will be investigated in accordance with, the University’s Student Disability Grievance Procedure.) The charges and any preliminary findings will be communicated, in writing, to the accused.
A student who stipulates to the charge of academic dishonesty (e.g., plagiarism, cheating) will receive a grade of “F” (zero percentage) for the course and other possible sanctions. Repeat offenders will receive special sanctions beyond the prescribed course grade.

If the accused does not stipulate to the charge, the Program Director will appoint a core faculty member within the Department (hereafter referred to as Investigator) to undertake an investigation to determine if there is sufficient cause for a hearing. If no basis for hearing is determined, the Program Director will notify the charging party, in writing, that no basis for a hearing exists. This notification must be made within 10 days. If, in the judgment of the Investigator, the charges are clearly proven to the satisfaction of the Investigator, sanctions will be recommended to the Program Director, generally within 10 days.

If the charges appear founded but are not clearly proven to the satisfaction of the Investigator, the Investigator will gather all pertinent information and proceed with a hearing. That hearing will take place generally within 15 days of the findings. If, in the judgment of the Program Director, the candidate poses a threat to him/herself, to others, or to normal activities of the school, the Program Director may temporarily suspend the student and implement such other restrictive actions deemed necessary pending completion of the disciplinary procedure.

If a hearing is called by the Investigator, a panel composed of four faculty members and three students appointed by the Program Director will convene. The Hearing Panel will elect a faculty chair from its membership, and that chair will vote only in case of a tie. The Investigator will serve as an ex officio, non-voting member to the committee and will serve in presenting the evidence. In this manner, the Investigator will serve as the charging party on behalf of the Department. The Investigator shall present relevant information to the panel in the presence of the accused student, should the accused choose to be present. The Investigator may present witnesses and produce materials for consideration. Witnesses likewise may be questioned by the accused and by panel members. The accused may choose to appear before the panel, may choose to present his/her case in writing, or may choose to remain silent. S/he has the right to call witnesses who have direct and first-hand knowledge of the alleged misconduct and to produce materials for consideration. In the event the accused wishes to call material witnesses, those witnesses must receive the approval of the Investigator. The accused may ask for a faculty member who is not a member of the hearing panel to serve as an advocate or advisor. Department of Physical Therapy faculty members are under no obligation to serve in such a capacity; however, they are free to do so. The panel may call other witnesses or ask for other materials it deems necessary to conduct its investigation.
The panel is charged with making a finding, by majority vote, regarding the accusation and transmitting that finding and recommendation to the Program Director, generally within three workdays. The Program Director will personally communicate the recommendation of the panel to the accused, generally within 3 workdays of his receipt of the panel’s recommendation. The student may exercise his/her right of appeal directly to the Program Director. That appeal must be made in writing within 3 workdays of notification by the Program Director.

The Program Director will institute appropriate sanctions and communicate the sanctions, in writing, to the accused. In doing so, the Program Director may affirm, reject, or modify the recommendation of the panel. The decision of the Program Director of the Department of Physical Therapy is final and cannot be appealed.

Sanctions for violation of the Code of Professional and Academic Conduct may include but are not limited to (i) censure by written letter to be placed in the student’s file; (ii) probation for a specified time period; (iii) suspension for a specified time period or for an indefinite period with written criteria for re-entry consideration; (iv) expulsion from the school with the transcript reflecting the nature of the expulsion. Any appeal of the final decision of the Program Director will be made in accordance with University guidelines and will relate to the student’s status within the University, but not the Department of Physical Therapy.

Wingate University will make arrangements to ensure that students with disabilities are provided appropriate accommodations as needed to participate in this reporting and investigation procedure. Requests for accommodations must be made to the Office of Disability Services. Accommodations may include, but are not limited to, providing interpreters for the deaf, providing recordings of materials for the blind, and assuring a barrier-free location for proceedings.

**Academic Standing**
Students must be in good academic and professional standing to be considered for Department of Physical Therapy honors, awards, student leadership positions, or any other special recognition acknowledgements.

**Drug Use Policy**
Because of the unique nature of the profession of physical therapy, the School assumes a posture of special vigilance regarding the illegal use of drugs among its students. Students enrolling in the Wingate University Department of Physical Therapy are subject to random drug screens at any time from matriculation into the Department until graduation. Students are required to comply with a request for a drug screen by the Program Director within 4 hours of the request. Additionally, drug screening may be required by the University’s clinical education experience affiliates. A positive drug
screen result for any substance not legally prescribed for a student will result in an immediate, significant, special sanction and possible dismissal from the Department of Physical Therapy. A refusal to comply with a request to submit to a drug screen will be deemed a positive drug screen result. If a student is allowed to continue his/her enrollment in the Department, special conditions will be imposed by the Program Director. A second offense will result in dismissal from the School.

**Cadaver Dissection Lab**
The cadaver dissection lab is operated solely for educational and research purposes. Students are warned that their behavior in the cadaver lab must be restrained and reserved. Absolutely, under no circumstances, is a student to be in the cadaver lab alone at any time, or be in possession of any camera or visual recording device unless tending to a directive issued by a DPT core faculty member. Students may be granted access after normal working hours to avail themselves of the learning opportunities that dissection provides; however, this access is considered a privilege and will be removed and the offender disciplined accordingly if any impropriety of the cadaver dissection lab rules should occur.

**Web- and Mobile-based Technologies/Social Mediums**
Any electronic interactive dialogue or social mediums such as blogs, websites, posting sites, and networking sites offer many opportunities to quickly update others of news and events, but these new mediums can easily be used to spread inappropriate and unprofessional information. Students, faculty and staff must be cognizant that these sites are often of public domain and discussion forums or postings can be seen by others. Although privacy may be implied data should be considered public and freely visible to others. Persons utilizing these mediums must be accountable for their actions, and electronic data transmitted is often easily traceable to its source. Comments or postings by a student, faculty or staff member represented as being from an institution can be viewed as an official stand by others, and should be avoided. Additionally, as a member of the health care team, additional laws and regulations governing patient confidentiality, disclosure of health related items, provision of health related advice, and patient-practitioner interactions may exist. Therefore, careful monitoring of one’s own use of electronic technologies and social mediums is required. Any identified inappropriate or unprofessional content posted will be considered to be a violation of the Wingate University Department of Physical Therapy Code of Professional and Academic Conduct and addressed as such.
20. Academic Advising

As each DPT cohort is matriculated into the program, they are assigned a faculty advisor by the Program Director. During the first two weeks of the program, each advisor will meet with all of their advisees once either as a group or individually to inform them of the advisory process.

Each semester following thereafter, there are two occasions that advisees must meet with their advisors:

- Shortly after the beginning of each semester to ensure each student is equipped for the coming semester and to remind the student of the advisor’s availability. Additionally, each student will self-assess their progression in the generic abilities of professional development, followed by the faculty rating and discussion.
- Shortly after mid-semester, to discuss the student’s academic performance in the present semester.

No advisory meetings are expected during clinical experience and internships.

It is the responsibility of the student to contact their advisor to initiate each meeting.

The advisor will obtain the student’s folder to review during the meeting.

Within the student folders are the following items:

- Advisor Documentation
- Student Leave Request Forms
- Student Exam Booklets
- Comprehensive Written Exam grade sheets and transcripts
- Practical exam grade sheets and CPI reports
- Documentation from comprehensive exams

The student files are to remain locked at all times and any documents in the student files should be considered confidential information (as is dictated by the Family Educational Rights and Privacy Act Regulations Subpart D). Faculty advisors should utilize student files to review all items with the student during advisor/advisee meetings. Minutes of each formal advisory meeting shall include major topic areas discussed, deficiencies noticed, and description of the action plan devised to assist the student in meeting desired outcomes. These minutes are to be signed by both the student and the faculty advisor and placed in the student’s permanent department record.
21. **Attendance Policy**

The educational process of a professional is a very important procedure, and one that should never be taken lightly. It is expected that each student in the DPT program has made a commitment to themselves and to their future patients to acquire and master every bit of information and skill possible, therefore each student is required to be prompt and to attend all scheduled appointments (lectures, instructional demonstrations, laboratory sessions, and examinations). Learning opportunities are to pre-empt any extra-curricular activities in which the student may be involved (i.e. athletics, club activities, etc). The practice of prior planning to avoid conflicts with tardiness or attendance at educational and assessment experiences is paramount for a professional in training and is expected in all circumstances. An absence is defined as a missing more than 5 minutes of any scheduled class meeting for any purpose. Absence(s) are likely to contribute to a student’s inability to meet minimum academic and professional requirements of the curriculum and therefore it is expected that a student notify the department prior to missing any session.

The procedure for a student notifying the department of absence should be as follows:

- **For absences that are foreseen and requested** (e.g., a relative’s graduation), the student should complete and secure permission utilizing the *Excused Leave Form* contained in Appendix A of this document. See more on the use and acceptable conditions of this document described later in this section.

- **For absences that are unplanned** and will occur within the next 8 hours (e.g., an unplanned illness, injury, accident, or mechanical breakdown), the student will phone the department and leave message or voice mail at 704-233-8358. The message or voice mail should include the reason for the unplanned absence and the student’s expected time of arrival (if known). Within 24 hours of return following the absence, the student must complete and circulate the *Excused Leave Form* for signatures of all faculty whose course was missed that day.

The instructor, course director, or another faculty member designated by the program director will determine if the absence is excused or unexcused. An excused absence occurs when the absence has been previously approved and documented between the faculty member and student with previous arrangements made, or, if a sudden illness, accident, medical emergency, or death occurs within the student’s immediate family. Written documentation of the incident such as an accident report, medical statement, or other official documents may be required to substantiate the claim of excused absence for post-event approval. Unexcused absences occur when an absence does not meet the excused absence qualifications just described. Unexcused absences in a course(s)
that require active participation (e.g., group presentation, case study, etc.) may impose specific penalties as outlined in the course syllabus and/or materials.

For excused absences, the student will be provided an opportunity to make up any missed work or assignments as determined by the instructor or course director. Any make up or missed work may or may not be offered to students with unexcused absences, including examinations, and will be determined by the instructor/course director. Any absences during clinical experiences, clinical affiliations, or clinical internships MUST be made up by the student.

Students in good academic standing may apply for up to two full or partial days of excused leave per semester of didactic instruction. An **Excused Leave Form** (contained in Appendix A of this Handbook) must be completed by the student prior to their planned absence and submitted to an administrative assistant by 9:00am on Wednesday. Discussion for approval will be reviewed at the weekly faculty meeting. The completed **Excused Leave Form** is then placed in the student’s file for record of approval for excused absence. A partial day of excused leave is considered one of the student’s two excused leave dates for that didactic semester. ONLY STUDENTS IN GOOD ACADEMIC STANDING MAY BE CONSIDERED FOR LEAVE. NO STUDENT MAY REQUEST NOR BE GRANTED LEAVE DURING CLINICAL EXPERIENCES OR CLINICAL INTERNSHIPS.

A student will be considered to be tardy for instruction when he/she arrives later than the planned class meeting but still less than 5 minutes after the planned meeting. Excessive tardiness will not be tolerated, and may result in charges of violation of the Department of Physical Therapy Code of Professional and Academic Conduct contained in section 19 of this Handbook.

**Special Attendance Policy related to Examination Procedures**

The process of examination of learning deserves attention toward providing the least amount of distraction to all therefore, for all scheduled written assessments (a.k.a. Examinations) students should arrive early and be prepared for the assessment to begin on time. Students will be considered as absent and therefore unable to sit for the exam if they are not in their seat and ready for pre-assessment information at least 5 minutes before the scheduled start of the assessment. Any student not present 5 minutes before the scheduled start will not be permitted to enter the room and will earn a grade of “0” for that assessment. Unusual and unforeseen circumstances will be handled on a case-by-case basis by the Program Director (or their assigned appointee) only if the student alerts the program by phone (704-233-8358) or email (dpt@wingate.edu) of their circumstance at least 10 minutes prior to the beginning of the scheduled assessment.
**Significant quantities of absence:** The department reserves the right to deny academic progression to any student who, for any reason, has missed a significant portion of the scheduled learning opportunities (5% or greater is suggested) in any course or collectively in any academic semester.

**Children.** Student-parents should plan their schedules such that their children are not attending physical therapy classes, labs, or clinical education rotations. Students with children are expected to make childcare arrangements to avoid conflicts with their educational experience.

**22. Telecommunications Policies**

Students are encouraged to utilize technology in the planning, implementation, and execution of all courses. Use of modern and innovative activities that depend on technology is welcomed; however malfunctioning, inoperable, or unavailable technology will not be acceptable excuses for not meeting course expectations.

It is the sole responsibility of the student to make adequate planning and preparation to ensure that they are ready to deliver the course requirements as assigned. Crashed disks, lost information, stolen laptops, busy Internet sites, lost connections, missing electrical cords, miscalculation of needed resources, etc. are not acceptable excuses.

**Electronic quizzes, examinations and annual assessments** are to be taken by students only during the allotted class, examination, or annual assessment time and only while sitting in the course’s actual classroom or the assigned examination or assessment room unless instructed otherwise by the Instructor. No phones or electronic devices (other than as specifically described by the course coordinator; i.e. calculator) will be permitted to be with the student during the exam. If a student is expecting an important call, they may request that their phone be assigned to a departmental administrative assistant with instructions on answering and messages to be take and relayed, as approved by the Program Director. Students who violate these policies will be in violation of the Academic and Professional Code and will be subject to a charge of academic misconduct.

Advances in technology are commonly found throughout the Department of Physical Therapy as well as personal technology that students may have in their possession. The use and possession of pagers, telephones, two-way radio devices, personal digital assistants, ipods, etc are allowed however their use must not disturb the learning environment. Students should also restrict the use of their laptops to only course work during class time. Students who fail to observe these stipulations for authorized use and possession of these devices will be subject to reduction in class grade or subject to
disciplinary action through the appropriate channels in the Department of Physical Therapy.

**E-mail**
All entering students will be issued a university e-mail account. Important Department of Physical Therapy information will be disseminated via this account. Students are encouraged to check this e-mail account at least once daily for important information or announcements. It is the student’s responsibility to make sure that their e-mail accounts are properly working.

Student’s having difficulty with their e-mail accounts are directed to go to the DPT Information Technology Facilitator for assistance. The Department’s Administrative assistant can help arrange that meeting, if necessary. Inoperable e-mail accounts are not acceptable excuses for not being current or up-to-date on course activities.

Off-campus students completing clinical education rotations are also strongly encouraged to check their e-mail accounts daily. Very important information about school functions such as graduation will be released via e-mail.

**Course Web Page**
Students are required to check the course’s web page frequently for important information or announcements. Students are responsible for maintaining the ability to log on properly. In most instances students will receive a notice by e-mail instructing you to go to the course web page for important information.

### 23. Practice Experience

Because of the nature of the patient care, students enrolled in any of the off-campus physical therapy practice experiences may be recalled from the experiential learning for cause, at the discretion of the Director of Clinical Education or the Program Director. In general, the justification of the recall includes, but is not limited to, lack of professional bearing, cognitive or psychomotor impairment, lack of following rules, lack of attendance, incompetence, failure to maintain safety in practice, or possible patient health jeopardy. Students recalled from their practice site will receive a failing grade (F) for that internship.

Because of the requirement for in-depth practice experience, absences, whether excused or unexcused must be made-up on an hour-for-hour basis. The scheduling of make-up hours will be at the discretion of Director of Clinical Education or affected course coordinator.
24. **Dress Code**

Students entering into the profession of physical therapy through the doors of the Wingate University Department of Physical Therapy are well on their way to reaping the benefits afforded to health care professionals by society. In return for these benefits and prestige bestowed upon physical therapists by others, society has developed elevated expectations of professional behavior on the parts of all of its health care professionals. These expectations include competence, integrity, a caring attitude, and an engaging affect. The public also expects professionals to maintain high standards of language, communication skills, hygiene, and professional attire. As a member of the Department of Physical Therapy, a student's personal appearance is an extension of the Department and will reflect on how customers, patients, and colleagues view the student, the program, and the profession of physical therapy. Business casual is the appropriate attire for students during the didactic portions of the program, and laboratory dress will be appropriate for the task planned. The following tips are provided as guidelines to assist the student in their dress:

**Hair**

Hair should be clean and neat. Hair may not be dyed any unnatural hair colors. Males shall have short hair (above the shoulders) and it shall be neatly combed. Females may have shoulder length or longer hair. At times, (lab, etc), it may be necessary for it to be pulled back and out of the way. Hair may not be spiked. Hair ornaments shall be moderate and in good taste.

**Nails**

Nails must be neatly manicured (not chipped) and kept short and clean, at a length that will not interfere with the duties of a physical therapist (*e.g.*, assessing or treating strength or range of motion deficiencies, assessing or treating joint accessory motions, maintaining sterile field in wound care, etc.). If polish is used, it must be conservative in color.

**Skin**

No tattoos or body piercings (other than earrings) are allowed to be visible.

**Permissible Jewelry**

Males are not permitted to have earrings. Females are allowed no more than two earrings per ear. Body piercing is permitted in ears only; no other visible body piercing is permitted. (*e.g.*, tongue, nose, eyebrows, chin, lips)

**Shirts**

Revealing clothing (*e.g.*, tank tops, halter tops, midriffs, tube tops, swim tops) is not permitted, and proper undergarments shall be worn. Undergarments should not be
visible at rest or with motions associated with the practice of physical therapy. Shirts are to remain tucked neatly within the waistband at all times during scheduled instructed class time. Sweatshirts are not to be worn during class time in place of wearing the appropriate shirt or blouse. If the student becomes cold during class, they may wear an appropriate jacket that adheres to the standards of business casual and within the guidelines set forth within this dress code.

**Skirts/Dresses**
Skirt length shall be no shorter than one inch above the knee (when standing) and may not be tight fitting. Split skirts are permitted, provided they are not tight fitting and fall within the skirt guidelines. *Short tops/dresses and leggings combinations are not permitted.*

**Pants/Slacks**
Pants shall not be tight fitting. Denim of any color, denim-like pants, spandex, leggings, athletic wear, and sweat suits are not permitted. Pants must be worn properly at the hips. No student shall dress in a way that his/her undergarments are partially or totally exposed. Denim pants are only approved for the regularly scheduled “Jean Friday” fundraising weekly events.

**Shoes**
Shoes must be clean and in good condition. Heels shall be no higher than three inches. Non-dress open toe casual sandals and canvas sneakers shall not be worn. No tennis shoes are permitted.

**Head Gear**
Hats, caps, and other head gear are not permitted in the classroom. Only headgear worn for religious purposes and approved in advance by the Office of Student Services is permissible.

**Summer Dress Code Variance**
Students entering into the profession of physical therapy through the doors of the Wingate University Department of Physical Therapy are well on their way to reaping the benefits afforded to health care professionals by society. In return for these benefits and prestige bestowed upon physical therapists by others, society has developed elevated expectations of professional behavior on the parts of all of its health care professionals. These expectations include competence, integrity, a caring attitude, and an engaging affect. The public also expects professionals to maintain high standards of language, communication skills, hygiene, and professional attire. As a member of the Department of Physical Therapy, a student’s personal appearance is an extension of the Department and will reflect on how customers, patients, and colleagues view the student, the program, and the profession of physical therapy. Business casual is the appropriate attire for students during the didactic portions of the program, and
laboratory dress will be appropriate for the task planned. The following tips are provided as guidelines to assist the student in their dress:

**Shorts:** Shorts shall not be tight fitting, nor shall be shorter than one inch above the knee (when standing). Shorts may not be denim.

**Shoes:** Shoes must be clean and in good condition. Heels shall be no higher than three inches. Clean, neat, tennis shoes are permitted, as well as nice sandals may be worn only during scheduled class time. Sandals are not approved for scheduled lab time, as tennis shoes are required.

**Themed Attire:** During only the summer curricula, students may be allowed to participate in theme weeks, as designated by the Social Chair of the SGA and to be approved by the Department Faculty. Theme attire must be appropriate, and remain within the guidelines set forth within this dress code. Inappropriate clothing worn outside of the approved theme day, will result in punishable offenses as described below.

The Summer Dress Code is in effect during normal business hours of Monday through Friday from 8:00 am to 5:00 pm or during any scheduled class session and during specially announced occasions, including all course examinations and final examinations. This dress code will only be in effect from the first day of the summer semester, to the final day of final exams. Dress code for course practicals and clinical integrations will be determined by the primary professor of that respective course, for which the dress code may be altered to best suit the purpose of that practical or clinical integration. The dress code for the Department of Physical Therapy will be strictly enforced.

**Laboratory**
Loose fitting gym shorts of sufficient length to completely cover the buttocks or warm up pants, loose fitting t-shirt without excessive advertisement, vulgar descriptions, pictures or gestures, and must contain no holes, tears, or be tattered. Shoes may be of an athletic type. For laboratory classes, females should make preparations for disrobing the upper body for observation of the spine, posture evaluation, etc. by wearing a sports bra or bathing suit top. Cadaver dissection lab attire may include medical scrubs and/or clothing that assist in maintaining warm core temperatures (*e.g.*, *sweatshirts*). Lab attire must be replaced by classroom attire (business casual) before returning to the classroom.

A clinic coat (white medical jacket) will be purchased by each student. This clinic coat may be required attire during the student’s clinical observations, experience, or internships. Any dress code or student attire requirements of other affiliating clinical facilities must be followed by each student attending that facility, and those requirements will supersede any departmental attire policies.
The dress code is in effect during normal business hours of Monday through Friday from 8:00 am to 5:00 pm or during any scheduled class session and during specially announced occasions. The dress code for the Department of Physical Therapy will be strictly enforced. Non-compliance with the dress code may result in a professional misconduct charge, an unexcused absence and subsequent failure in the course.

25. Students with Disabilities

Because of the nature of the physical therapy profession and its role in the rendering of patient care, the Wingate University Department of Physical Therapy has incorporated several non-cognitive skill building elements into the physical therapy curriculum.

Therefore, in addition to the demonstration of a high level of cognitive skill, the demands of the curriculum dictate that all Department of Physical Therapy matriculants must demonstrate a prescribed level of psychomotor skill including visual, auditory, motor, and tactile abilities. Technical standards as determined by the Dean of the Department of Physical Therapy must be met with or without appropriate accommodations.

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, denied the benefits of, or subjected to discrimination in university programs or activities due to his or her disability. The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and its amendments and the Rehabilitation Act of 1973 (Section 504) and to providing equal educational opportunities to otherwise qualified students with disabilities. Disability support services are available to otherwise qualified students with disabilities to ensure equal access to the University’s programs and services. Services may include making academic and/or non-academic accommodations for students. The University's Office of Disability Services is the only designated department authorized to coordinate disability-related services.

Students should contact the Office of Disability Services when seeking academic and/or non-academic accommodations.

26. Disability Harassment Policy

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, subjected to discrimination in connection with, or denied the benefits of any University programs or activities due to his or her disability. Harassment is a form of discrimination and, therefore, harassment directed toward an
individual student with a disability is a violation of the University’s anti-discrimination policy as well as state and federal laws.

Disability harassment is defined as verbal (including written or electronic communication) or physical conduct that is directed at an individual because of his/her mental/physical disability that is sufficiently severe, pervasive, or persistent so as to have the purpose or effect of creating a hostile work or educational environment. A hostile environment may exist even if there are no tangible effects on the student, where the harassment is serious enough to adversely affect the student's ability to participate in or benefit from the educational program. Disability harassment may occur in a variety of relationships, including faculty and student, supervisor and student employee, student and student, staff and student, and other relationships between students and other persons having business at or visiting the University.

To file a complaint of harassment students should follow the University’s Student Disability Grievance Procedure.

27. Student Disability Grievance Procedure

Wingate University is committed to ensuring that no otherwise qualified individual with a disability is excluded from participation in, subjected to discrimination in connection with, or denied the benefits of any University programs or activities due to his or her disability.

The University has adopted this internal grievance procedure to provide for the prompt and equitable resolution of student complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 ("Section 504") or Title III of the Americans with Disabilities Act ("Title III") or otherwise alleging disability-related discrimination or harassment. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance, and Title III prohibits discrimination on the basis of disability by private entities (including Universities) that provide places of public accommodation. These laws and accompanying regulations may be examined in the office of the Director of Disability Support Services, who the University has designated to coordinate its efforts to comply with Section 504 and the ADA ("the Director").

Who May Grieve?
Any student currently enrolled at the University who believes he or she has been discriminated against or harassed on the basis of disability by a University employee (e.g., administrator, faculty, staff, adjunct faculty, or other agent of the University); University student; or, in certain circumstances, by a visitor to the University, may use this process to file a grievance.
What May Be Grieved?
An action or decision may be grieved if it involves alleged discrimination or harassment by a University employee; University student; or, in certain circumstances, by a visitor to the University against a student on the basis of that student’s disability. Such actions may include, but are not limited to, denial of accommodations or lack of physical access to University facilities or programs.

Confidentiality and Prohibition against Retaliation
The University will treat all information submitted in connection with a grievance as confidential. Subject to FERPA and other applicable privacy laws, however, the University official investigating the grievance will inform individuals with a legitimate need to know of the grievance and may provide them related information as necessary to allow the University official to conduct a meaningful and thorough investigation. The University official investigating the grievance will inform all involved parties of the need to maintain the confidentiality of such information.

Wingate University prohibits retaliation for submitting a grievance or participating in a grievance investigation. Retaliation includes threats, intimidation, reprisals, and adverse actions. The University official investigating the grievance will advise all involved parties of this strict prohibition against retaliation.

Informal Grievance Procedure
The Informal Grievance Procedure is designed to facilitate a satisfactory resolution of the grievance in an informal manner. The student has the option to forego the Informal Grievance Procedure and move immediately to the Formal Grievance Procedure.

A student initiates the Informal Grievance Procedure by contacting the Director. If the Director is the subject of the grievance, the student initiates the Informal Grievance Procedure by contacting the Dean of Graduate and Professional Studies. The student may contact the appropriate official (hereafter referred to as the Investigator) by e-mail, phone, or in person. To initiate the Informal Grievance Procedure, a student is not required to submit the grievance in writing, but the Investigator may ask the student to do so or to submit other evidence, if necessary to facilitate a satisfactory resolution.

The Investigator will attempt to expeditiously facilitate a satisfactory resolution.

The Investigator may meet in person with the student, confer with the individual(s) against whom the grievance is filed, attempt to arrange a meeting between the student and the individual(s), or take any other steps the Investigator believes will be useful in promoting resolution.

Within 21 calendar days after the student initially contacts the Investigator regarding the grievance, the Investigator will inform the student in writing of the outcome of the Informal Grievance Procedure.
Formal Grievance Procedure
If the student is not satisfied with the resolution reached using the Informal Grievance Procedure, or if the student chooses not to use the Informal Grievance Procedure, the student may initiate the Formal Grievance Procedure by submitting a written complaint to the appropriate Investigator (see Informal Grievance Procedure above). A student who chooses to initiate the Formal Grievance Procedure after participating in the Informal Grievance Procedure must do so within 14 calendar days of receipt of the Investigator’s written notification of the outcome of the Informal Grievance Procedure. The written complaint must:

- be dated;
- state the problem or action alleged to be discriminatory and the date of the alleged action;
- state how the action is discriminatory (or how the decision is unreasonable if it a denial of a requested accommodation);
- name the individual(s) against whom the grievance is filed;
- state the requested remedy; and
- be signed by the student.

Within seven calendar days of receiving the written complaint, the Investigator will provide written notification of receipt of the complaint to the grievant and to the individual(s) against whom the grievance is filed.

The Investigator will also conduct a thorough investigation of the complaint,affording all relevant persons an opportunity to submit evidence regarding the allegations. Within 30 days of receipt of the written complaint, the Investigator will provide the grievant and the individual(s) against whom the complaint is filed a written decision regarding the grievance. The decision will include findings of fact, a conclusion, and, if applicable, an explanation of remedies, which may include the imposition of disciplinary sanctions and / or referral to an individual's supervisor or another administrator for the determination and imposition of disciplinary sanctions.

Appeal
The student or the individual(s) against whom the grievance is filed may appeal within fourteen calendar days of receiving the Investigator’s written decision and / or any associated disciplinary sanctions by writing to the Vice President for Academic Affairs. The written appeal must clearly set forth the grounds for the appeal and must include all supporting evidence. Generally, the Vice President for Academic Affairs will limit his or her review of the Investigator’s decision to determining whether the Investigator considered the proper facts and whether there were any procedural irregularities. Within 21 days of receipt of the appeal, the Vice President for Academic Affairs will provide the grievant and the individual(s) against whom the complaint is filed a written decision regarding the appeal. The decision of the Vice President for Academic Affairs
is final, and the University will disregard any subsequent appeals (in any form) to any University representative, including the University President.

**Adjustment of Deadlines**
The Investigator or the Vice President for Academic Affairs may change the above deadlines for good cause, such as semester or summer breaks. Likewise, if the application of time deadlines creates a hardship due to the urgency of the matter or the proximity of an event, the Investigator or Vice President for Academic Affairs, at the request of the student, will determine if an expedited procedure can be created.

**Interim Measures**
If necessary while any grievance investigation is ongoing, the University may take interim measures to stop discrimination or prevent its recurrence. Such interim measures may include, but are not limited to, limiting interaction between the parties, arranging for the provision of temporary accommodations, or staying a course grade.

**Confidentiality of Records**
Once the Investigator or Vice President for Academic Affairs has made the final decision regarding the grievance, the records related to the grievance will be confidentially maintained in the Office of Disability Support Services for three years.

**Disability Accommodations**
Wingate University will make arrangements to ensure that students with disabilities are provided appropriate accommodations as needed to participate in this grievance procedure.

Requests for accommodations must be made to the Director. The Director will review the supporting disability related documentation, make a decision about the request, notify the student about approved accommodations and make arrangements for the accommodations. Accommodations may include, but are not limited to, providing interpreters for the deaf, providing recordings of materials for the blind, and assuring a barrier-free location for the proceedings.

**External Complaints**
The availability and use of this grievance procedure does not prevent a student from filing a complaint of discrimination with external agencies such as the U.S. Department of Education, Office for Civil Rights.

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**28. General Complaints and Resolution**
The Wingate University Department of Physical Therapy encourages any individual who is unhappy with their experience or encounter with any student, faculty or staff member of the Department of Physical Therapy to file a written complaint against the department or program. The Department takes complaints very seriously and will act upon any
complaints in an expeditious manner, should the complaint warrant action. Once a complaint has been made, the Program Director will be directly involved in gathering information and addressing the complaint. The record of the complaint will be kept on file in the Program Director’s files for a period of 5 years.

Complaints regarding the Department of Physical Therapy should be addressed to:

Wingate University
Program Director- Department of Physical Therapy
515 N. Main St.
Wingate, NC 28174

The Program Director will discuss the complaint directly with the party involved within 14 business days following receipt of complaint. It is desired that the matter is reconciled at this point. A letter from the Program Director acknowledging the resolution of the complaint will be filed with the complaint. A copy of the resolution may be sent to the complainant at the discretion of the Program Director.

If dissatisfied with the discussion with the Program Director, or if the complaint is against the Program Director, the involved party may submit a written complaint to the VP of Graduate and Professional Studies (VPGPS). If needed, the VP will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. The VPGPS’s decision will be final and cannot be appealed. A letter outlining the resolution by the VP shall be filed with the complaint in the VP’s office. A copy of the resolution may be sent to the complainant at the discretion of the VP.

29. Academic Policies

Student Responsibilities
All financial obligations associated with the student’s physical therapy education lie with the student including transportation, textbooks, course materials, and other incidental costs. Students are expected to attend each activity of the course and actively participate in the discussions and assignments.

Professionalism
The Department of Physical Therapy at Wingate University is committed to the development of the physical therapy professional. In all professional physical therapy endeavors students are expected to think, act, and behave professionally and throughout the physical therapy curriculum where applicable, students are graded based on their professional contributions. Students are expected to display appropriate
respect for the rights and privileges of their peers and other members of the University community and their guests. Classroom and laboratory atmospheres must be free from any sort of disruption. Consequently, all courses require the illustration of professional characteristics during and outside of formal class time. Professional characteristics are reflected in the student’s adherence to course policies, WU-DPT Doctoral Candidate Handbook guidelines, and the University Code of Conduct.

In addition students are expected to be present, on time, prepared, participatory in classroom activities, engaged in learning, and respectful of their classmates and the instructors. Failure to demonstrate professional behavior, including but not limited to negative non-verbal communication, rolling of eyes, sleeping in class, studying for other subjects during class, or instant messaging may adversely affect the student’s or others’ performance in the course.

Instructors reserve the right to take the following action for students who do not adhere to professional expectations: reduction in student points gained for the day, dismissal from the class, or receiving an unexcused absence.

**Examination Etiquette**

Students are expected to be present and attend all examinations at their scheduled times. Tardiness to scheduled examinations will not be permitted under any circumstances (see item #21 of this manual *Attendance Policy* for additional information). Students wishing to be considered for admittance for an assessment procedure when tardy or absent will be required to obtain an approved excuse from the Program Director and gain permission from the course instructor to reschedule the exam at a later date.

Students are expected to remain in the examination classroom throughout the duration of the exam. Bathroom breaks during the exam will not be permitted. Students are expected to plan their intake and elimination accordingly so as not require a bathroom break during any scheduled exam period. Students should make arrangements with the instructor prior to the exam for medical conditions that may require exceptions.

**Testing and Labs**

Students must take all tests, including quizzes, midterms, and final exams, and participate in all lab exercises, at their assigned campuses. Any variance in this policy must be formally approved (in writing) at least two weeks in advanced by the course coordinator associated with the testing or lab. Variances will be considered only under extraordinary circumstances and must be pre-approved and in writing. (See *Variance in Testing and Labs Form* in Appendix B of this Handbook)
Criminal Background Checks (CBC)
- Each student is highly encouraged to complete a CBC prior to beginning the educational program. Only the Program Director (PD) will have access to this report and will counsel the student as needed.
- If a clinical site requires CBC confirmation or update:
  - New (updated) reports should also be requested by the students from Certiphi with the same parameters as the original on entry to program reports.
- Once students receive reports, they will be provided to DCE. Any issues aside from traffic violations will be discussed with PD and then as necessary with the sites themselves to determine if ineligible.
- Files will be kept in a locked cabinet and only reviewed by DCE and PD.
- If CBC copy is required by clinical site, DCE will send to the site as part of the pre-clinical requirements. If verification only is required, DCE will provide verification of review as part of the pre-clinical requirements.
- DCE will maintain a copy of the report until graduation, and then all copies of the report will be destroyed via shredding.

Drug Tests (DT):
- If a clinical site requires DT confirmation or updated DT:
  - Students will be scheduled as soon as practical and able at the campus health center. The student will be informed of the date and the panel of drug test required by their site by the DCE.
- Drug Test results will be provided to DCE, who will review. Any positive results will be discussed with PD.
- Any DT reported as positive must be repeated with the provided sample, or another sample tested as soon as possible. A second reported positive will be considered a positive test and will disqualify a student from participating in the next scheduled clinical education portion of the curriculum.
  - If disqualified, the student will be referred to the PD, who will inform the student of the inability to attend the clinical internship. The student will be referred for completion of a chemical dependency program as deemed appropriate by a Substance Abuse Professional (SAP). This process is likely to delay the graduation of the student by increments of 12 months as they attempt to re-enter the step-lock sequence curriculum (See “recycling”). Rehabilitation for substance abuse is completely voluntary, but under no circumstances may a disqualified student complete a clinical internship prior to being deemed rehabilitated by a professional recognized as a SAP and a valid negative result for a standard drug panel which must include coverage of the previous offending positive result.
• Files of all negative DT results will be kept in a locked cabinet and only reviewed by DCE.
• If DT copy is required, DCE will send to the site as part of the pre-clinical requirements. If verification only is required, DCE will provide verification of review as part of the pre-clinical requirements.
• DCE will maintain a copy of the report until graduation, and then all copies of the report will be destroyed via shredding.

*All costs associated with CBC, DT, SAP counseling and rehabilitation processes, will be at the expense of the student.

Academic Advising
Advising is one of the cornerstones to student success in the Wingate University Department of Physical Therapy. As each DPT student is matriculated, they are assigned a faculty advisor by the Program Director with the intent to assist students with issues related to the curriculum, other educational opportunities, academic progression, career decision-making, and personal concerns. The advisor should also accept the role of student advocate. The academic advisor will remain with the student throughout their tenure within the program. In extraordinary circumstances, a student may request of the Program Director reassignment to a different advisor. Reassignment is at the discretion of the Program Director.

Academic Advising should occur at regular, predetermined intervals within the planned curriculum. During the first two weeks of the program, each advisor will meet with all of their advisees once either as a group or individually to inform them of the advisory process.

Each semester following thereafter, there are two occasions that advisees should meet with their advisors;

• Shortly after the beginning of each semester to ensure each student is equipped for the coming semester and to remind the student of the advisor’s availability. Additionally, each student will self-assess their progression in the generic abilities of professional development, followed by the faculty rating and discussion.
• Shortly after mid-term exams, to discuss the student’s academic performance in the present semester.

(No advisory meetings are expected during clinical experience and internships.)

**It is the responsibility of the student to contact their advisor to initiate each meeting.

Disability Accommodation
Any student who, because of disability, may require special arrangements in order to meet course requirements must first obtain approval for accommodations through the University’s Office of Disability Services. Accommodations are for present and future
activities and are not retroactive. *Disabilities that are not approved by the University’s Office of Disability Services will not receive special accommodations.*

**Biomedical Informatics Center**  
Use of references located in the Biomedical Informatics Center (BIC) are available for professor and student use during the Department of Physical Therapy operating hours. The BIC will additionally be open for student access afterhours for a limited amount of time (~2 hours) only if student workers are available.

References housed in the BIC are the property of Wingate University Department of Physical Therapy and are not to be removed under any circumstances from the BIC. References may only be removed with permission from the Director of the BIC. Students found to be in violation of this policy will be subject to disciplinary action.

**30. Records and Informed Consent**

**Student Records**  
The term *student records* refers to those records which are directly related to a student and are maintained by an educational institution. The term *directory information* includes the student’s name, local and permanent addresses, telephone number, date and place of birth, major field of study, dates of attendance at Wingate University, degrees, honors and awards granted or received, academic classification, gender, class schedule, educational institutions previously attended, degree(s) awarded including date(s) granted and institution(s) granting such degree(s), dissertation or thesis title, adviser, participation in officially recognized organizations and activities, parents’ names and addresses. The term *school official* is defined as an individual currently serving as a member of the Wingate University Board of Trustees or Wingate University faculty, staff, or administrator.

The term *legitimate educational interest* is defined as an interest which derives from the duties officially assigned to a school official.

**The Wingate University Department of Physical Therapy Student’s Rights to Privacy**  
The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment or FERPA, was passed and put into effect in January 1975. The law regulates the use and disclosure of personal information in educational records and permits a student to know what material is maintained in those records. A copy of the Family Educational Rights and Privacy Act of 1974 is on file in the Dean of Students Office in the Dickson-Palmer Center. FERPA is designed to protect the privacy associated with educational records, to establish the rights of students to inspect and
review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A student has the right:

- to inspect and review, under supervision, information contained in his/her educational records,
- to challenge the contents of the educational record,
- to request a hearing if the outcome of a challenge is unsatisfactory,
- to submit an explanatory statement for inclusion in the educational record, if the outcome of the hearing is unsatisfactory, and
- to prevent disclosure, with certain exceptions, of personally identifiable information from the educational record.

**Student Rights to Inspect and Review**

A student or former student may inspect and review his/her grade transcript, student personal record, and any other personally identifiable records maintained by Wingate University (collectively referred to as **education records**), with the exception that information which is not considered to be education records. Included in the list on non-educational records are (i) financial records of parents or any information in those records; (ii) confidential letters and statements of recommendation that were placed in the educational records prior to January 1, 1975; (iii) medical records that are maintained by medical or mental health personnel solely for the purpose of treating the student.

The student may, however, have a physician or medical professional review the information in his/her medical record if there is reason to believe it may contain inaccurate, misleading or inappropriate information); (iv) records created by and kept by a law enforcement unit of the University, if made and kept for the purpose of law enforcement; and (v) records made by a faculty member, administrator, or ancillary personnel and kept in that person’s sole possession in a way that the records are not accessible or revealed to anyone else.

A student may direct any request for review of an education record to the University Registrar or to the University’s Vice President for Academic Affairs.

Once a student has been allowed to inspect and review an education record, he or she may also request that the University official who is responsible for maintaining a particular record respond to his or her request for explanation and interpretation of the record.

A student may choose to waive his or her right to access confidential recommendations that are written to support an application for admission or financial aid, an application for an honor or recognition, a transfer or application to another institution, an application for employment, or similar application, provided that (i) the student either selects the persons to submit recommendations or, upon request, is notified of the names of all
persons making such recommendations; and (ii) the recommendations are used specifically and solely for the purpose for which they were specifically intended. A student may not be required to waive right of access, under any condition.

If a student believes that inaccurate, misleading, or inappropriate information is included in his or her educational records, Wingate University will permit the student to insert into the record a written explanation concerning the content of such record. The University also will provide a means of correction or deletion of any information that is in fact inaccurate, misleading or inappropriate. (The student is expressly not permitted to challenge grades through this means, unless he or she wishes to challenge the accuracy of institutional records which record the grade).

Initially, any challenge to a student record should be directed to the Vice President for Academic Affairs. The Vice President for Academic Affairs will seek informal resolution of the matter. If either the Vice President for Academic Affairs or the student requests it in writing, the Student Development Committee of the Wingate University Assembly shall conduct a formal hearing concerning any challenges to the student’s records as being inaccurate, misleading or inappropriate. Such a hearing shall be conducted and decided in writing within three weeks of the request. During the hearing, the student shall have a full and fair opportunity to present evidence relevant to the issues. If for any reason, the Student Development Committee shall be unable to convene a special committee to hear the matter, a group comprised of persons identified by the Student Development Committee who do not have a direct interest in the outcome of the matter may be assembled to hear the matter.

**Rules Related to Disclosure and Release of Student Information**

Wingate University generally may not release to any third party any personally identifiable information in a student's education record without the student's informed consent.

In those instances, the release may be made to (i) officials of other educational institutions in which the student seeks to enroll, provided that the student is notified of the transfer of such information, receives a copy of the information if requested in writing, and has an opportunity to challenge the contents of the record; (ii) certain state and federal government officials stipulated by law; (iii) persons or agencies directly related to a student’s application for, or receipt of, financial assistance; (iv) accrediting organizations; (v) parents of dependent students; (vi) any source if required to do so in compliance with judicial order or subpoena, provided that the student is notified of all such orders or subpoenas; (vii) health authorities, if, in the event of any emergency, knowledge of such information is necessary to protect the health or safety of a student or other persons; or (viii) University officials (those carrying out official University business, whether paid or unpaid) who have a legitimate educational purpose in consulting the record (based on the need to access the record to perform the University
business). Or, the information to be released is exclusively “directory information,” defined as (i) the student’s name, address (including e-mail), telephone listing, and photograph; (ii) the student’s date and place of birth; (iii) the student's major field of study; (iv) the student's participation in official activities; (v) the height and weight of members of athletic teams; (vi) dates of attendance; (vii) degrees and awards received; and (viii) the most recent previous school attended by the student. Any student may object to the designation of “directory information.”

To do so, he or she must file within twenty days after the first day of classes in each semester a signed notice informing the University that any or all of the information described above should not be considered directory information about that specific student. The requests must be filed in the Office of the Registrar. Such requests for nondisclosure will only be honored by the University for the current enrollment period; therefore, a new request must be submitted each semester or term.

Each University official responsible for any type of educational record shall maintain a record of the persons or parties, other than those University personnel authorized (as specified above) requesting or obtaining access to a student’s educational records.

The record of requested access is available only to the student, to the University official responsible for the custody of such records, and to that official’s assistants.

The University may disclose to the parent or legal guardian of a student under the age of 21, without the prior written consent of the student, information regarding any violation by the student of any federal, state, or local law or any rule or policy of the University governing the use or possession of alcohol or a controlled substance if the University has determined that the student has committed a disciplinary violation with respect to such use or possession.

The University may disclose, without prior written consent of the student, final results of disciplinary proceedings against the student who is an alleged perpetrator of a crime of violence (18 U.S.C. § 16) or a non-forcible sex offense if the University finds the student committed a violation of the University’s rules or policies with respect to such crime or offense. The information shall include only the name of the student, the violation committed, and any sanctions imposed by the University on the student. The University may include the name of any other student such as a victim or witness, only with the written consent of that other student.

Informed Consent
In compliance with the Family Educational Rights and Privacy Act (FERPA), Wingate University, through its Department of Physical Therapy, requests that all entering students provide their written informed consent to the sharing of personal information
with Wingate’s educational partners (e.g., clinical affiliates, physical therapy practice sites) strictly on a need-to-know basis.

This sharing of personal information may include the following (i) social security numbers; (ii) immunization records; (iii) e-mail addresses and telephone numbers; (iv) results of healthcare tests; (v) criminal records known to Wingate University; (vi) credit checks. Additionally, notice is hereby given that random drug screening or additional criminal background checks may be requested of the student for placement in certain clinical sites as a matter of standard operating procedures for those sites. The student may be responsible for the cost of drug screening or additional criminal background checks.

If the background check reveals any information that is brought to the student’s attention by the Program Director which could make the student ineligible for licensure or clinical affiliations, it is the responsibility of the student to:

1. Contact their planned licensing authority to determine if he or she will be eligible for licensure. After, speaking with the licensing authority, the student is required to:

2. Meet with the Program Director to discuss a course of action.

Students who are not willing to allow the release of the required personal information may not be able to be placed in an affiliated physical therapy practice site. In such cases, the student cannot meet the requirements for graduation.

The clinical sites with whom the department partners for clinical affiliation has a sincere interest in detecting and preventing drug use among its students for protection of the public. The department values the partnership it has developed with these clinical sites and works collectively to ensure the supply of quality student interns meets their individual requirements. Therefore, if ever the drug testing/random drug screening required of any particular clinical affiliation site for the purpose of internship reveals a positive result, the first violation will result in an immediate, significant, special sanction and possible dismissal from the Department of Physical Therapy. A second offense will result in dismissal from the School. For the policy regarding drug testing, see Section 19. *Department of Physical Therapy Code of Professional and Academic Conduct* in this handbook.

The Director of Clinical Education and the Program Director shall be the only individuals in the department to be made aware of drug testing/random drug screening results of students in the department.
Complaints
Any person who believes that the University has failed to comply with the Family Educational Rights and Privacy Act, or with the regulations of the Department of Labor, 34 C.F.R. Part 99, may file a complaint with the Department of Labor under 34 C.F.R. §99.63 and 99.64.

31. Personal Health Insurance
Students are required to maintain personal health insurance coverage during their enrollment in the Department of Physical Therapy. Students are responsible for all health care costs associated with an illness or injury that results from any activity on campus or at an affiliated training site. Neither the University nor its practice experience partners bear any responsibility for healthcare costs of the student.

32. Course Grading

Written Examinations
In the case of written examinations, the student earns the letter grade according to the score achieved as indicated by the course syllabus.

Clinical Examinations (Practicals)
All clinical examinations must be passed successfully in order to proceed in the curriculum. A grade of ≥80% is required for a passing score. In addition, students must score 100% on the safety component of the clinical examination or will be considered to have failed the exam. Students receiving a failing grade on any clinical examination in the didactic curriculum will be offered the opportunity to remediate and re-examine up to a maximum of 2 times for any one course, or a combination 3 times over the entire curriculum. The process for re-examination is as follows:

1. A core faculty member, appointed by the Program Director, will meet with the student and review the inadequacies and discuss opportunities for improvement.

2. The re-examination will be video recorded while evaluated live by two core faculty members. The average score from the two faculty members must be ≥80% for the student to pass the reexamination. If the average score from the two faculty members is not ≥80% one of two scenario’s will occur.
   a. If both faculty scored the re-examination at less than 80%, the student will be referred for additional remediation.
b. If one faculty member scored the re-examination at less than 80% and the other faculty member scored it \( \geq 80\% \), then a third faculty member will review the video and independently score the re-examination. The average of all three scores will be the final score for the re-examination. If this score is \( \geq 80\% \), the student will receive that score. If the re-evaluation score average is less than 80% the student will be referred for remediation.

i. Students referred for the 2nd remediation in any course must meet with the two core faculty members that scored the re-evaluation to develop a remediation plan. The remediation plan will be submitted in writing to the Program Director for approval.

ii. Upon completion of the remediation plan the student will complete a second videotaped re-examination. Two core faculty members will score the re-examination. The process for scoring the re-examination is the same as mentioned above. If a student does not attain \( \geq 80\% \) at this point, the student will fail the clinical examination and earn a grade of “F” for the course.

Students may remediate and re-examine any clinical examination a maximum of 2 times for any one course, or a combination 3 times over the entire curriculum. Any failure to achieve \( \geq 80\% \) on the 3rd attempt in any one course or for a fourth instance over the curriculum will result in failing that clinical examination and earn a grade of “F” for the course.

33. Academic Progression and Graduation

Each year, progression is awarded only to those students who have maintained a cumulative grade point average of 2.7/4.0 (or above), and demonstrated minimally acceptable mastery of the knowledge skills and behaviors necessary to earn the degree, Doctor of Physical Therapy. Remediation activities will be prescribed for those students who are not awarded progression.

Grading

All grades will be calculated on the basis of the following scale:

A 89.5% to 100% = 4.0 Grade Points per Semester Credit Hour
B 79.5% to 89.4% = 3.0 Grade Points per Semester Credit Hour
C 69.5% to 79.4% = 2.0 Grade Points per Semester Credit Hour
Courses graded on a Pass/Fail basis will not earn quality points, thus no grade points considered.

**Academic Probation**

Any student earning a cumulative GPA of less than 2.7/4.0 for their first time will be placed on Academic Probation. Academic Probation is for up to two semesters following the failure to maintain the 2.7 GPA. The intent of academic probation is to alert the student of impending failure to progress within the program and to allow them an opportunity to improve their grade average and avoid academic jeopardy. While on probation, students are considered not in good academic standing; therefore, students cannot hold offices in student organizations or serve on professional and/or academic committees.

Possible outcomes for a student placed on academic probation include:

1) Probation will be lifted and student returned to good academic standing status after successfully achieving a cumulative GPA of ≥2.7 in two semesters or less.

2) Academic Suspension will result for failure to achieve a cumulative GPA of ≥2.7 at the completion of the second semester of academic probation.

**Academic Suspension**

The intent of Academic Suspension is to allow the student time to remediate any inadequate knowledge and/or skills and for their attempt to return to demonstrate removal of those inadequacies. The length of Academic Suspension will be for up to one year. While on Academic Suspension, students do not attend classes and are considered not in good academic standing; therefore, students cannot hold offices in student organizations or serve on professional and/or academic committees. Students are placed on Academic Suspension for one of the following causes:

1. Failing to remove themselves from Academic Probation, or
2. Returning to the conditions of Academic Probation for a second instance, or
3. Earning a grade of “F” in any course.

Students on Academic Suspension will be offered the opportunity to return to the program at a point in the professional curriculum as determined by the collective core faculty. The point of entry will be determined to be most likely to afford the student the best opportunity for success in the program while respecting the financial burden additional coursework may incur. The student then has the ability to accept or decline the point of return offer.
Academic Disqualification
Students who demonstrate the inability to remove any inadequacies of knowledge or skill will be placed on Academic Disqualification and summarily dismissed from the program of study. Students are placed on Academic Disqualification for one of the following causes:

1) Failure of the same course twice within the Department of Physical Therapy.

2) Receipt of a failing grade or a cumulative GPA <2.7 after a term of suspension.

3) A second violation in drug testing/random drug screening.

Duration of Study
Students will have a maximum of four years to complete the Doctor of Physical Therapy Program.

Significant quantities of absence: The department reserves the right to deny academic progression to any student who, for any reason, has missed a significant portion of the scheduled learning opportunities (5% or greater is suggested) in any course or collectively in any academic semester.

Academic Petition
If a student does not meet the academic standards or regulations of the Department of Physical Therapy, he/she may petition the core faculty for an exception to the policy. The core faculty meets on an as needed basis to review petitions. Each student is responsible for submitting his/her own petition.

Students should submit petitions in writing using the Academic Petition Form (located in Appendix C of this Handbook). The student is highly encouraged to meet with their faculty advisor to discuss the petition process. If the meeting cannot take place in a reasonable way, the petition can be submitted without the faculty advisor’s signature. Students may also seek guidance about the petition process from the Program Director.

Students have the option of appearing before the core faculty to present the petition and answer questions. Students will be given a 10 to 15 minutes time frame before the faculty. If a student does not want to appear before the committee, the petition will be considered without the student present.

The core faculty will make a decision after reviewing the student’s academic record, and any other pertinent information presented by the student such as physician reports, counselor’s recommendations, court order, etc., and the circumstances stated in the student’s petition. Each petition will be considered on its own merits.
The student will be officially informed of the decision by the Program Director. If the decision is approved, a revised plan of study and terms of agreement for the conditions are prepared for the student. The student has two business days to agree to the terms by signing the agreement and returning to the Program Director. If a petition is denied, the student may meet with their academic advisor to discuss options regarding their educational plans. As a final option, students may appeal a denied petition to the Program Director. The Program Director’s decision is final and cannot be appealed.

Withdrawal
Students must obtain written approval from the Department of Physical Therapy to withdraw from physical therapy courses.

Assessment
The faculty has identified the ability set for which a student must demonstrate mastery each benchmark/assessment of the program. Students who do not demonstrate mastery will be given plans for remediation of their deficiencies and may be required to submit to a reassessment of those abilities not mastered prior to progression. The inability to demonstrate mastery of the skill sets prescribed may result in delayed progression.

Graduation
Students who enroll in and successfully complete the program course of study, have achieved a Department of Physical Therapy grade point average of least 2.7, and have been judged by the faculty to have met all the academic and professional requirements will be eligible for graduation.

Graduation with distinction
Students who attain a Department of Physical Therapy cumulative grade point average of 3.5 or greater will be specially recognized upon graduation.

\[ 3.50 \text{ to } 3.69 = \text{ cum laude} \]
\[ 3.70 \text{ to } 3.89 = \text{ magna cum laude} \]
\[ 3.90 \text{ or higher} = \text{ summa cum laude} \]

34. Remediation Policy
It is the policy of the program to make best effort in ensuring student success within the program. Best effort for student success should always include attempts to remediate any student with inadequate knowledge, skill, behavior, or safety practices. Any inadequacies must be successfully removed prior to the student progressing in the curriculum. A stated “desired program outcome” includes a faculty that is actively committed to supporting a retention and graduation rate of 100% of every cohort, but we
also recognize that despite best efforts not every student may be successful in the program. Therefore, the inability to successfully remove deficiencies will result in academic disqualification of the student from the program.

**Behavior and/or Safety in Practice**
In the case of behavior and/or safety in practice, clinical or academic faculty may evaluate students in many activities, and any identified deficiencies must be brought to the student’s attention at the earliest appropriate opportunity. A decision of pass/fail must be reached by consent from a three-member core faculty panel, appointed by the Program Director.

**Clinical Experiences and Internships**
In the case of clinical experiences and internships, the ACCE/DCE is responsible for assigning the pass/fail grade. Any student receiving a failing grade from the ACCE/DCE will have their performance evaluated collectively by a panel of core faculty, appointed by the Program Director. The panel will review the student’s clinical performance in all aspects as deemed necessary. This may include any or all of the following:

- Review of clinical documentation, CPI, documentation of the supervising CI, and student documentation
- Interview of the student, CI, and ACCE/DCE
- Observation of the student in a clinical situation.

The panel will report findings and recommendation of upholding the failing grade or of overturning the failing grade to a passing grade to the Program Director. The ACCE/DCE, in conjunction with the Program Director, will determine the grade and/or remediation to be assigned. The Program Director and student’s Academic Advisor will then inform the student of the outcome.

**Clinical Examinations (Practicals)**
For information regarding remediation of clinical examinations, see previous section on Course Grading.

35. **Academic Honors**

**Dean’s List**
Students whose academic performance is within the top ten percent of the class are placed on the Dean’s List after each semester. Eligible students must be enrolled full-time and in good academic standing. *Eighth and Ninth semester students (primarily clinical education) will not be eligible for the Dean’s List.*
36. Grade Disputes

Any student who has reason to question a graded assignment, test, or final course grade must first discuss the nature of the concern with the instructor in writing within ten business days of receiving the grade. If the appeal to the instructor is not satisfactory, the student may appeal to the course coordinator of the course in question. The instructor and/or course coordinator will summarize their discussion with the student in writing. If a resolution to the problem is not reached at the level of the instructor or course coordinator, the student may appeal the grade. For clinical education experience grade disputes, the student may appeal to the Director of Clinical Education. If not resolved at that level, the student may appeal the grade to the Program Director. The student must submit the complaint in writing to the Program Director and copy the Instructor/Course Coordinator. The Program Director may not consider any grade appeal without first consulting with the Instructor/Course Coordinator/Director of Clinical Education. The Program Director’s decision on a grade dispute is final. The Program Director will submit their findings/recommendations in writing to the student. The Program Director’s decision is final and cannot be appealed.

37. Grievance Policy Not Concerning Grades

Students who experience problems relating to the Department of Physical Therapy that are unrelated to grades may file a grievance using the following procedures:

1. The student should attempt to resolve the problem at the level at which the concern occurred. The attempt to solve this complaint should be presented to involved parties in writing. The student will receive a reply which addresses the complaint in writing.

2. If the reply is not satisfactory, the student can submit the complaint in writing to the Program Director who will attempt to resolve the complaint.

3. The Program Director will evaluate the complaint and notify the students of his findings in writing. The Program Director’s decision will be final and cannot be appealed.

4. In the event that the grievance is against the Program Director, the student can submit the complaint in writing to the Dean of Graduate and Professional Studies, who will evaluate and make determination.
5. Wingate University will make arrangements to ensure that students with disabilities are provided appropriate accommodations as needed to participate in this grievance procedure. Requests for accommodations must be made to the Office of Disability Services.

Accommodations may include, but are not limited to, providing interpreters for the deaf, providing recordings of materials for the blind, and assuring a barrier-free location for proceedings.

(Allegations of disability-related harassment or discrimination, however, should be reported in accordance with, and will be investigated in accordance with, the University’s Student Disability Grievance Procedure.)

38. Sexual Misconduct Policy

All students are required to have an understanding and comply with all components of the Wingate University Sexual Misconduct Policy.

The Sexual Misconduct Policy is as follows:

**SEXUAL MISCONDUCT POLICY**

In the case of allegations of Sexual Misconduct, unless otherwise stated, the Sexual Misconduct Policy posted on the Title IX website supersedes and applies in lieu of all other procedures and policies regarding, and references to, Sexual Misconduct set forth in any other document containing University policies and/or procedures.

If you or someone you know may have been a victim of Sexual Assault or any other type of Sexual Misconduct prohibited under the Sexual Misconduct Policy, you are strongly encouraged to consult Exhibit A to the policy and to seek immediate assistance from one or more of the sources listed there.

The Wingate University Department of Campus Safety is located in the Campus Safety House on Main Street and is available by phone at 704-233-8999.
Wingate University ("Wingate" or the "University") is committed to providing and maintaining programs, activities, and an educational and work environment founded on civility and respect, where no one is unlawfully excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of gender, sex, sexual orientation, sexual identity, gender identity, or gender expression ("sex discrimination").

Sexual Misconduct, as defined by the Sexual Misconduct Policy and which includes gender-based and sexual harassment and sexual violence, is a form of sex discrimination that may deny or limit an individual’s ability to participate in or benefit from University programs or activities. Sexual Misconduct is antithetical to the values and standards of the University community, is incompatible with the safe, healthy environment that the University community expects and deserves, and will not be tolerated. Sexual Misconduct and Retaliation, as defined in the Policy, are prohibited. Violations of the Policy may result in the imposition of sanctions up to and including termination, dismissal, or expulsion.

It is the policy of the University to provide educational, preventative, and training programs regarding Sexual Misconduct; to encourage reporting of incidents of Sexual Misconduct; to take appropriate action to prevent incidents of Sexual Misconduct from denying or limiting an individual’s ability to participate in or benefit from the University’s programs; to make available timely services for those who have been affected by Sexual Misconduct; and to provide prompt and equitable methods of investigation and resolution to stop discrimination, remedy any harm, and prevent its recurrence.

The University is committed to fostering a community that promotes timely and fair resolution of Sexual Misconduct cases. To that end, the University has defined Sexual Misconduct broadly to include any unwelcome conduct of a sexual nature, and the University will investigate all allegations of Sexual Misconduct.

However, not all unwelcome conduct of a sexual nature rises to the level of warranting adjudication and/or discipline pursuant to the Policy. Although the University will investigate all allegations of Sexual Misconduct, the Policy uses the term "Actionable Sexual Misconduct," as defined in Exhibit B, to identify those acts of Sexual Misconduct that do warrant adjudication under, and discipline pursuant to, the Policy.

Further information regarding this policy can be found by contacting Wingate’s Title IX Coordinator is Mr. Patrick Biggerstaff, Director of Operations. Mr. Biggerstaff’s office is located in the Campus Services Building at 315 East Wilson Street in Wingate. Mr. Biggerstaff may be contacted during business hours (8:30 a.m. to 5:00 p.m., Monday through Friday) by phone at 704-233-8247 or by e-mail at dpbigg@wingate.edu or visit http://www.wingate.edu/about-wingate/title-ix.

39. **Family Leave Policy**

Students who are pregnant, the partner of a pregnant woman, or the parents of a child to be adopted are eligible for a limited period of excused absence if those students follow the appropriate procedures. Students may request additional excused absences
before or after delivery for maternal or child medical reasons by providing documentation from a physician. Allowable periods of excused absences are as follows:

- Pregnant women are allowed up to 10 working days (semester-long course only) of excused absence immediately following delivery to allow for medical recovery and initial adjustments to changes in the family environment.
- The partner of a pregnant woman is allowed up to 5 working days of excused absence immediately following delivery to allow for initial adjustments to changes in the family environment.
- Female and male partners are allowed up to 5 working days of excused absence immediately following the adoption of a child to allow for initial adjustments to changes in the family environment.
- Students may also apply for a modified schedule or for leave of absence if the time periods outlined in this policy are not sufficient to meet their needs.

Clinical education experiences are not eligible to be considered under this family leave policy. The following procedures must be followed under this Policy. The time requirements may be waived if the planned delivery or adoption date occurs unexpectedly earlier than originally planned.

- Students must notify their advisor and the Program Director of a pregnancy or adoption at least 6 weeks prior to the beginning of the semester of the expected delivery or adoption.
- The student must file an official petition to the Program Director requesting the excused absence at least 4 weeks prior to the beginning of the semester of the expected delivery or adoption. This petition must include
  - The expected date of the delivery or adoption;
  - The requested dates for the excused absences.
- The Program Director will render a decision prior to the beginning of the semester in question after consultation with the faculty course coordinators for each course involved.
- All missed course work and evaluations must completed by the student to the course coordinator’s satisfaction prior to the end of the semester if the student is to continue to progress in the curriculum without a modified schedule. Students are expected to self-learn material missed in didactic courses, but may ask for guidance from faculty. Absences from clinical education experiences can only be made up by completing the required time at the clinical site - which may result in a delay in the student’s progression or graduation date.
40. **Copyright Policies**

**Copyright Compliance**

- Copyright infringement is the act of reproducing, distributing, performing, publicly displaying or making into a derivative work anything that is copyright protected without the permission of the copyright owner or without legal authority (Title 17 United States Code Section 106 Copyright Act). In the peer-to-peer file-sharing context, unauthorized downloading or uploading substantial parts of a copyrighted work such as music, videos, books, games, software, or other files constitutes an infringement.

- All users of the Wingate network are responsible for using electronic materials in accordance with copyright and licensing restrictions. Use of University resources resulting in the violation of copyright laws, including downloading or sharing copyright protected works, is strictly prohibited.

- Copyright infringement, including unauthorized peer-to-peer file sharing, may subject you to civil and/or criminal liabilities, as well as personal sanctions imposed by the University.

- In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or statutory damages of not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed (i.e. each song or movie illegally copied or distributed). A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17 United States Code, Sections 504, 505.

- Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.

- University sanctions for copyright violations can include suspension of user accounts, suspension of internet access and additional disciplinary sanctions for Honor Code violations as defined in the Student Handbook.

- More information regarding copyright laws can be found at www.copyright.gov and www.copyright.gov/help/faq.

**Student Rights and Copyright**

A. **Copyrights** - All copyrights in scholarly books, articles and other publications, artistic, literary, film, tape, and musical works (literary and artistic works) are retained by the faculty, staff, and students who are the authors and are not deemed to be works for hire. Literary and artistic works include texts that have been stored on computer media,
but excludes computer programs or computer software or databases that are neither accessory to nor an electronic expression of a scholarly text. Copyrights in computer programs, code and software shall be treated as an invention under Section C., and the ownership of these copyrights shall follow the policy or ownership of the invention as a whole. Commercial use of the University’s name and/or other trademarks requires prior University approval.

B. Patent Policy on Technology and Literary and Artistic Works - It is the purpose of this policy to encourage, support and reward scientific research and scholarship, and to recognize the rights and interests of the creator, author, inventor, or innovator, the public, the sponsor, and the University.

The terms “inventions, discoveries, and other innovations” and “technology” include tangible or intangible inventions, in the patent sense, whether or not reduced to practice, and tangible research results whether or not patentable or copyrightable. These research results include, for example, computer programs, integrated circuit designs, industrial designs, data bases, technical drawings, biogenic materials, and other technical creations. Faculty members working with students on research projects must inform those students in advance of the terms of this policy and of any burdens of non-disclosure or confidentiality deemed necessary by the faculty member to protect resulting technology.

In general, technology created by employees, faculty, staff and students will become the property of the University, and the benefits accruing to the University derived from such inventions will be used to further the academic and research program of the University, subject to the laws of North Carolina. All rights in technology created by Wingate faculty, staff, or students without the use of University facilities or funds administered by the University, but which fall within the inventor’s or creator’s scope of employment, are granted to the University, with income to be distributed in accordance with this policy, subject to the following two (2) exceptions, in which the University generally will assert no ownership rights or interests: 1. Technology assigned to an outside entity by a faculty member under a consulting agreement that is consistent with University policies, including conflict of interest policies, and that was disclosed in writing to the Vice President for Academic Affairs in advance of the agreement by the faculty member. 2. Technology created pursuant to independent research or other outside activity that is consistent with University policies, including conflict of interest policies, and that was disclosed in writing to the Vice President for Academic Affairs at the beginning phase of this research or activity. Acknowledgment in writing is to be obtained from the Vice President for Academic Affairs.
C. Patents or Inventions - Any discovery or invention (1) resulting from research carried on by or under the direction of any employee of the University and having all or part of the cost thereof paid from University funds or from funds under the control of or administered by the University, or (2) which is made by any employee of the University as a direct result of his duties with the University, or (3) which has been developed in whole or in part by any employee, student, or other person through the utilization of University resources or facilities, belongs to the University, shall be assigned to the University (including all rights, title and interest in and to the discovery or invention), and shall be used and controlled in ways to produce the greatest benefit to the University and to the public and shall, at the same time, provide a corresponding benefit to the inventor.

A fund for the promotion of research may be established by the University. In it may be deposited all monies received by the University from financially profitable patents or inventions made by members of its faculty, staff, other employees, students, and others. These monies shall be expended or invested as the President or Board of Trustees may direct and shall be used to further the research and educational activities of the University.

D. Procedures - A disclosure of any invention or discovery made by an employee or student of the University or resulting from research carried on under the direction of an employee or student in which the University may have an interest shall be submitted promptly by such inventor or discoverer to the division chair or Dean and the Vice President for Academic Affairs or other designated administrative officer. Such officer shall append thereto a statement setting forth his or her opinion concerning the scientific, technical, and economic merit of such invention or discovery, the likelihood and desirability of obtaining a patent, and an estimate of the commercial possibilities of such a patent and transmit such statement to the individual responsible for inventions and discoveries.

41. Inclement Weather

The University will follow the applicable public school system’s policy of cancellation on the first day of an inclement weather event for the county where the University is operating (Union County School System for Wingate Campus). For subsequent days, the University will issue instructions to employees on how the event will be handled. Employees may call the University hotline number at 704-845-4242 or visit the University’s website home page for the latest updates and instructions regarding
campus delays and cancellations. If it is not safe for an employee to travel to work, the employee should contact his or her supervisor.

Because of the nature of their jobs, some employees may be designated as essential personnel, and it is imperative that these employees make every reasonable effort to report to work. Employees will be informed by their supervisors if they are classified as essential personnel.

In the event of inclement weather, members of the campus community should check the Wingate University website front page at http:www.wingate.edu. Closings or delays will be posted before 6:50am. Absent any such message, the University will be open and classes will be held.

Area radio and television stations may also carry University closing and delayed opening announcements; however, the WU website is the most accurate and reliable source for weather-related announcements because they are updated immediately when closing/opening decisions are made.

Students and residents are encouraged to avoid unnecessary risks in the event of inclement weather, and to not attempt to travel if conditions are deemed to be dangerous. Should conditions be restrictive locally to travel by any student, the student is to inform DPT personnel of the inability to travel due to weather conditions via telephone to departmental line 704-233-8358 (a message on recorder is acceptable after hours) or email to DA. This contact should be made at the earliest opportunity, preferably before the student’s next scheduled class time.

42. Financial Information

Tuition per semester (2015-16; per semester Spring, Summer, Fall) $9,650
Physical therapy fee per semester (2015-16) $ 100
Graduation fee (one time only, assessed in 2017) $ 135

*Students are not eligible for any tuition or fee refund after the first day of classes. This policy applies to all circumstances of course discontinuance, including by student’s own volition or due to academic disqualification.

43. Incidental Costs Associated with Physical Therapist Education

The student is responsible for any and all costs associated with coursework, including those involving clinical education experiences. Costs to each student may include
transportation, room and board, criminal background checks, drug screens, uniforms, health insurance (many clinical facilities require the student to be covered by valid major medical insurance), and other expenses. Students may be required by some clinical affiliates to successfully pass a specific Criminal Background Check and/or Drug Screening in order to participate in clinical experiences at their facility. Students are expected to adhere to all safety and professional requirements imposed by the facility at which they are affiliating.

44. Matching Clinical Site to Student

Clinical education achieved through internship is of extreme importance to the student physical therapist’s development into an efficient and effective practitioner. Matching of clinical internship sites to each student for maximizing the individual’s learning opportunity requires significant consideration and forethought on the part of the Director of Clinical Education (DCE). The program DCE specifically reserves the right to disallow any proposed clinical affiliation site(s), and to place a student in any particular site selected by the DCE for cause described to the student. Additionally, any student may be denied the opportunity to enroll in a clinical education course if they meet one or more of the following conditions:

- Presently not in good academic standing status
- Previously displayed unprofessional behaviors requiring counseling and a development plan using the Generic Abilities
- Comments/ratings from a faculty member or clinical instructor(s) suggesting that the student is regularly achieving below expected standards consistent with the student’s level of professional preparation

45. Requirement to Supply a Laptop Computer

All Wingate University physical therapy students are required to have laptop personal computers, provided at the student’s expense. A description of hardware and software requirements is provided to all prospective students via the DPT webpage. Students are trained to use their laptops to access class notes prior to and during each class. Laptops are used extensively in each course. Wingate University physical therapy classrooms provide wireless connections to the medical library system and to the Internet, allowing students to retrieve not only class-related materials, but also other
health care management materials. A printer station is made available for student printing needs. A fee may be assessed for printing services.

46. Use of Technology in Teaching and Assessment

Classrooms with associated wireless technology are provided for the educational experience. A printer station is made available for student printing needs. A fee may be assessed for printing services.

Each student is assigned a unique login and password following registration for courses within the department. These login credentials are distributed at departmental student orientation after each student has provided valid photo identification to physical therapy staff. The login information is used for electronic mail, the Moodle learning platform access, grade reports, and business office accounts. Each student is responsible for their own data and accounts and must NOT share or allow another to know or to use their personal account or password. It is the student’s responsibility to protect the unique account information by changing the password regularly. If any student does not change their password at least annually, the system will require a change of password prior to continuing use of the system. There is no additional charge to the student associated with this process of verification of identity.

47. Licensure as a Physical Therapist

Graduates from Wingate University Department of Physical Therapy will be eligible to apply for licensure in any state or territory of the United States. Licensure as a physical therapist is administered by the Federation of State Boards of Physical Therapy. Every state and US territory requires graduates to complete the National Physical Therapy Examination (NPTE), as well as state prepared examination on laws and rules for physical therapy practice within the state. The NPTE is administered through testing centers using computer testing. Scores may be reported to any state. Graduates are advised to contact the Board of Physical Therapy in the state in which they desire to apply for licensure for more detailed information on requirements.

The North Carolina Board of Physical Therapy Examiners may be contacted at the address and phone number listed below.

North Carolina Board of Physical Therapy Examiners
18 West Colony Place - Suite 140
Durham, North Carolina 27705
Phone: (919) 490-5106
www.ncptboard.org
48. Emergency or Accident

A medical emergency is defined as an observed acute and significant deterioration in an individual’s health status. Examples of medical emergencies include choking, fainting, sudden loss of memory or functional abilities, inability to breathe and allergic reaction. For the purposes of this policy, an accident is defined as an incident that may likely cause personal physical injury. Examples of accidents include falls, burns, wounds, and automobile trauma. Examples are provided as illustrations and are not intended to be inclusive.

In the event of a medical emergency, one should first assess the situation using the skills and abilities appropriate to their individual training. Persons should provide initial first aid and CPR using the skills and abilities appropriate to their individual training, making sure to use proper universal precautions as necessary. The person should also notify the proper authorities by dialing 9-911 from the nearest campus phone, or 911 from their cell phone.

Give building or location where aid is needed, specific location within the building, type of problem, individual's condition, sequence of events, and medical history, if known. Have someone stay with the injured individual until help arrives. Do not move the individual; keep the individual still and comfortable. Once help arrives, stay out of the way unless assistance is requested.

For those requiring minor first aid, a first aid kit is available in the Department of Physical Therapy Administrative Assistant office and is checked and restocked monthly for inventory or after each use. Person(s) sustaining minor injury should also be referred to their primary care physician or to a primary care medical facility.

For non-emergency situations, the campus safety number is recommended; 24 - Hour Campus Safety Number - 704-233-8999.

Any injury occurring on campus should be reported to the supervising faculty member and the WUDPT Program Director.

49. Forms

All academic forms are available in the Department of Physical Therapy
- Absence Record Form
- Academic Petition Form
- Testing and Labs Variance Request Form
50. Faculty

Full-time Faculty

Kevin E. Brueilly, PT, PhD (2012) Associate Professor of Physical Therapy, Doctor of Physical Therapy Program Director. BA, Cedarville College (1984); MPT, University of St. Augustine for Health Sciences (1996); Ph.D., Texas Tech University. Licensed PT- FL, TX, LA, VA, NC.


B. James Massey, PT, DPT, OCS, FAAOMPT (2014) Assistant Professor of Physical Therapy. BA, North Carolina State University (2006); DPT, University of North Carolina at Chapel Hill; Board Certified Orthopedic Specialist, American Board of Physical Therapy Specialties (2013). Licensed PT- NC.


G. Stephen Morris, PT, PhD, FACSM (2013) Associate Professor of Physical Therapy. BS, University of Oklahoma (1976); Ph.D., University of Texas at Austin; MS, Texas Woman’s University (1998). Licensed PT- TX, TN, NC.

Geroge T. Schuppin, PhD (2014) Associate Professor of Physical Therapy, Director of Human Anatomy Laboratory. BS, Virginia Polytechnical Institute (1980); MS, Virginia Polytechnical Institute (1983); Ph.D., East Carolina University (1989).

Mary S. Swiggum, PT, PhD, PCS (2013) Assistant Professor of Physical Therapy; BS, Boston University (1984); MHS, University of Indianapolis (1995); Ph.D., Texas
Woman’s University (2010). Board Certified Pediatric Specialist, American Board of Physical Therapy Specialties (1996). Licensed PT- NJ, MA, LA, TX, VA, NC.

Tania Tablinsky, PT, DPT (2015) Assistant Professor of Physical Therapy. Director of Clinical Education. BS, Florida International University (2003); MPT, Nova Southeastern University (2005); DPT, Nova Southeastern University (2010). Licensed PT- NJ, MA, LA, TX, VA, NC.

Diane M. Wrisley, PT, PhD, NCS (2013) Associate Professor of Physical Therapy. BS, State University of New York (1984); MS, Old Dominion University (1998); Ph.D., University of Pittsburgh (2002). Board Certified Neurological Specialist, American Board of Physical Therapy Specialties (1996). Licensed PT- NY, OK, OR, PA, VA, NC.

Associated Faculty

Jennifer Iskat, PT, DPT (2015) Adjunct Professor of Physical Therapy. BS, Liberty University (2010); DPT, Lynchburg College (2013). Licensed PT- NC, GA.

Morey J. Kolber, PT, PhD, OCS (2013) Adjunct Professor of Physical Therapy. BHS, University of Miami (1994); MSPT, University of Miami (1995); Ph.D., Nova Southeastern University (2007). Licensed PT- FL.


Jeffrey A. Sweet, MS, PT, DSc, ECS (2014) Adjunct Professor of Physical Therapy. BS, Ithaca College (1994); MS, Ithaca College (1995); D.Sc., Rocky Mountain University of Health Professions (2013). Board Certified Clinical Electrophysiology Specialist, American Board of Physical Therapy Specialties. Licensed PT- NC.

David A. Titcomb, PT, DPT (2014) Adjunct Professor of Physical Therapy. BS, Old Dominion University (1995); MPT, Old Dominion University (1997); DPT, University of St. Augustine for Health Sciences (2006). Licensed PT- VA.

51. Contact Information

Wingate University Department of Physical Therapy
Campus Box 159
515 N Main Street
Wingate University
Wingate NC 28174
Phone: (704) 233-8358
FAX: (704) 233-8332
VP of Graduate & Professional Studies:
Robert B. Supernaw

DPT Faculty (by rank):
Professors: --
Associate Professors: Kevin Brueilly, G. Stephen Morris, George Schuppin, Diane M. Wrisley
Assistant Professors: Sarah Caston, Lisa Grant, Erin Jacobson, James Massey, Marilyn Moffett, Mary Swiggum, Tania Tablinsky
Associated Faculty: Morey Kolber, Jacqueline LaBarbera, Jeffrey Sweet, David Titcomb

Staff:
Natalie G. Clark, BS, MA; Admissions Coordinator
Christina Kinlaw, BLS; Administrative Assistant
Christina Wagoner, BS; Administrative Assistant
**EXCUSED LEAVE FORM**

Student’s Name________________________________ Class: DPT1  DPT2  DPT3

Local Address: ________________________________________________________________

Phone Number: ___________________ Email Address: ________________________________

Date(s) of Absence: _____________________________________________________________

Of the two allowed excused absences, how many days have you used this semester (0 or 1):

_________________________________________________________

Are you currently in Good Academic Standing in the Department of Physical Therapy? Yes  No (*Only students currently in Good Academic Standing may be considered for leave)

Describe the reason for your leave request (Optional) ________________________________

_________________________________________________________

*All requests must be turned in to an administrative assistant by 9:00am on Wednesday. Discussion for approval will be reviewed at the weekly faculty meeting.*

<table>
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<th>List all courses scheduled to meet on date(s) of requested leave/date(s) of absence</th>
<th>List faculty member responsible for the course</th>
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Program Director to complete this section

Approved as requested

Partialy Approved; Date(s) Approved:___________________________________________

Not Approved for reason(s): ________________________________________________

Program Director Signature: ________________________________________________
Testing and Lab Variance Request Form

Policy: Students must take all tests, including quizzes, midterms, and final exams, and participate in all lab exercises, at their assigned campuses. Any variance in this policy must be formally approved (in writing) at least two weeks in advance by the Program Director as well as the respective faculty member associated with the testing or lab. Variances will be considered only under extraordinary circumstances.

Directions: Complete requested information listed below. Request Forms should be submitted at least three weeks in advance to the Instructor and Program Director for approval. This provides at least 5 days to process the request before the deadline date.

Student Name: __________________________ Class: DPT1  DPT2  DPT3

Description of Request: (Attach supporting documentation if available)

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Name/Signature of Instructor __________________ Approval Date __________________
ACADEMIC PETITION FORM

Student’s Name________________________________ Class: DPT1 DPT2 DPT3

Current Department of Physical Therapy GPA:_______

Local Address:______________________________________________________________

Phone Number: _____________________ Email Address:____________________________

Do you plan to present your case in person? YES NO

Year you entered Department of Physical Therapy:_____

Expected Date of Graduation:_____

Have you ever been on probation/suspension in the Department of Physical Therapy:_____

Number of terms completed in the Department of Physical Therapy:_______________

Faculty Advisor Name & Signature*: __________________________________________

PETITION LETTER: (Attach on additional paper; submit along with this form and required documentation)

Instructions for letter: (typewritten)

1. State your reason for this petition.
2. Explain circumstances that had an impact on the situation.
3. Provide an overview of how your circumstances have changed or will be different if petition is approved.
4. Explain clearly the steps you will take to ensure your success.
5. Conclude with a summary statement as why this petition should be granted.
6. Remember to attach all supporting documents (i.e., doctor’s notes, counselor’s recommendations, court order, graded coursework, letters of support, student record, employer verification, etc.)

Student’s Signature: __________________________________ Date: ___________

PLEASE RETURN SIGNED FORM TO THE DEPT OF PHYSICAL THERAPY (Attention: Dr. Kevin Brueilly)

*Faculty Advisor signature is not required but highly recommended. Students are encouraged to discuss this matter with faculty advisor(s) prior to submission.
Receipt of Student Handbook and Acknowledgement of Understanding

My signature below indicates that I have received a copy of the 2016 Doctoral Candidate Handbook for Wingate University Doctor of Physical Therapy (WU DPT) program.

I acknowledge that the WU DPT program has recommended that I complete a criminal background check prior to starting the DPT program, and that it is my responsibility as a student to contact any planned licensing authorities to determine if I will be eligible for licensure.

I also acknowledge that I may be required to have additional criminal background checks performed prior to clinical affiliations and or during application for licensure. I understand that I may be prevented from attending clinical affiliations, completing the DPT program, and obtaining a physical therapy license as a result of negative information contained in a criminal background check.

I understand that laboratory sessions are a required element in my education at WU DPT and that by signing this form that I give my consent to my participation in all laboratory sessions.

I understand that it is my responsibility to inform the instructor if I have medical concerns that may interfere with my participation in any laboratory exercise, and that it is my responsibility to consult with my physician if there are questions pertaining to my full participation in laboratory sessions.

I acknowledge that I am participating voluntarily, and that it is my responsibility to learn indications, contraindications and precautions in advance of allowing any clinical technique or procedure to be performed on me.

I also understand that WU DPT instructors will help me understand the indications, contraindications, precautions, and techniques of all procedures in which I will be asked to participate, either as clinician or subject. And, that to the best of my knowledge, I am safe to perform the assigned procedures and have the procedures performed on me by fellow students and instructors. I confirm that I have or will disclose all pertinent information to WU DPT and can safely participate in the laboratory sessions.

I release my fellow students, instructors, Wingate University and its representatives and employees from all claims and liability arising out of, or relating in any way to, my participation in laboratory sessions, whether I may be acting as student, subject, clinician, or otherwise.

I understand that my academic progress and grades will be discussed amongst core faculty, associated faculty, and clinical faculty with the intent of enhancing my learning experience and furthering my success in the program.

I acknowledge full responsibility for becoming familiar with and the contents of this document.

____________________________________
Student Name (Print)

____________________________________
Student Name (Signature)

____________________________________
Date Signed