



Class of '26 | BGSU

Student Handbook

DPT Class of 2026

Bowling Green State University

School of Physical Therapy

BGSU | Doctor of
Physical Therapy

BOWLING GREEN STATE UNIVERSITY

WELCOME!

Congratulations and welcome to the Doctor of Physical Therapy (DPT) Program at Bowling Green State University (BGSU). We are truly excited to have you as part of our DPT program and team!

It is important that we take the time to congratulate you on your successes thus far! You have been accepted to a competitive, doctoral program. We hope that you feel proud of all that you have accomplished to become a member of this university and this program.

You are embarking on a DPT program that is contemporary in content, innovative in delivery, and entirely focused on you, the student. The next two years will undoubtedly be challenging but also some of the most rewarding experiences of your life. Bowling Green State University and the entire DPT faculty and staff are here for the sole purpose of providing you with an exceptional education. It is our mission that all of you will become Doctors of Physical Therapy who are able to create positive change in the lives of your patients and communities, and we hope that is exciting for you!

As an adult learner, you ultimately have control and responsibility over this educational experience. Seize this moment and make the most out of every learning opportunity. Approach your education with maturity, initiative, motivation, flexibility, and determination. Enjoy the friendships forged, appreciate your individual and collective achievements, and marvel at your personal and professional growth along this journey.

~ The Faculty and Staff of the BGSU DPT Program

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1.0 INTRODUCTION

1.1.0 BOWLING GREEN STATE UNIVERSITY (BGSU)

1.1.1 MISSION

Bowling Green State University provides holistic and comprehensive educational experiences that enhance the lives of our students, stakeholders, and the many publics we serve. Our graduates are prepared for lifelong personal and career growth and for engaged citizenship and leadership in a global society. Through our excellence in teaching, research, and outreach, BGSU builds a collaborative, diverse, and inclusive community where creative ideas, new knowledge, and entrepreneurial achievements can benefit others in our region, the state of Ohio, the nation, and the world.

1.1.2 VISION

With a spirit of innovation, Bowling Green State University is a premier, inclusive learning community that develops, transforms, and impacts individuals and communities through learning, collaboration, and discovery. As a public university, BGSU focuses on contributing to the public good and embraces its role as a national model in addressing the educational, economic, and social vitality of our region, the state of Ohio, the nation, and the world.

1.1.3 CORE VALUES

- Intellectual and personal growth
- Creativity, innovation and entrepreneurship
- Diversity and belonging
- Collaboration with each other and our partners
- Excellence in all we do

1.1.4 BGSU DIVERSITY AND BELONGING STATEMENT

Bowling Green State University values diversity as essential to improving the human condition. Diversity and inclusion immeasurably enriches all that we do to engage, understand, and respect individuals. Within our community, the diversity of identities and life experiences determines how we perceive and contribute to society. We acknowledge that diversity has not always been understood or embraced in our society, yet, at BGSU, we will strive to understand and embrace diversity by breaking down barriers to meaningful participation to ensure that individuals are treated with dignity. As a community, we commit to advance this culture through a comprehensive strategy and diversity plan that focuses on the recruitment, retention, and success of a diverse student body, faculty, staff and administration.

As a public university for the public good, our bedrock commitment to diversity and belonging requires mutual respect, understanding, and valuing individuals to facilitate a more diverse and inclusive environment so all can belong.

You can view the [Diversity and Belonging Comprehensive Strategy and Plan](#) on the website.

1.2.0 COLLEGE OF HEALTH AND HUMAN SERVICES (CHHS)

1.2.1 MISSION

The College of Health and Human Services provides a superior academic curriculum through nationally recognized innovative programs, rigorous practical experiences and strong professional partnerships. Through these experiences we seek to promote and enhance the well-being and safety of people and their communities.

1.2.2 VISION

The College of Health and Human Services aspires to be the outstanding collegiate unit of its kind in the State of Ohio.

1.2.3 DIVERSITY, INCLUSION, BELONGING, AND EQUITY

The College of Health and Human Services at Bowling Green State University is committed to building a college community that is based on justice, equity, empathy, and inclusion. We commit to engaging in direct conversations that honor historical and ongoing experiences and identifying and enacting just and responsive policies and practices that promote diversity, inclusion, and belonging within our college community.

We believe that by creating an environment that values and celebrates the experiences and perspectives of people from various backgrounds, we will help CHHS make meaningful contributions to our community and equip our students to be professionals who advance the public good.

1.3.0 SCHOOL OF PHYSICAL AND OCCUPATIONAL THERAPY

1.3.1 MISSION

The School of Physical and Occupational Therapy is dedicated to developing Doctors of Physical and Occupational Therapy who create positive change in the lives of their patients and communities.

1.3.2 DIVERSITY AND BELONGING

The BGSU School of Physical and Occupational Therapy (SPOT) is committed to establishing and supporting a diverse community of students, educators, and staff to meet the needs of the physical and occupational therapist workforce and communities and populations they serve. We value all dimensions of diversity. We respect the values, beliefs, and opinions of all community members. We believe that a diverse learning community is a stronger community for the public good.

The BGSU School of Physical and Occupational Therapy recognizes and supports a broad definition of diversity. Diversity can include, but is not limited to; race and ethnicity, culture, religious background, geography (rural, urban, regional), gender identity, sexual orientation, physical abilities, neurodivergence, backgrounds and experiences, age/generation, veteran status, and family structures.

We are committed to addressing health disparities and social drivers of health. Health disparities or social determinants of health can refer to but are not limited to; a type of health difference that is closely linked with social, economic, educational, and/or, environmental disadvantage.

In alignment with our broad definition of diversity, the DPT program works with partners across campuses to enhance the student experience. These resources are listed below in sections 8.7.0, 8.14.0, 9.7.0.

1.4.0 DOCTOR OF PHYSICAL THERAPY PROGRAM

1.4.1 VISION

The Doctor of Physical Therapy program strives to give each student the opportunity to transform a life by:

- Objective 1: COMPETENCE - Ensuring each graduate achieves entry-level competence in all areas of Physical Therapy, enhancing the value of their degree.
- Objective 2: INNOVATION - Utilizing a hybrid-accelerated learning model to address the needs of post-traditional students and those desiring to remain in and support their rural or urban communities.
- Objective 3: APPLICATION - Designing experiential learning opportunities that engage students and progressively build clinical reasoning skills through application of the content learned in the didactic portion of the curriculum.
- Objective 4: RESEARCH - Supporting faculty and students in engaging in research and creative activities that inspire critical inquiry and serve the public good and Physical Therapy profession.
- Objective 5: INCLUSION - Contributing to a BGSU culture that values diversity and belonging by decreasing the barriers of access to professional education.
- Objective 6: COLLABORATION - Developing partnerships with other hybrid DPT programs and foster interprofessional collaboration to contribute to the highest quality curriculum, and work towards standardizing the education of physical therapists in the United States.

1.4.2 EDUCATIONAL PHILOSOPHY AND PRINCIPLES

PHILOSOPHY

The DPT program at BGSU delivers an innovative, evidence-based, and student-centered curriculum. Best practices in hybrid education, including flipped-classroom pedagogy, are utilized to provide students with the requisite knowledge, skills, and abilities to become licensed physical therapists while also emphasizing clinical reasoning development from the onset of the program. Immersive lab sessions and clinical education experiences afford students the opportunities to further their clinical reasoning skills and prepare for clinical practice through application of the content

learned in the didactic portion of the curriculum. The accelerated, hybrid model of the program improves access to physical therapy education, increases flexibility for traditional and nontraditional learners, and enhances the quality of student engagement. Faculty facilitate student success through individualized coaching, modeled clinical and scholarly excellence, and steadfast professionalism. Students and faculty in the BGSU DPT program are collaborative, professional, scholarly, engaged, reflective, and committed to service of their community and the profession.

PRINCIPLES

- **CLINICAL REASONING:** High stakes reasoning and decision-making processes founded in cognitive and metacognitive processes utilized for analyzing knowledge relative to a clinical situation or specific patient. Incorporation of the principles underlying clinical reasoning shall be woven throughout all aspects of the curriculum. These principles shall be explicitly stated in the design and content of each course; they shall be implicitly stated in the faculty's behavior as role models through their incorporation of their research and clinical practice experiences into the classroom setting.
- **FACULTY-STUDENT RELATIONSHIP:** A strong, collaborative, and mutually respectful relationship between faculty members and students is imperative for education. Education is an active, continuous, cooperative process that must meet student needs and faculty objectives. Learning is a developmental process in which the student is ultimately responsible for the acquisition and synthesis of knowledge. The program's blended and accelerated model requires students to take a leadership role in their learning. Faculty members serve as skilled facilitators in this process, guiding students in self-discovery and the acquisition of knowledge. Faculty members provide encouragement and reinforcement to the student throughout this process.
- **ACTIVE LEARNING AND ENGAGEMENT:** Education must be student-centered, where students are actively involved in the teaching and learning process to develop a spirit of inquiry. Learning activities in online, lab, and clinical settings are designed to engage students. Interactive discussions both online and during immersion labs encourage clinical reasoning and promote the sharing of thoughts and ideas. Collaborative learning is encouraged whereby students help each other in knowledge acquisition, idea sharing, innovative thinking, and skill development.
- **SEQUENTIAL BUILDING BLOCKS:** Effective learning builds upon student knowledge and experiences to improve comprehension and skill development. This concept is applied internally to courses as content and learning objectives progress from foundational and factual to complex and conceptual. The overall curriculum design sequences the courses in a logical, sequenced progression from foundational to applied to clinical management. While sequenced, the curriculum recognizes the need for repetition in learning. Important concepts are taught multiple times in a variety of settings to solidify learning.

- **MOTIVATIONAL AND RELEVANT:** Students learn best when they are motivated to learn, and the best way to stimulate motivation is to make learning clinically oriented and professionally relevant. Using an evidence-based approach, students learn foundational and applied science content that is immediately applicable to clinical management pieces and necessary for developing best practice entry-level skills. Faculty members create opportunities for “teachable moments” in online, lab, and clinical learning activities to motivate students and provide connections between didactic content and clinical practice.
- **SELF-REFLECTION:** Learning is enhanced when students engage in frequent, intentional self-reflection. Students develop the skills to become mindful and reflective practitioners, skills that will be modeled by faculty members, and encouraged by students during the learning process. Students are provided opportunities for self-assessment and reflection during the program.
- **PRACTICAL APPLICATION:** Practical application is a concept that encompasses and facilitates content relevancy, student motivation, and active engagement. Practical application is accomplished during online case presentations, in immersive labs, and, most importantly during clinical education. These opportunities are well-timed during courses and the curriculum to verify student understanding and skill development and contribute to the student’s confidence and competence.

1.4.3 GOALS AND EXPECTED OUTCOMES

The BGSU Doctor of Physical Therapy program embraces the core values of the physical therapy profession and aligns with the mission of BGSU, the College of Health and Human Services, and the School of Physical and Occupational Therapy. In support of that mission, the following goals have been established for the program, the faculty, the students and the graduates.

DPT PROGRAM GOALS AND OUTCOMES

- **Program Goal 1.0:** To meet the demand for a diverse physical therapist workforce, the program will select a cohort of students reflective of local, regional and national demographics.

Outcomes:

- (1.01) Enroll students who are representative of the local, regional, and U.S. population demographics.
- (1.02) Realize a national distribution workforce among licensed alumni.

Level of Achievement:

- Program enrollment metrics will match identified underrepresented population norms when compared to BGSU campus, northern Ohio, and US population.

- The program adopts one new or improves at least three activities for holistic student admission, recruitment, retention, and success of a diverse student body.
- 60% of licensed alumni will practice outside of the tri-state area (OH, MI, IN).
- The program enrolls >90% of the planned cohort size.
- BGSU DPT 3-year aggregate data for physical therapists will exceed published data by APTA on minority ethnicity by percentage.
- BGSU DPT 3-year aggregate data for physical therapists will exceed published data by CAPTE on minority ethnicity by percentage.
- Bureau of Labor and Statistics (BLS) published data will estimate a positive job outlook for the profession of physical therapy.
- In the general applicant pool, 200% of expected cohort enrollment will meet published admission qualifications.
- **Program Goal 2.0:** The program will graduate a student body empowered to positively impact the human experience including serving historically underserved populations.

Outcomes:

- (2.01) Graduates of the program will be prepared to quickly enter the workforce.
- (2.02) Graduates of the program will seek employment with underserved populations (ethnicity, geographic, economic).

Level of Achievement:

- 85% graduation rate for each cohort year.
- 100% employment rate for licensed alumni who sought physical therapy employment.
- 85% first time passing rate over a two-year period.
- 25% of alumni will work with a regular caseload of at least 50% underserved populations.
- 75% of graduating cohort will have had at least one clinical experience with predominately underserved populations.
- **Program Goal 3.0:** The program will develop an innovative curriculum utilizing emerging educational technologies to foster student engagement, learning, and clinical reasoning.

Outcomes:

- (3.01) Core and associated faculty will integrate innovative technologies and andragogy into all courses to include blended, distance, and clinical education courses.
- (3.02) Program resources are meeting current and projected program needs.
- (3.03) Program mission, goals and expected outcomes meet program needs.

Level of Achievement:

- 100% of students participate in service-learning experience.
- 100% of courses employ instructional technologies that support student learning.
- 100% of core and associated faculty complete formal training in use of modern educational technology related to the curriculum.
- 80% of second year student post course satisfaction scores will be greater than 4 of 5 in clinical internship courses (PHYT 7971 - 7973).
- Student GPA in completed foundational science pillar (PHYT 7101-7105) will be 3.25 or greater.
- 80% of first year student post course satisfaction scores will be greater than 4 of 5 in foundational science pillar (PHYT 7101 - 7105).
- 75% of faculty empowered to participate in program supported professional service and/or conference opportunities.
- Student to Core Faculty ratio for the program will be equal to or less than 20:1.
- Student to Faculty ratio for the lab immersion sessions will be equal to or less than 12:1.
- Consensus of input from faculty believe they had access to adequate resources to manage course(s) over the past year both effectively and efficiently.
- Consensus of input from directors believes that administrative and technical support was sufficient over past year.
- Annual budget will demonstrate an upward trend over the past three years.
- Consensus of input from directors believes that annual budget was sufficient over past year.
- Thematic analysis of open-ended responses from focus group members reveals that no policy and/or procedure needs creation, revision, or updating.

- Public Advisory Committee approves current policy manual as written without need for creation, revision, or updating.
- Consensus of input from directors believe that 100% of program policy and procedures were adhered to over past year.
- The program receives no external complaints regarding implementation of policy and procedure.
- Program mission, goals and expected outcomes will be congruent with the mission of the institution 100% of the time.

FACULTY GOALS AND OUTCOMES

- **Faculty Goal 4.0:** The Faculty will develop content expertise and specialization in assigned and/or related curricular areas.

Outcomes:

- (4.01) Core faculty will demonstrate activity in learning, application, engagement, or integration that supports teaching responsibilities.
- (4.02) Core faculty will be recognized as clinical specialists by ABPTS.
- (4.03) Core faculty will hold other specialized credentials that enhance content expertise.
- (4.04) Core faculty will be members of relevant sections of the APTA and/or other associated organizations that provide access to specialized curricular content.
- (4.05) Core faculty will have earned a doctoral degree of any type.
- (4.06) Core faculty will have earned academic terminal degrees.
- (4.07) Clinical education faculty will have at least one year of clinical experience prior to supervising students.
- (4.08) Clinical education faculty will be recognized as Credentialed Clinical Instructors.
- (4.09) Clinical education faculty will be recognized as advanced clinical practitioners.
- (4.10) Associated, adjunct, and lab faculty will hold specific credentials, training, and/or experience directly related to assigned curricular content.

Level of Achievement:

- 70% of core faculty will hold active or emeritus specialization credentials from the ABPTS.
- 70% of core faculty will hold other recognized specialized credentials relevant to assigned curricular content.

- 100% of core faculty are members of APTA, sections, and/or other relevant professional organizations in support of curricular content.
- 100% of core faculty members hold an earned doctoral degree of any type.
- 75% of core faculty members will hold an earned terminal academic doctoral degree.
- 100% of clinical education faculty working with students have at least one year of clinical experience.
- 75% of clinical education faculty working with students are APTA CCI.
- 50% of clinical education faculty working with students hold advanced clinical credentials.
- 100% of associated, adjunct or lab faculty will have direct related experience related to assigned curricular content.
- **Faculty Goal 5.0:** The Faculty will collaborate as members of an inter-professional team to serve the needs of the professional and local communities.

Outcome:

- (5.01) Faculty will actively participate in service related to the school, university, community and the profession.

Level of Achievement:

- 100% of core faculty hold leadership or committee level positions in school, college or university.
- 50% of core faculty hold leadership or committee level positions in professional or community organizations.

- **Faculty Goal 6.0:** The Faculty will generate scholarly products disseminated through peer-reviewed venues.

Outcomes:

- (6.01) Individual core faculty will demonstrate consistent activity in the scholarship of teaching and learning, application, engagement, discovery, or integration.
- (6.02) As a group, the core faculty will be published in peer reviewed journals, manuscripts, books, and/or chapters.
- (6.03) As a group, the core faculty will present peer reviewed products at professional conferences.

Level of Achievement:

- 100% of core faculty will disseminate a minimum of one scholarly product over past 1 year (individually).
- 6 peer reviewed publications over the past 3 years (collectively).

- 18 peer reviewed presentations over past 3 years (collectively).

STUDENT AND GRADUATE GOALS AND OUTCOMES

- **Student Goal 7.0:** The student will integrate mindful practice and professional behaviors into clinical practice to positively impact the human experience.

Outcomes:

- (7.01) (PLO 1) Initiate professional physical therapy practice on a diverse patient/client population throughout the lifespan including all federal, state, and institutional regulations related to patient/client management and fiscal responsibility.
- (7.02) (PLO 5) Generate effective communication with all stakeholders in the healthcare environment fostering teamwork, collaboration, health and wellness.

Level of Achievement:

- 100% of students earn "S" grade across three clinical education courses (Course metrics collected by Clinical Education Director post course PHYT 7971 – 7973 annually).
- 100% of students enrolled in PHT 7910 Capstone will earn a "S" score on the capstone reflection assignment for interprofessional communication (Course metrics collected by instructor post course PHYT 7910 annually).
- 100% of students completing PHYT 7973 demonstrate "Always" rating for all Professional Behavior criteria (Course metrics including PT-PIET collected by Clinical Education Director post course PHYT 7973 annually).
- Likert-type questions regarding program learning outcomes (PLO 1 and 5) achieve 3.5 of 5.0 response or greater by students (Exit survey responses collected by Program Director from students at graduation annually).
- Likert-type questions regarding program learning outcomes (PLO 1 and 5) achieve 3.5 of 5.0 response or greater by employers, supervisors, clinical faculty, community members, patients (Focus group survey responses collected by Program Director from community members at least annually).
- **Student Goal 8.0:** The student will integrate critical inquiry and excellence in both academic and clinical preparation consistent with the professional scope of physical therapy practice.

Outcomes:

- (8.01) (PLO 2) Integrate the best contemporary evidence for physical therapy practice given increased clinical expertise and patient/client values, needs, and preferences.

- (8.02) (PLO 3) Make appropriate clinical judgments through efficient and effective reasoning, reflection and mindfulness.
- (8.03) Students will demonstrate entry-level clinical performance prior to graduation.

Level of Achievement:

- 100% of students completing PHYT 7973 demonstrate "At That Level for All Patients" rating for all Patient Management criteria (Course metrics including PT-PIET collected by Clinical Education Director post course PHYT 7973 annually).
 - 100% of students enrolled in PHT 7910 Capstone will earn a "S" score on the capstone reflection assignment for EBP (Course metrics collected by instructor post course PHYT 7910 annually).
 - 100% ultimate passing rate over a two-year period (Passing rates collected by Program Director from FSBPT at graduation annually).
 - 80% of students enrolled in PHT 7910 Capstone will earn a "passing" score on the PEAT on two of two attempts (Course metrics collected by instructor post course PHYT 7910 annually).
 - 100% of students enrolled in PHT 7910 Capstone will earn a "S" score on the capstone reflection assignment for CR and mindfulness (Course metrics collected by instructor post course PHYT 7910 annually).
 - 100% of students completing PHYT 7973 will demonstrate entry-level performance based on successful completion of course objectives and benchmarks for professional behaviors and patient management (Course metrics including PT-PIET collected by Clinical Education Director post course PHYT 7973 annually).
 - Likert-type questions regarding program learning outcomes (PLO 2 and 3) achieve 3.5 of 5.0 response or greater by students (Exit survey responses collected by Program Director from students at graduation annually).
 - Likert-type questions regarding program learning outcomes (PLO 2 and 3) achieve 3.5 of 5.0 response or greater by employers, supervisors, clinical faculty, community members, patients (Focus group survey responses collected by Program Director from community members at least annually).
- **Graduate Goal 9.0:** The graduate will commit to lifelong learning, professional development and community service.

Outcomes:

- (9.01) (PLO 4) Organize efforts to promote and improve healthcare delivery through professional service and advocacy.

- (9.02) (PLO 6) Formulate strategies for life-long learning coupled with professional and personal growth.

Level of Achievement:

- 50% of licensed alumni will report participation in service, leadership, and/or advocacy at the local, regional, national or international levels over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- 75% of licensed alumni participate in at least one health promotion or wellness service project over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- 95% of licensed alumni will report having completed at least one local, regional, national or international professional continuing education course either in person or virtual over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- 25% of new graduates will have either secured or applied to post professional training (e.g. residency, fellowship) (Exit survey responses collected by Program Director from students at graduation annually).
- 50% of licensed alumni will report completing post-professional residency, advanced education degree, clinical certifications and/or specializations over the past 3 years (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- 50% of licensed alumni will be a member of a relevant professional organization.
- Likert-type questions regarding program learning outcomes (PLO 4 and 6) achieve 3.5 of 5.0 response or greater by alumni (Alumni survey responses collected by Program Director from alumni at the 1- and 3-year mark post-graduation).
- Likert-type questions regarding program learning outcomes (PLO 4 and 6) achieve 3.5 of 5.0 response or greater by employers, supervisors, clinical faculty, community members, patients (Focus group survey responses collected by Program Director from community members at least annually).

1.4.4 PROGRAMMATIC ACCREDITATION STATUS

Bowling Green State University has obtained approval from the Ohio Department of Higher Education and regionally through the Higher Learning Commission (HLC) to offer the DPT degree.

Effective May 10, 2022, the Bowling Green State University Doctor of Physical Therapy Program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call 419-216-0002 or email dpt-admissions@bgsu.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

2.0 PROFESSIONALISM

2.1.0 APTA CODE OF ETHICS

All students and faculty in the School of Physical Therapy are expected to comply with the ethical standards of the profession set forth by the American Physical Therapy Association (APTA). Please review the [APTA Code of Ethics](#).

2.2.0 PROFESSIONAL BEHAVIORS

Professionalism is expected from all physical therapists in the workplace. Therefore, it is the responsibility of the BGSU DPT program to help students develop the qualities and characteristics of the established professional behaviors with the goal that they are demonstrated on a habitual basis with all interactions including, but not limited to peers, faculty, staff, clinical instructors, patients, and clients. These behaviors are taught in the curriculum both explicitly (coursework) and implicitly (modeled by our faculty). Student self-assessments and academic coaching will focus on developing these behaviors.

Examples of professional behaviors are listed below. Faculty may have additional course-specific expectations that will be stated in the course syllabi.

- Critical Thinking – The ability to question logically; identify, generate and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
- Communication – The ability to communicate effectively in verbal, non-verbal, written forms.
 - Email expectations – all email communication will, at a minimum, include the following:
 - A subject line
 - A greeting (e.g. Dear Dr. Falcon, Hi Dr. Falcon, etc.)
 - Appropriate spelling and grammar in the body of the email. Email is not the same as a text message.
 - A closing with your name

- Problem Solving – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
- Interpersonal Skills – The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
- Responsibility – The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
- Professionalism – The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
 - See section 6.1.0 of the DPT Student Handbook for more information on Academic Participation
- Use of Constructive Feedback – The ability to seek out and identify quality sources of feedback, reflect on, and integrate the feedback, and provide meaningful feedback to others.
- Effective Use of Time and Resources – The ability to manage time and resources effectively to obtain the maximum possible benefit.
- Stress Management – The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
- Commitment to Learning – The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA: Professional Behaviors for the 21st Century, 2009-2010.

Developed by the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education 9:1, Spring 1995.

2.3.0 PROFESSIONAL CONDUCT

In addition to academic requirements for progression, students must display appropriate professional conduct, as outlined above, during all academic courses, clinical education experiences, and while enrolled as a student at BGSU. These are requisite behaviors for any student or licensed physical therapist and necessary for successful clinical practice.

The development of professional behaviors is an essential part of the integration of students into a profession. Development and assessment of professional behaviors for students in the professional DPT program regularly occurs through:

- Explicit instruction on professionalism during PHYT 7501 Professional

Competencies I and PHYT 7502 Professional Competencies II.

- Intentional self-assessment, reflection, and discussion PHYT 7501 Professional Competencies I, PHYT 7502 Professional Competencies II, and PHYT 7503 Mindful Patient Management.
- Monitoring of professional behaviors and feedback on a regular basis through meetings between the student and faculty coach based on feedback from clinical instructors, program faculty, and ongoing student self-assessment.
- Assessment of students in the program by clinicians during the required clinical experiences using the Professional Practice section of the Clinical Internship Evaluation Tool (CIET).

2.3.1 PROFESSIONAL CONDUCT CONCERNS

In the instance that a student displays any conduct that is not aligned with the professional behavior expectations outlined above, including but not limited to behaviors during skills checks and/or practical exams, faculty should meet with the student to provide feedback and seek to come to an understanding. The academic coach can be invited to attend this meeting. If this is the first occurrence of this behavior, a DPT-Academic Coaching alert should be raised in Navigate to alert the coach of the meeting. When the alert is issued, the faculty should be specific as to the professional behaviors of concern, as outlined above. Additionally, the meeting should be documented as an Appointment Summary in Navigate.

If this behavior is repeated, or if the behavior is directly in contradiction to the expectations outlined above or in the course syllabus, the faculty will raise a professional conduct concern alert in Navigate and include appropriate notes. The faculty creating the alert should also email the student and academic coach and provide as much detail as necessary to help in the professional development of the student.

Following a professional conduct alert, the student will contact the academic coach to set up an academic coaching session to view the details of the alert and work through the professional conduct concern on an individualized basis, which may include appropriate interventions or referrals after the first occurrence. The Director of Student Affairs (DSA) is available to assist as needed.

If a student receives two alerts for professional conduct concerns at any point throughout the program, a success plan will be created with the student, the DSA, the Director of Clinical Education, and the academic coach prior to clinical education experiences. If a student receives more than two alerts for professional conduct concerns throughout the program, the DSA will make appropriate referrals, which may include convening the Academic Standards and Progression Committee to evaluate academic progression.

2.3.2 PROFESSIONAL CONDUCT VIOLATIONS

The professional expectations of the DPT program, the APTA Guide for Professional Conduct, the APTA Code of Ethics, the BGSU Academic Honesty Statement, the BGSU Code of Student Conduct, and the policies and procedures of any clinical facility involved in clinical education must be adhered to. See the Clinical Education Handbook for further information. Any egregious violations of the professional expectations of the DPT program, the APTA Guide for Professional Conduct, the APTA Code of Ethics, the BGSU Academic Honesty Statement, or the BGSU Code of Student Conduct will be documented as a professional conduct violation alert in Navigate. The Director of Student Affairs will also be notified and immediately bring the concern to the Academic Standards and Progression Committee to evaluate academic progression.

2.3.3 OUTCOMES

The Academic Standards and Progression Committee will communicate any violations of the professional expectations of the DPT Program to the Graduate College for final determination and notification.

The Graduate College may dismiss a student if the student fails to achieve the expectations for progression including a violation of professional conduct.

2.4.0 PHYSICAL THERAPIST LICENSURE

Bowling Green State University programs leading to licensure, certification and/or endorsement, whether delivered online, face-to-face or in a blended format, satisfy the academic requirements for those credentials set forth by the State of Ohio.

Requirements for licensure, certification and/or endorsement eligibility vary greatly from one profession to another and from state to state. The Doctor of Physical Therapy program leads to professional licensure. For more information regarding state qualifications and licensure requirements, refer to the Federation of State Boards of Physical Therapy website at www.fsbpt.org.

Licensure as a Physical Therapist is regulated by individual states and typically overseen by the Federation of State Boards of Physical Therapy. Many states have unique licensure requirements that each graduate will need to investigate. It is the student's responsibility to contact the appropriate licensing board in his/her home state to confirm whether the BGSU DPT Program will meet the requirements for licensure in that state. The following link provides contact information for [state licensing authorities](#).

2.4.1 NATIONAL PHYSICAL THERAPIST EXAMINATION

To be licensed as a physical therapist, the graduate must pass the National Physical Therapist Examination (NPTE). The Federation of State Boards of Physical Therapy (FSBPT) administers this examination and publishes data regarding pass rates.

The purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT program. The FSBPT develops, maintains, and administers the NPTE to help ensure that only those individuals who have the requisite knowledge of physical therapy are licensed in the physical therapy field.

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

2.4.2 JUSRISPRUDENCE EXAMINATION

A jurisprudence exam is required in many states to test the graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice.

Graduates of the DPT Program are encouraged to take state and nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained on the [FSBPT website](#).

3.0 OVERVIEW OF THE DOCTOR OF PHYSICAL THERAPY PROGRAM

3.1.0 INTRODUCTION TO THE PROFESSIONAL CURRICULUM

The professional curriculum leading to the Doctor of Physical Therapy degree requires successful completion of 99 credit hours completed in 6 continuous academic terms that are broken into 2 sessions. The entire curriculum runs over a 2-year period. The core curriculum of foundational science, clinical science, and patient and practice management courses is delivered in a hybrid learning environment that optimizes technology and web-based teaching strategies for foundational didactics, integrates critical psychomotor skill development during onsite lab immersion sessions, and incorporates a structured and collaborative clinical education program. The DPT curriculum integrates course content and assignments that emphasize collaboration, critical thinking, research, and student accountability. The curriculum is tailored to provide a balance of theoretical, practical, and analytical instruction to prepare students for the unique challenges of healthcare in the 21st century.

3.2.0 DOCTOR OF PHYSICAL THERAPY PLAN OF STUDY

Year	Semester	Term #	Session	Course Prefix & Number		Course Name	Credit Hours	Instructional (Sync / Async / Online) Clock Hours*	Immersion Lab Clock Hours^	Clinical Clock Hours#	Total Clock Hours
Year 1	Fall	1	1	PHYT 7201	x	Physical Therapy Fundamentals	3	25.0	37.5	0	62.5
				PHYT 7205		Health Promotion & Fitness Mgt	2	18.75	18.75	0	37.5
				PHYT 7101		Human Anatomy I	4	43.75	18.75	0	62.5
			2	PHYT 7103	x	Human Physiology	3	37.5	0	0	37.5
				PHYT 7501	x	Professional Competencies I	1	12.5	0	0	12.5
				PHYT 7203		Therapeutic Interventions I	3	31.25	18.75	0	50.0
	Spring	2	1	PHYT 7102		Human Anatomy II	4	43.75	18.75	0	62.5
				PHYT 7204		Therapeutic Interventions II	2	18.75	18.75	0	37.5
				PHYT 7301	x	Evidence-based Practice	3	37.5	0	0	37.5
			2	PHYT 7401		Musculoskeletal Practice I	3	25.0	37.5	0	62.5
				PHYT 7202		Movement Science	2	18.75	18.75	0	37.5
				PHYT 7104	x	Clinical Neuroscience for the PT	3	31.25	18.75	0	50.0
				PHYT 7105		Pharmacology for the PT	2	25.0	0	0	25.0
				PHYT 7402		Musculoskeletal Practice II	3	25.0	37.5	0	62.5
				PHYT 7405		Bracing, Prosthetics, and Orthotics	2	18.75	18.75	0	37.5
	Summer	3	1	PHYT 7403		Musculoskeletal Practice III	3	25.0	37.5	0	62.5
				PHYT 7406		Neuromuscular Practice I	3	31.25	18.75	0	50.0
				PHYT 7408		PT Management of the Aging Adult	3	31.25	18.75	0	50.0
			2	PHYT 7409	x	Cardiopulmonary Practice	4	43.75	18.75	0	62.5
				PHYT 7503		Mindful Patient Management	2	25.0	0	0	25.0
				PHYT 7404		Musculoskeletal Practice IV	3	25.0	37.5	0	62.5
Year 2	Fall	4	1	PHYT 7407		Neuromuscular Practice II	3	31.25	18.75	0	50.0
				PHYT 7971		Physical Therapy Practice I	4	0	0	320	320.0
				PHYT 7411	x	PT Management of Complex Patients	4	43.75	18.75	0	62.5
				PHYT 7410		PT Management of Pediatric Patients	3	31.25	18.75	0	50.0
	Spring	5	1	PHYT 7412		Advanced Diagnostics for the PT	2	25.0	0	0	25.0
				PHYT 7206		Advanced Therapeutic Interventions	2	12.5	37.5	0	50.0
				PHYT 7207		Integrative Pain Sciences	2	25.0	0	0	25.0
				PHYT 7504		Business Mgt & Entrepreneurship	3	37.5	0	0	37.5
			2	PHYT 7413	x	Primary Care for the PT	2	25.0	0	0	25.0
				PHYT 7972		Physical Therapy Practice II	4	0	0	320.0	320.0
	Sum	6	1/2	PHYT 7973	x	Physical Therapy Practice III	8	0	0	560.0	560.0
				PHYT 7502	x	Professional Competencies II	2	25.0	0	0	25.0
				PHYT 7910	x	Capstone	2	25.0	0	0	25.0

x = full term course

* 1 lecture credit hour = 12.5 contact hours

^ 1 lab credit hour = 37.5 contact hours

Clinical education clock hours based upon 40 hour work week x number of weeks in clinic

3.3.0 CURRICULUM SEQUENCING AND INTEGRATION

The accelerated nature of the DPT curriculum requires all students to complete required courses in a prescribed, sequential manner. Topics are sequenced throughout the program to optimize the student's ability to learn and integrate course material into future didactic and clinical education experiences.

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

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

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

The integration of didactic and clinical education is accomplished in several ways. Clinical education courses are optimally sequenced in the curriculum to build upon prior and concurrent didactic courses that prepare students for the clinical application of knowledge and skills. All didactic courses maintain a clinical focus throughout the program, maximizing the use of clinical case scenarios as the basis for discussion and the development of reasoning skills. Full-time clinicians are used frequently as Associated Faculty to assist with online and hands-on laboratory instruction. Whenever possible, students are exposed to patients and clinic settings during patient management courses.

3.4.0 COURSE DELIVERY, TYPES, AND ASSESSMENTS

3.4.1 COURSE DELIVERY

The DPT curriculum is delivered using a hybrid education model. Canvas, the learning management system used at BGSU, is used extensively in every course. Canvas allows for the creation, dissemination, and assessment of a wide variety of teaching and learning activities. Multimedia is embedded within course lectures and materials to enhance students' abilities to interact with one another, the faculty, and with the course content. Web-based resources are uploaded into Canvas sites, allowing students to review and evaluate additional course content. Activities, assignments, and online discussions promote critical thinking and students' abilities to reflect on previously learned information, determine new facts, and integrate new materials into their understanding of the subject matter at hand. Discussion forums and online communication tools (both synchronous and asynchronous) are used to promote collaboration and further sustain interaction between students and between the instructor and students. Instructors consider time zone changes that may affect

geographically dispersed students. Each course syllabus clearly identifies to the student the expectations for both face-to-face and online engagement.

3.4.2 TYPES

REMOTE

Synchronous and asynchronous online instruction comprises 71% (70 credits) of the overall curriculum. The program's didactic courses are completed primarily via an asynchronous online format using the learning management system Canvas to provide a quality, rigorous, and yet flexible learning experience for a diverse student body that comprises both traditional and nontraditional students. Online didactic courses are supplemented by lecture presentations prepared and delivered by many of the leading clinicians, researchers, and academicians in the physical therapy profession today. Through the EIM Learning Academy (Evidence In Motion, LLC, 2014), BGSU University DPT faculty and students have access to an up-to-date, best evidence lecture series that securely positions the program on the leading edge of evidence-based and web-based educational content. Faculty incorporate these lectures into learning activities that include required readings, asynchronous forum-based discussions, synchronous online classes, patient case discussions, online quizzes and exams, and evidence-based reviews to develop critical thinking/reasoning and professional communication with peers and faculty. An online course may have varying module timelines.

LAB IMMERSIONS

Onsite lab immersion sessions comprise 13% (13 credits) of the curriculum and reflect the importance of hands-on skill acquisition for the physical therapy student. Throughout the program, lab time is consolidated into a series of on ground lab immersion sessions scheduled during each academic term to facilitate student travel. These lab immersion sessions range in duration from 6 to 14 days. This face-to-face time with faculty is focused on the development of the student's communication, problem solving, clinical reasoning, and psychomotor skills required for effective patient and physical therapy practice management.

CLINICAL EXPERIENCES

Clinical education is a major emphasis in this program, comprising 16% (16 credits) of the overall curriculum and consisting of an 8-week clinical experience during the fourth academic term, an 8-week clinical experience during the fifth term, and a 14-week clinical experience during the sixth term with the opportunity to create one terminal 22-week clinical internship during fifth and sixth academic terms. During these clinical experiences, students are paired with clinical practices both regionally and nation- wide to offer a collaborative, structured learning environment that oversees the student's professional development and transition to an entry-level practitioner. Clinical faculty mentor students in direct patient care for a minimum of 36 hours per week with an expectation of 40 hours per week. Clinical faculty consist of licensed physical therapists in the jurisdiction in which they practice, have a minimum of one year of experience in clinical practice, and possess clinical competence in the practice area in which they will provide clinical instruction. Clinical exposures are tracked for all students during their

clinical experiences to ensure the widest possible exposure to patient types, diagnoses, and ages across the continuum of care.

3.4.3 ASSESSMENTS

The Bowling Green State University [Academic Honesty Policy](#) must be observed during all student assessments.

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

QUIZZES AND EXAMINATIONS

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

PRACTICAL EXAMS AND COMPETENCY SKILL CHECKS

Practical examinations and competency skill checks are high-stakes assessments used during patient management courses to assess psychomotor skill development. Practical examinations are used to assess the student's application of knowledge, psychomotor skills related to examination and treatment techniques, and clinical reasoning and decision-making during simulated patient management scenarios. Competency skills checks are graded assessments of the student's ability to perform specific examination and/or treatment techniques for a body region or simulated patient presentation. These assessments include required demonstration of appropriate professional behaviors and safety awareness during the activity.

OTHER OPPORTUNITIES FOR ASSESSMENT

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

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

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

In addition to course-specific evaluations, students participate in personal and professional reflection activities, as well as self- and peer-assessment during multiple courses within the curriculum. These activities develop essential skills as a mindful, reflective practitioner. These reflections, assessments, and other activities are discussed with faculty coaches; with action plans developed to address identified weaknesses and facilitate professional development.

3.5.0 FACULTY FOR DELIVERY OF THE CURRICULUM

The School of Physical Therapy appoints faculty members with the academic preparation and contemporary expertise to ensure competent delivery of the curriculum. Current faculty members for the School of Physical Therapy are listed on the website.

3.6.0 CURRICULUM OVERSIGHT

The Program Director and Faculty are responsible for the overall design, implementation, evaluation, and ongoing revision of the curriculum. Curriculum evaluation is an ongoing process to ensure all courses are evidence based and reflect contemporary clinical practice. The Curriculum Committee is charged with overseeing this process for the Program. Committee meetings are scheduled and led by the Director of Curriculum to evaluate collected data and outcomes from various stakeholders (i.e., students, graduates, employers, patients, etc.), identify curriculum strengths and weaknesses, assess the program's effectiveness in achieving stated goals and outcomes, and develop proposals for needed curriculum changes.

The program relies heavily on feedback from our faculty, students, graduates, and employers. This feedback is a critical element in identifying curricular and/or faculty strengths and weaknesses and potential improvements to the Program. Student feedback is solicited through anonymous evaluations after every course and during periodic open forums with the program director. Graduate feedback is solicited at the end of the program, and periodic alumni feedback will be requested. In addition, students and graduates are invited to provide feedback via email at any time during or after the program.

3.7.0 STUDENT WORKLOAD

The accelerated nature of the two-year hybrid DPT curriculum means that students should expect a workload that is more challenging than that of typical graduate education, one requiring full attention and dedicated time for study. The accelerated pace of the program will result in a higher volume of work across the 2-year enrollment when compared to a 3-year traditional DPT Program. This pace is similar to the demands of other accelerated graduate programs at the doctoral level (DNP, DSW, DHSc).

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

While the curriculum provides a balance of theoretical, practical, and analytical instruction, contact hours will vary across terms according to course content, format, and curricular sequence. Due to the accelerated nature of the curriculum, the course load varies between 12 to 20 credit hours per semester. On average, students can expect a workload of 44-60 hours/week dedicated to coursework.

The calculation of contact hour: credit hour ratios is a variation of the traditional Carnegie method adapted to fit the hybrid nature of our program. Under this method, the DPT Program uses a standardized formula of one lecture credit hour equals 12.5 contact hours of instruction (1:12.5), and one credit of lab equals 37.5 contact hours of lab instruction (1:37.5).

Each semester, the Director of Curriculum will oversee course workload and assignments (for example, quizzes, exams, major projects) to assure optimally distributed work, deadlines, and due dates across courses. In addition, the Director of Curriculum will monitor course sequence and class schedules among faculty and students to help balance the workload to optimize the student learning experience.

At the end of each course, course surveys solicit feedback from students regarding their workload. Student performance on assessments in the online and onsite labs will also determine the need to adjust the workload. Student participation and contributions in the synchronous sessions can also indicate if students are able to keep up with the demands of the course. The faculty will complete a post-course analysis document. The Director of Curriculum, DPT Program Curriculum Committee, and lead faculty from the course meet each semester to review the post-course analyses from the prior semester.

Feedback from the Director of Student Affairs and the Oversight Committee will also report to the Committee of the Whole any issues related to student workload. Findings from the post-course analysis will be shared with the Committee of the Whole for discussion at the Annual Curriculum Review meeting. Based on the data collected and subsequent analysis from multiple perspectives, changes to student workload will be decided by the Committee of the Whole.

4.0 ACADEMIC PROGRESSION

4.1.0 COURSE GRADING SCALE

All courses in the DPT program are graded on the scale below. Rounding will only occur to the hundredth decimal place, not beyond. For example, a grade of 79.9823 will be rounded to 79.98 and not be rounded to an 80 for any assignment or course in the DPT program.

A = 90.00 – 100.00% B = 80.00 – 89.99% C = 70.00 – 79.99%

D = 60.00 – 69.99% F = 59.99% and below.

Clinical education courses are graded on a satisfactory (S) or unsatisfactory (U) scale.

An INC (incomplete) may be given only when a student fails to fulfill a specified requirement in a course. An incomplete may be given at the discretion of the instructor, only with the agreement of the student (exceptions may be considered on a case-by-case basis). The instructor should notify the student of the deadline and expectations for

completion. An INC may be removed, and a grade substituted if the student completes course requirements to the satisfaction of the instructor prior to the deadline established by the Graduate College (or prior to an earlier deadline established by the instructor).

A course taken for graduate credit in which a grade of D, F, or U is received may not be used to meet degree requirements or to meet the minimum credit hour requirements for a graduate degree; however, the hours and grade are used to compute the cumulative grade point average. If a graduate student repeats a course, each grade received is counted in computing the cumulative grade point average. The course grade will be based on individual student performance according to the established grading criteria.

4.1.1 PHYSICAL THERAPY PROGRAM GRADE APPEAL PROCEDURE

For a final course grade, the student has twenty-four (24) hours from grade posting to initiate the appeal process within the DPT program. To appeal a grade in a course, the student should write a letter via email to the primary course faculty and copy the Director of Student Affairs. The student's formal appeal letter should include the following information:

- All relevant information related to the issue being appealed;
- Any evidence to be considered during the appeal review; and
- The student's desired outcome.

The primary course faculty will review the appeal letter and make a decision within twenty-four (24) hours of receiving the letter.

If the grade is overturned, the student will be notified of the adjusted course grade.

If the grade is upheld, the course grade will remain and proceed to the Academic Standards and Progression Committee as needed.

4.2.0 MINIMUM REQUIREMENTS FOR PROGRESSION

4.2.1 ACADEMIC REQUIREMENTS

The Bowling Green State University policy on academic progress for graduate students states that to remain in good standing and to graduate, a student must make "satisfactory progress toward a degree". Academic good standing is defined as:

- The maintenance of a three point zero (3.0) grade point average;
- The maintenance of standards of academic and professional integrity expected in a particular discipline or program;
- No incomplete grades;
- The completion of departmental requirements other than course work, such as comprehensive and preliminary examinations, thesis research, or foreign language requirement, by established deadlines; and
- The absence of current suspensions, probations, or other disciplinary sanctions for violations of the Student Handbook.

It is the responsibility of the School of Physical Therapy to contact the Graduate College when a student does not meet the DPT Program's standards of academic and professional integrity and program requirements other than coursework. The Academic Standards and Progression Committee communicates with the Graduate College to oversee academic progression for the School of Physical Therapy.

4.2.2 PROFESSIONAL CONDUCT REQUIREMENT

In addition to academic requirements for progression, students must display appropriate professional conduct, as outlined in Section 2.2.0 of the DPT Student Handbook, during all academic courses, clinical education experiences, and while enrolled as a student at BGSU. These are requisite behaviors for any student or licensed physical therapist and necessary for successful clinical practice. The professional expectations of the DPT program are based on the Professional Behaviors for the 21st Century, the BGSU [Academic Honesty Policy](#), [Code of Student Conduct](#), [APTA Guide for Professional Conduct](#), and the [APTA Code of Ethics](#).

The Academic Standards and Progression Committee will communicate any violations of the professional expectations of the DPT Program to the Graduate College for final determination and notification of probation or dismissal. The Graduate College may dismiss a student if the student fails to achieve the expectations for progression including a violation of professional conduct.

4.3.0 ACADEMIC AND PROFESSIONAL PROBATION

According to the [Graduate College Academic Progress Policy](#) at BGSU, the Graduate College may place a student on probation if they fail to maintain the academic and professional standards of the program or fail to achieve the expectations for progression. The Academic Standards and Progression Committee may make the recommendation of probation upon the occurrence of any one of the following grounds:

- More than one course with an average written examination score of <70.00%.
- Program specific GPA of less than 3.00 at the end of any session for the first time.
- Three or more professional conduct concerns documented in Navigate related to violation of the professional expectations of the DPT program.
- Violation of the professional expectations of the DPT program, BGSU [Academic Honesty Policy](#), [Code of Student Conduct](#), [APTA Guide for Professional Conduct](#), and/or the [APTA Code of Ethics](#) to a degree that does not warrant immediate dismissal.

The student is notified of the probation in writing. If a student is placed on academic or professional probation, they are required to initiate contact with their academic coach to develop a written success plan. The student, academic coach, and the DSA will work together to develop this plan. The plan will be signed and uploaded to the student record in Navigate. Academic coaches will support the student in carrying out the success plan, will establish regular meetings with the student throughout the duration of the session, and will provide periodic updates on these sessions to the DSA. The

written success plan should be submitted to the Graduate College within one month after the start of classes during the following session.

After a session of probationary status, the Academic Standards and Progression Committee and the Graduate College will determine whether to a) reinstate good standing, b) continue the probation with an updated written success plan, or c) dismiss the student from the program.

A second failure to maintain the academic or professional standards of the program or inability to achieve the expectations for progression will likely result in dismissal from the program. If the decision is made to dismiss the student, the Graduate College will notify the student in writing and the Registrar will make the proper notation on the student's record.

4.3.1 FINANCIAL EFFECT OF PROBATION

Given the variable and complex nature of financial aid, students should contact the [Financial Aid Office](#) regarding the financial effect of probationary status.

4.4.0 DISMISSAL FROM THE PROGRAM

According to the [Graduate College Academic Progress Policy](#) at BGSU, the Graduate College may dismiss a student if they fail to maintain the academic and professional standards of the program or fail to achieve the expectations for progression. The Standards and Progression Committee may make the recommendation of dismissal upon the occurrence of any one of the following grounds:

- A student receives a grade less than "C" in any academic course or an "Unsatisfactory" in any clinical course.
- A student receives a "W" in any academic or clinical course.
- A student has a program specific GPA of less than 3.00 at the end of any session and fails to raise the program specific GPA to 3.00 or higher at the end of the next session (probationary session).
- Inability to demonstrate professional conduct, as outlined in the written success plan, at the completion of one session on academic probation.
- A student is placed on probation for either academic or professional concerns for a second session.
- Violation of the professional expectations of the DPT program, BGSU [Academic Honesty Policy](#), [Code of Student Conduct](#), [APTA Guide for Professional Conduct](#), and/or the [APTA Code of Ethics](#) to the extent that warrants student removal from the program.
- Inability to be removed from probationary status in the time frames established in the written success plan submitted to the Graduate College.
- Student is deemed to be unprepared for clinical education.
- Any determination by the Program Director, DPT Program Faculty that the student is not meeting the requirements of the DPT Program and Bowling Green State University.

The student is notified of this academic dismissal in writing by the Graduate College and is informed of the appeal procedure. Included in the notice is information regarding loss of all privileges and services from the School of Physical and Occupational Therapy and Bowling Green State University.

Any student who is dismissed from the program for the first time may be considered for readmission. The student must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee re-admittance.

4.5.0 ACADEMIC DECELERATION

Following the end of each academic session, the BGSU DPT Academic Standards and Progression (ASAP) Committee convenes to review the academic standing of all students in the DPT program. During this meeting, recommendations are made to the Graduate College to place the student on probation or dismiss the student based on the academic progression criteria outlined in the School of Physical Therapy Procedure on Academic Progression found in the DPT Student Handbook. According to the [Graduate College Academic Progress, Probation, Dismissal policy](#), “if it is determined that a student has little or no chance at successful completion, dismissal should be considered.” Based upon a review of the existing academic record, any extenuating circumstances that have since been resolved or controlled and the likelihood that the student will be successful in the future with the opportunity to decelerate, the ASAP Committee may, in its sole discretion, recommend a student for deceleration. Deceleration is defined as when a student leaves their current cohort to join the following cohort at the start of the Fall 1.1 session with the goal to satisfactorily complete the program with the new cohort. Deceleration can only occur one time in the DPT program. Deceleration is voluntary. A student has 2 business days from notification to decide, in writing, whether they accept the deceleration option.

Deceleration does not absolve the student of their existing academic record at BGSU. Therefore, the cumulative GPA calculation will include all courses taken at BGSU, including those prior to deceleration. Additionally, the student is subject to all regulations regarding their academic standing upon matriculation in the next cohort, such as probation. Specifically, a student with a GPA under 3.00 will decelerate and restart the program on probation.

Given the variable and complex nature of financial aid, students should contact the Office of Financial Aid and Scholarships regarding the financial effect of deceleration. The student should contact the Office of the Bursar with any questions regarding the tuition billing structure. A student who declines the option to decelerate will be dismissed from the program. If the student is dismissed, they may appeal the dismissal under [BGSU's Appeals Policies – Graduate No. 3341-3-3](#).

4.6.0 GRADUATE APPEALS POLICIES

4.6.1 PRE-APPEALS PROCEDURE

Prior to initiating a formal appeal, a student should consult with the instructor (grade appeal), graduate program coordinator (non-grade academic appeal), or supervisor (assistantship-related appeal). The Graduate College encourages students to seek a

solution to all issues at the most local level, ensuring the least disruption to the learning experience.

See section 4.1.1 for details on the Physical Therapy Program procedure for grade appeal.

4.6.2 TIMELINE AND NOTIFICATION OF INTENT TO APPEAL

To be eligible to appeal, a student must notify the Graduate College of their intent to appeal. This notification must be received within 5 class days of the decision under appeal. However, recognizing that there may be gaps between academic sessions, and that prompt resolution of appeals is important to both the Program and the student, students are encouraged to submit an appeal within 5 business days (Monday – Friday when the University is open, regardless of whether classes are in session).

The [Graduate Appeals Policy](#) defines “class days” as business days within the fall and spring semesters exclusive of breaks and holidays. Recognizing the unique nature of accelerated programs, the Graduate Appeals Policy provides that expedited timelines may be required, and that these procedures must be communicated within program handbooks.

The DPT program follows the procedures set forth within the Graduate Appeals Policy. However, to provide a prompt resolution of appeals, any reference to class days within this Section, or the Graduate Appeals Policy, shall be considered as business days (Monday-Friday) within the fall, spring, and summer academic semesters exclusive of holidays.

Understanding that there may be situations where exceptions are warranted, parties to the appeal may request an extension from the Graduate College Dean/designee.

4.6.3 INITIATING THE FORMAL APPEAL

If an issue is not able to be resolved with the above informal consultation, a formal appeal can be initiated with a letter to the instructor (grade appeal), graduate program coordinator (non-grade academic appeal), or supervisor/graduate program coordinator (assistantship-related appeal), with a copy sent to the Graduate College Dean or designee.

It is the student's responsibility to inform the Graduate College of the intent to appeal, and follow the procedures outlined in this policy. To ensure a comprehensive review, the student's formal appeal letter should include the following information:

- The type of appeal being filed;
- The grounds for the appeal (new evidence or procedural error that is outcome determinative);
- The specific nature of the grievance and how it affected the student's academic performance or progress;
- The date, outcome, and who was consulted during the pre-appeal consultation;
- All relevant information (excluding medical records) that supports the grounds for the appeal;

- Any evidence to be considered during the appeal review; and
- The student's desired outcome of the appeals process.

Students should continue to participate courses during the appeals process. View the [Graduate Appeals Policies](#) for complete details.

4.6.4 FINANCIAL EFFECT OF APPEAL PROCESS

Given the accelerated nature of our DPT program, students are registered for both sessions in a given academic term/semester. A student who initiates a formal appeal will continue with the second session of the term while the appeal is being processed. Students should contact the [Office of the Bursar](#) (bursar@bgsu.edu or call 419-372-2815) regarding the financial effects of the appeal process.

4.7.0 ACADEMIC WITHDRAWAL

To withdraw from the University in good standing, meaning all courses for the semester are withdrawn, the student must obtain permission from the dean designate of the Graduate College. If the student does not withdraw from the university at the Graduate College, a mark of "WF" (withdrawn failing) is recorded in all courses for which the student is currently enrolled, and the student is not entitled to any refund of fees. See the [Graduate College Policy on Enrollment and Registration](#) for completed details.

Given the accelerated and sequential nature of the Doctor of Physical Therapy Program, a student who withdraws from one or more course(s) for any reason does not meet the minimum requirements for progression in the program and will therefore be referred to the Graduate College for dismissal from the program.

4.7.1 FINANCIAL EFFECT OF ACADEMIC WITHDRAWAL

Once a student completes the official withdrawal process, the refund calculation will be based on the date of the withdrawal. Students should contact the [Financial Aid Office](#) regarding the financial effect of academic withdrawal.

4.8.0 LEAVE OF ABSENCE POLICY

The Graduate College has a [Leave of Absence Policy](#) for use as needed. Students may request an approved leave of absence from the university by sending a request, endorsed by the Graduate Coordinator/Director of Student Affairs, to the Graduate College. Students should work with the Office of Registration and Records in regard to withdrawing from their coursework while on leave of absence. See the policy for complete details.

Given the accelerated and sequential nature of the Doctor of Physical Therapy Program, an approved leave of absence must allow the student enough time to enroll with the following cohort to progress sequentially in the curriculum. Students who are approved for a leave of absence are not required to repeat courses that they have successfully completed. Any leave of absence specific to clinical education courses must be approved by the Director of Clinical Education. Congruent with the policy, the maximum approved leave of absence is twelve months.

4.8.1 FINANCIAL EFFECT OF LEAVE OF ABSENCE

Once a student completes the official withdrawal process with the Office of Registration and Records, the refund calculation, if applicable, will be based on the date of the withdrawal. Students should contact the [Office of the Bursar](mailto:bursar@bgsu.edu) (bursar@bgsu.edu or call 419-372-2815) regarding the financial effects of a leave of absence.

4.9.0 GRADE REPLACEMENT

BGSU graduate students can replace one grade during their graduate careers. Specifically, they can re-take a class and apply to have the grade associated with the retake replace the earlier grade. This can happen only once, and once the application is completed, the new grade will be used, regardless of whether it is better than the old grade. A student must complete the Graduate College Grade Replacement Request form for a grade replacement to be approved. No grade is removed or erased from a transcript by retaking a course. See the [Graduate College Grade Replacement Policy](#) for complete details.

4.10.0 RETENTION AND REMEDIATION PROCEDURES

4.10.1 RETENTION PROCEDURES

EARLY ALERT SYSTEM

Navigate is the BGSU academic advising program to assist students in gauging their academic performance, identifying areas of improvement, and accessing academic support services on campus. Navigate also facilitates communication between faculty members, students, their academic coach, and the DSA. Early alerts can be submitted through the Navigate system at any point throughout the session. Faculty are encouraged to submit alerts as soon as possible to facilitate communication and early intervention to support student success. Alerts can be submitted for poor class participation, missing or late assignments, inconsistent or poor attendance, and poor academic performance, or professional behaviors concerns. In addition to maintaining a current gradebook in the course Canvas site, faculty submit mid-term grade alerts through Navigate for each student no later than half-way through the session, at either 4 or 8-weeks. These mid-term grade alerts facilitate communication between the faculty, student, advisor, and DSA.

The DSA monitors alerts and mid-term grades through Navigate in addition to session and cumulative GPAs of all students within the program. Students with cumulative GPAs between 3.00 and 3.25 or demonstrating multiple alerts are identified as “at-risk”. The DSA works with the faculty coach to develop strategies for early intervention based on the unique needs of the student. Any student success concerns are shared by the DSA at faculty meetings to allow faculty the opportunity to ask questions or seek clarity on the intervention plan to best support the student.

ACADEMIC COACHING

Academic coaching is integral for fostering academic success, student retention, supporting students in achieving their goals, maintaining clear and effective communication, and creating a collaborative, supportive, and professional culture. Academic coaching takes on greater significance in the DPT Program given the

accelerated curriculum and online learning that takes place. The intent of the Academic Coaching Program is to:

- 1) Establish academic teams with faculty and student leadership to facilitate group communication and personal support.
- 2) Create a sense of community and connection both within academic teams and among the entire DPT cohort.
- 3) Maintain timely and up-to-date awareness of academic performance and non-academic concerns of individual students.
- 4) Provide an avenue for students to share personal, non-academic issues and relay urgent concerns such as illness or pressing family situations to faculty.
- 5) Support students in celebrating successes, overcoming challenges, and setting and achieving academic and professional goals.
- 6) Role model professional behaviors, including collaboration and communication.
- 7) Connect students with supports and services at BGSU and within their communities.

The Director of Student Affairs (DSA) is responsible for administering the Academic Coaching Program. The DSA assigns students to an academic team prior to orientation. Teams are meant to facilitate group communication and personal support through a sense of community and connection early in the program. Each team consists of approximately 8-10 students with a core faculty member serving as the team's academic coach. The DSA is also responsible for training and supporting faculty as academic coaches and ensuring ongoing program compliance and success. The DSA is the DPT program liaison to BGSU student support services. The DSA works closely with faculty coaches to track academic progress, monitor non-academic concerns, and address student issues. The DSA works with the Oversight Committee, faculty coaches, course faculty, and students to provide timely support to students as issues are identified.

The academic coach serves an important role in advising, counseling, and mentoring students through successes and challenges. Coaches listen to students' reflections, track academic progress, assist students in creating academic and professional goals, and support students in meeting their goals. The coaching program is essential for fostering academic success, maintaining clear and effective communication, and supporting a cohesive and collaborative culture among faculty and students who are often geographically separated. Specific responsibilities and expectations of the academic coach are as follows:

- Initial coaching occurs in a group setting at orientation. At this time, coaches review the BGSU Academic Coaching Program with their team, facilitate team building, and establish professional and program expectations. Individual academic coaching sessions will occur twice during the first academic term and will be initiated by the faculty advisor. This early touchpoint is critical for ensuring that each student is experiencing a smooth start in the program, and for addressing concerns early. Coaching sessions then occur at a minimum of once per term during terms 2-6 and are initiated by the student. Group coaching

sessions may be implemented during terms 2-6. Coaching sessions may be conducted in person or using video conferencing technology.

- Prior to formal coaching sessions, DPT faculty coaches should review student performance in current courses and previous coaching notes. This information may be obtained by reviewing the Navigate system and the student's electronic academic record in the program One Drive. During coaching sessions, coaches should follow up on previously discussed concerns and action items, listen actively to student reflections, provide constructive feedback, and refer students to appropriate resources.
- Coaching sessions are documented and saved to the student's electronic academic record, which is maintained in the Navigate system. This electronic record is maintained within secure BGSU servers.
- Academic coaches should share with the DSA any trends or themes that emerge during formal coaching sessions and informal communications. Significant issues and notable trends are shared by the DSA with faculty and discussed at faculty meetings.

Active participation of the student is critical to the success of the coaching relationship. Specific responsibilities and expectations of the student are as follows:

- The student is expected to initiate contact with the coach to schedule each formal coaching session during terms 2-6. Students are encouraged to communicate more frequently with their coach using phone calls and email exchanges.
- When the faculty coach communicates with the student to address a concern or schedule an informal or formal coaching session, the students should respond promptly (generally within 24 hours) and professionally.
- The student should come to each formal coaching meeting on time and having completed the Academic Coaching Form, which may include, but is not limited to, academic performance, health/wellness issues (including mental health), academic and career goals, and personal concerns.
- The student should maintain ongoing communication with the coach between formal coaching sessions. When academic or personal challenges arise, the student should reach out to his or her coach immediately for support.
- The student should follow through with action items identified during coaching sessions and work with the coach to identify optimal ways the coach may provide support.

As part of the academic coaching model students and faculty will receive regular trainings through the [BGSU Counseling Center](#). Students will receive regularly scheduled wellness workshops in multiple areas including, but not limited to, self-care, stress management, grit and resiliency, and self-compassion. Trainings for faculty will emphasize non-academic advising, available student support resources, and triaging concerning situations. The BGSU Counseling Center is also available to consult with faculty and staff about the well-being of any BGSU student. The Counseling Center can

be reached at 419-372-2081. Additionally, faculty will receive regular trainings from the Director of Student Affairs.

Students with non-academic concerns are encouraged to contact ComPsych for services offered via the Student Assistance Program. Students can also contact BGSU Counseling Services if they are in crisis at 419-372-2081. For crisis situations after hours (8AM-5PM EST) and on weekends, call the Wood County Crisis Line at 419-502-HOPE.

ACADEMIC COACHING

[Academic coaching](#) is available to all BGSU students through [Learning Commons](#) to assist with non-content specific academic needs such as study strategies, test-taking strategies, note-taking methods, time management assistance, individualized attention, to-do lists, mapping out of assignments, access to resources in the Jerome Library, and referral services. Students can request an academic coach by completing the [Academic Coaching Request Form](#).

PEER TUTORING

[The Learning Commons](#) offers students enrolled in the BGSU DPT program virtual tutoring in a variety of courses. Students can arrange for a peer tutor by [visiting](#) the [DPT Tutoring website](#).

4.10.2 ACADEMIC REMEDIATION PROCEDURES

- Written Examinations: Students are provided one opportunity to take written examinations within academic courses. Retakes are not offered for failed written examinations.
- Practical Examinations and Competency Skills Checks: Practical exams and skills checks are graded assessments of the student's psychomotor skills, clinical reasoning skills, professional behaviors, and safety awareness in a simulated patient scenario. Each course with a lab, and with approval of the curriculum committee, may determine whether students are required to pass the practical examination to pass the course. Each course must describe the lab practical requirements in the course syllabus.
 - **Option 1:** Students take a practical examination and must receive a passing grade above 75% to pass the course.
 - Any demonstration of unsafe, unprofessional, or unethical behavior during these assessments will result in an automatic non-passing grade regardless of overall score on the exam. Any score of less than 75% is also a non-passing grade.
 - **Students who do not pass a practical exam or skills check for any reason will be afforded one opportunity to re-test and pass the examination.** The highest possible grade for successful completion of a practical exam or skill check retake is 75%. A course instructor will inform all students who do not pass a practical exam or skill check of the need to retake the assessment and will provide feedback on their performance. The primary course

instructor will also issue an alert in Navigate to notify the coach of the need to retake the assessment. The course instructor will determine when the retake will be conducted. A retake must be scheduled within 24 hours and/or prior to the start of the next lab (whichever comes first), in a format of the course faculty choosing. Virtual retakes may be conducted at the discretion of the primary course faculty. The retake is recorded and scored by a core faculty member. The retake scoring rubric and video recording files will be attached and uploaded to the student's assessment record within the password protected learning management system.

- In the event of extenuating circumstances, a student may be granted an incomplete (INC) for the course, which would allow the retake to be completed after the initial grade reporting period.
- Students are responsible for rescheduling transportation and/or lodging if additional onsite time is necessary for retesting. Any student who does not successfully complete the retake within the stipulated timeframe or does not pass a practical exam retake will fail the course and can receive a grade of no higher than a 69.99% (D) for the course.
- **Option 2:** Students take a practical examination and receive a grade that is factored into the overall grade for the course. Retakes are not offered for failed practical examinations.
- Other Learning Activities and Assignments: Remediation of any other learning activities within a course is at the discretion of the primary faculty of the course and faculty member assigning the activity.

4.11.0 ADVANCED PLACEMENT AND TRANSFER CREDIT

Given the accelerated and sequential nature of the DPT Program, all courses required for the Doctor of Physical Therapy degree, both didactic and clinical, must be completed with the BGSU School of Physical Therapy. The BGSU School of Physical Therapy does not grant advanced placement, credit for experiential learning, or transfer credits from another program or institution.

4.12.0 GRADUATION REQUIREMENTS

For a student to graduate from the Doctor of Physical Therapy program, the student must be in a good academic and professional standing, have had satisfactory progress in all terms of the academic program, and satisfactorily complete the following:

- Successfully complete the required credit hours of academic and clinical education course work.
- Maintain a minimum cumulative grade point average of 3.00 or above.
- Achieve a "Satisfactory" or letter grade of "C" (70.00%) or better in all academic and clinical courses as stipulated within each course syllabus, which includes the PEAT requirement in PHYT 7910 Capstone Course.

- Achieve entry-level competence as a physical therapist, as demonstrated on the Clinical Internship Evaluation Tool (CIET).
- Exhibit professional behaviors consistent with clinical practice as described in the [APTA Guide for Professional Conduct](#), the [APTA Code of Ethics](#), and the Technical Standards and Essential Functions within the DPT Student Handbook.
- Complete all required Bowling Green State University and DPT Program documents in preparation for graduation.
- Honor all professional and financial obligations to Bowling Green State University as published in the Bowling Green State University and DPT Program Handbooks, and as specified in any written communications from University administrators.

Refer to the BGSU [Graduate College Catalogs, Policies, and Procedures](#) for additional details.

5.0 PROGRAM INFORMATION & REQUIREMENTS

5.1.0 TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS

The Doctor of Physical Therapy Program at Bowling Green State University is sensitive to the needs of individuals with disabilities and does not discriminate against qualified candidates with disabilities. The Doctor of Physical Therapy Program is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Amendments Act of 2008.

These technical standards and essential functions are related to essential career and licensing requirements and set forth the standards requisite to admission or participation in the Doctor of Physical Therapy Program. Technical standards are the skills and attributes expected of students. Although they are not academic in nature they may be related to academic knowledge. Essential functions are the knowledge, skills, and abilities that a student must demonstrate once enrolled in the program. **We require that student physical therapists be able to meet the technical standards and essential functions of the Doctor of Physical Therapy Program, with or without reasonable accommodation for admission, progression, and graduation in the DPT Program.**

An offer of admission may be withdrawn and or a student may be dismissed from the program if the student cannot articulate how, even with reasonable accommodation, the student would be able to meet the program qualifications—including these technical standards and essential functions, or if it becomes apparent that the student cannot meet the technical standards and essential functions even with reasonable accommodation; the requested accommodation(s) would fundamentally alter the nature of the Doctor of Physical Therapy Program at Bowling Green State University or create a significant risk of harm to the health or safety of others.

Technical standards and essential functions apply to classroom, laboratories, and clinical settings. Bowling Green State University's Doctor of Physical Therapy Program uses independent clinical education sites that may or may not be able to offer the same

reasonable accommodations that are made available by Bowling Green State University.

The Doctor of Physical Therapy Program works closely with Bowling Green State University's Accessibility Services to serve the needs of students with disabilities. Individuals who have questions regarding reasonable accommodations should contact the Bowling Green State University Accessibility Services at 419-372-8495.

The Doctor of Physical Therapy Program at Bowling Green State University, in accordance with requirements of the Commission on Accreditation of Physical Therapy Education and Standards of Practice of the American Physical Therapy Association, identifies the following technical standards to the physical therapy profession and our curriculum:

- Problem solving based on verbal, visual, and written information within a limited time frame consistent with contemporary clinical practice setting expectations;
- Clinical reasoning and decision making within a limited time frame;
- Students must possess sufficient visual, auditory, olfactory, and tactile abilities to allow them to gather and interpret data.
- Perceptual-motor integration including but not limited to hand-eye coordination, body-eye coordination, and object manipulation;
- Insight and judgment for safety and prognostication;
- Effective communication among group members;
- Planning and organizing for treatment prescription;
- Frequently use the hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- Intermittent lifting of heavy loads;
- Repetitive motion;
- Alternately sit, stand, and walk;
- Occasional kneeling, twisting, bending, and stooping;
- Occasional stair climbing or negotiating on uneven terrain;
- Frequent lifting, pushing and pulling up to 20 lbs.;
- Occasional lifting, pushing and pulling 20 – 50 lbs.;
- Time management to coordinate course requirements

The above technical standards warrant that applicants and students have the abilities to meet the essential functions established for this program, with or without reasonable accommodation. These essential functions are:

- 1) Participate in all phases of the educational program, including demonstrating comprehension of all classroom, clinical, and any other required learning experiences through performance and/or examination where such a requirement is essential to:

- a) be provided with all the specific skills and experiences necessary to successfully complete the Physical Therapy Program, and become eligible for licensure;
 - b) apply basic principles of the scientific method in reading and interpreting professional literature, performing research, and critically analyzing new concepts and findings provided by others.
- 2) Apply basic educational concepts of theories in designing, implementing, and evaluating treatment and function appropriately in interpersonal relationships by exhibiting use of good judgment, empathy, reliability, and emotional stability; must possess the abilities to practice appropriately in stressful situations and to work acceptably with others to:
- a) interact with patients and families in a manner which provides the desired psychosocial support by
 - i) recognizing one's own reaction to illness and disability;
 - ii) recognizing patients' and families' reactions to illness and disability;
 - iii) respecting individual, cultural, religious, and socioeconomic differences in people.
 - iv) utilizing appropriate communicative processes to ensure appropriate standards of care, as well as accepting and providing constructive criticism.
 - b) demonstrate safe, ethical, and legal practice as stated by the profession;
 - c) utilize skills and techniques to engage patient motivation and cooperation in evaluation and treatment;
 - d) function effectively with other health care practitioners in providing appropriate patient care and in improving the quality of patient care;
 - e) be responsive to ideas and techniques that might be more appropriate, effective, or safe.
- 3) Communicate effectively with patients, their families, and health care practitioners to:
- a) instruct, confer, and integrate appropriate patient treatment with other aspects of patient care;
 - b) stimulate motivation and cooperation in treatment, and assist in the alleviation of anxiety;
 - c) teach patients and their families procedures necessary for continued care;
 - d) participate in the planning, organization, and control of a physical therapy service.
- 4) Function appropriately in professional practice to:
- a) review and evaluate patient needs; specify which definitive physical therapy procedures are indicated by administering and analyzing the results of tests, measurements, and evaluations including gait analysis, vital signs, strength, coordination, joint range and capsule integrity.

- b) plan and prepare treatment programs which:
 - i) include realistic goals in terms of diagnosis, prognosis, physical, psychosocial status, and anticipated lifestyle of the patient;
 - ii) include effective treatment methods that provide a high probability of achieving treatment goals;
 - iii) are within resource constraints;
 - iv) provide for periodic revision according to changes in the patient's physiological state;
 - v) contain specificity and comprehensiveness appropriate to the level of personnel who will execute the plan;
 - vi) are adequately documented.
- c) properly administer and/or modify physical therapy treatments to ensure that patients safely perform functional activities.

5.2.0 TECHNOLOGY REQUIREMENTS AND RECOMMENDATIONS

The DPT curriculum is delivered using a hybrid education model. The DPT Program encourages faculty and students to develop, integrate, and/or use innovative technology ([approved for use by the University](#)) in ways that improve course delivery, active learning, coaching, communication, and student outcomes. This model requires that students possess the necessary technology to participate fully in the program. Additional recommendations are made so that students can create a distance-learning environment suitable for physical therapist education. These requirements and recommendations are shared with prospective students to provide prospective students with the transparency necessary to make an informed decision about participation in the BGSU DPT program.

Students are required to have **BOTH** a mobile device **AND** a laptop computer that meet the following specifications.

5.2.1 REQUIREMENTS

LAPTOP COMPUTER

The minimum system requirements for a PC or Mac laptop computer are listed below. System performance (processing speed and available random-access memory or RAM) will vary based upon installed software, actively running software/applications, and internet speed. Therefore, each student should ensure their laptop, internet speed/capacity, and webcam can support the technology programs and resources used throughout the BGSU DPT Program. **The recommended minimum hard drive is 512 GB with RAM of 16 GB.** See table below for additional recommendations.

	Windows	Mac
Processor	i5 or i7 Intel® Core™, Apple M1, or equivalent processor	i5 or i7 Intel® Core™, Apple M1, or equivalent processor

Display	13-inch display (<i>or larger recommended</i>) 1024 x 768 screen resolution or better	13-inch display (<i>or larger recommended</i>) 1024 x 768 screen resolution or better
Hardware	Webcam (internal or external) and microphone required	Webcam (internal or external) and microphone required
Operating System	Windows 10 or higher	Apple OS 10.15 (Catalina) or higher
RAM	16GB (or larger)	16GB (or larger)
Hard Drive	512GB preferred	512GB preferred
Networking	<u>Wireless</u> : 802.11g (or higher)	<u>Wireless</u> : 802.11g (or higher)
Bandwidth	Minimum 15Mbps Download/2 Mbps Upload Speed	Minimum 15Mbps Download/2 Mbps Upload Speed
Carrying Case	Quality case suggested for your protection	Quality case suggested for your protection
Warranty	3 Yr. Limited Warranty with Next Business Day On-Site Service is suggested	AppleCare Protection Plan for up to 3 years is suggested
Software	Microsoft Office 365 (Available for free download from BGSU student email account.)	Microsoft Office 365 (Available for free download from BGSU student email account.)
	Anti-Virus & Malware Software	Anti-Virus & Malware Software
	Acrobat Reader Other computer software/ applications required by the program	Acrobat Reader Other computer software/ applications required by the program

MOBILE DEVICE

Android, Apple, and Microsoft products are acceptable and must have mobile broadband capabilities. (Please note: Microsoft Surface Pro can be considered under both laptop and mobile device categories. If you are considering a Surface Pro for use as a laptop, please see minimum computer requirements above.) Please see below for example products:

- Android - Example products include phones and tablets from Acer, ASUS, Google, HTC, and Samsung. Android operating system version 6.0 or newer is required.
- Apple - Example products include the iPhone and iPad of various generations. Apple operating system version 9.0 or newer is required.

Mobile broadband capability for the mobile device is suggested to provide an internet connection when a local wireless network is not available.

A variety of mobile device applications are required for use throughout the program.

PROGRAMS

Programs that are required for full participation in the BGSU DPT curriculum are securely accessed with a BGSU email address and are provided to DPT students at no additional cost. Click on the below links to view any further information on the technology requirements for each program. Programs include, but are not limited to:

- [Canvas](#) – Canvas is the Learning Management System (LMS) used at BGSU. These minimum requirements are for the full Canvas web version. Students may choose to substitute with the Canvas App on their mobile device at times but should note the Canvas App does not have the same functionality as the full Canvas web version. The program builds resources as per the full Canvas web version.
- [ExamSoft](#) – This program will be utilized to provide assessment security in the remote environment.
- AccessPhysiotherapy – This is the web-based resource that will be used to provide students with instant access to textbooks, videos, and more through publishers McGraw-Hill and F.A. Davis.
- Navigate – This is a student success management system. Students will access Navigate through their myBGSU Login and may choose to substitute with the Navigate App on their mobile device.
- [Zoom](#) – This is a video and web-conferencing tool available to BGSU faculty, staff and students to support working, teaching and learning remotely and online. Visit the [BGSU ITS website](#) for more information.
- The Microsoft Office 365 suite includes Word, PowerPoint, Excel, Outlook, Teams, OneDrive and many other Microsoft Office tools. BGSU students can [install the software](#) on up to five different devices.
- [EHRgo](#) – This is a case-based simulated interprofessional medical record system.
- [PhysioU](#) – A web-based (app available) resource to provide supplemental video-based instruction.
- [Osmosis](#) – This is a web-based learning platform that provides illustrated visual lectures based on evidence-based learning science.
- Complete Anatomy – This advanced 3D anatomy platform is an application available for download through the Microsoft or Apple store. BGSU DPT students will receive a code for free access.
- It is recommended that students load Chrome, Firefox, and Safari browsers on their computers.

Click on the links for further information on the technology requirements for each program.

OTHER

Students are required to have the laptop computer and mobile device in their possession at the time of the DPT Program Orientation.

Many students find 16GB of RAM sufficient, other students may not. This depends on the other resources on your laptop which compete for RAM use. Many of our technology applications require at least 2 GB of your total RAM to be free for proper function. This 2GB of free RAM should be considered the minimum, as several of the programs will be used concurrently.

Even while using the most compatible applications, some software and applications may not be fully compatible with all hardware and across all platforms. In these situations where incompatibility results, it is the student's responsibility to view any required files utilizing compatible hardware. The [BGSU computer laboratories](#) are available for students local to Bowling Green.

In all circumstances, faculty must insure protection of student data in accordance with FERPA, HIPAA, and BGSU policies. All personal computers and electronic devices must be password protected and maintained in secure environments. Students also have a responsibility to maintain information security.

Students are responsible for all uses of their computer accounts. Security passwords should be protected information, changed periodically to improve security, and not shared with other individuals.

5.2.2 RECOMMENDATIONS

Students in the BGSU DPT Program will be provided with a student kit of necessary materials to facilitate learning of skills at home. In addition to the materials, students will be provided with a portable treatment table and stool. It is recommended that students create a home lab set up for ease of skills practice and for submission of video assessments.

Suggestions for home lab set up include:

- A phone or camera mount or tripod
- Ring light
- Appropriate lighting and background
- Headset or earbuds for audio modulation during web conferencing and recording
- Adequate space to set up a treatment table so that a patient sitting or lying on the patient evaluation table can be fully viewed in the camera frame.

5.2.3 REMOTE PROCTORING

All courses in the BGSU DPT program require remotely proctored testing, that may include quizzes, regular examinations, and/or final examination, during which you may be required to briefly show your surroundings using your web camera (a "room scan"), wherever you choose to take the exam. **By choosing to take the exam in your home/residence hall room, you are consenting to a room scan of the area where you take the exam.**

If you do not wish to have your home, residence hall room subject to the room scan, you may take the exam from another location where you won't be interrupted, such as the University Libraries or study spaces on campus. If you are enrolled in a distance program, a local library or a testing center at another educational institution may be an option. You will be required to complete the virtual room scan in the alternative location. **It is your responsibility to identify an appropriate location to take your exams.**

1. The room scan will only be visible to your instructor and BGSU faculty or staff with a legitimate need to review the video. Other students enrolled in the class will not be able to see your room scan.
2. If you have or require testing accommodation, please contact the Office of Accessibility Services at access@bgsu.edu or 419-372-8495

If you have questions about the proctoring technology, please contact the Director of Curriculum.

5.3.0 CRIMINAL BACKGROUND CHECKS, REGISTRY CHECKS, & DRUG TESTING

Students enrolled in the BGSU DPT Program are required to undergo background checks and drug testing. Refer to the Clinical Education Handbook for complete details.

5.4.0 EMERGENCY CONTACT FORM

Students enrolled in the BGSU DPT Program are required to provide the program with emergency contact information. Refer to the Clinical Education Handbook for complete details.

5.5.0 HEALTH INSURANCE

All students in the BGSU DPT Program are required to have health insurance. Students interested in the university-sponsored medical insurance program can visit <http://www.bgsu.edu/student-insurance-program.html>, the Student Insurance Office in Room 202 of the Falcon Health Center Building, or email studentins@bgsu.edu.

5.6.0 IMMUNIZATION AND HEALTH REQUIREMENTS

All immunization and health requirements for students enrolled in the BGSU DPT Program are outlined in the Clinical Education Handbook.

5.7.0 BASIC LIFE SUPPORT CERTIFICATION

As a student health provider, students are required to obtain and maintain certification in Basic Life Support (BLS) from the American Heart Association (AHA). See the Clinical Education Handbook for further details on this program requirement.

5.8.0 PROFESSIONAL LIABILITY INSURANCE

All members of the faculty-student-clinical faculty team must be mutually indemnified. Students enrolled in the DPT Program are, through their enrollment, covered by professional liability insurance in the amount of at least three million dollars (\$3,000,000).

5.9.0 POTENTIAL HEALTH RISKS TO STUDENTS

Faculty and staff promote safe working conditions by following BGSU Safety Guidelines.

- During DPT clinical experiences and internship, students will be exposed to patients with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and injury/illness risks associated to the work environment.
- During DPT lab immersion sessions, practice sessions, and practical examinations, students will alternate in role-playing the physical therapist and the patient in clinical scenarios. As a patient, students will be exposed to physical therapy interventions and procedures delivered by fellow students. These include, but are not limited to, physical agents such as ultrasound and electrical stimulation, therapeutic exercise, spinal and extremity joint manipulation, and trigger point dry needling.

The DPT Program will make every effort to protect the safety and interests of the student. Basic instruction in prevention procedures such as universal precautions and in the application of reasonable and prudent personal habits is provided. Additionally, faculty will provide instruction regarding the indications, contraindications, and precautions for physical therapy interventions and their associated risk. Instruction will emphasize the safe and effective delivery of these interventions to fellow students and patients. Basic instruction is designed to limit unnecessary exposure and risk and constitute a measure of safety for students and patients. Ultimately, it is the student's responsibility to apply these safety procedures and to take appropriate steps to protect their fellow students and themselves. Students are responsible to self-identify when lab procedures performed on them may be contraindicated due to a personal medical condition. Any needs that require substantial modification to learning experiences should be documented through Accessibility Services.

In the event of an accident resulting in student injury or illness, the student should immediately notify their academic or clinical faculty as soon as possible. See the Personal Injury & Medical Emergency Procedures section, in the Student Handbook for more details.

As a condition of enrollment in the program, students are required to show proof of health insurance and completion and submission of immunizations and laboratory testing. Further, students are expected to abide by the university's policies regarding risk exposure management. Students are responsible for costs associated with any necessary emergency services.

6.0 PROGRAM GUIDELINES & PROCEDURES

6.1.0 ACADEMIC PARTICIPATION/EXCUSED ABSENCES

Attendance is essential for maintaining the best learning environment. Learning occurs in relationship not only between student and course materials, but, just as importantly, peer to peer, instructor to student, and student to instructor. The BGSU DPT program requires that each student is self-motivated and self-disciplined. The nature of an accelerated hybrid educational program permits the student to attend pieces of the

curriculum at their convenience, but this does not absolve the student of the responsibility to meet established deadlines or attend other pieces of the curriculum that may be held synchronously. It is the student's responsibility to actively participate in each course regardless of the delivery method. The student is expected to participate by being prepared, asking questions, answering questions, and participating in designed learning activities. Learning and assessment activities will focus on contemporary issues as related to the established course topic. The instructor has no obligation to give make-up examinations or to review other classwork missed by a student because of absence, except under those specific conditions cited below. Although an instructor may accept a student's cause for an absence as a basis for making up major tests and examinations, the responsibility for making up work missed during absence rests with the student.

EXCUSED ABSENCES

Under unique, yet foreseeable circumstances, exceptions to the stated academic participation expectations may be made. These exceptions include cases of recognized weather emergencies, unforeseen travel disruptions such as airline cancellations, excused absences for the observance of religious holidays, and military call-up situations. Additional consideration may be given to excuse absences related to acute illness, immediate family/personal emergency, or officially sanctioned activity. Given the nature of this accelerated, hybrid program it is possible that the same permissions may not be granted toward absences during a lab immersion or clinical education experiences as they could be during the online learning environment.

It is the responsibility of the student to email their primary course instructor, their academic coach, and the Director of Student Affairs of any anticipated absence as soon as possible. The primary course instructor reserves the right to request documentation verifying the nature of the absence. The primary course instructor will consult with the Director of Student Affairs as needed and the decision on if the absence is excused or unexcused will be made on a case-by-case basis. Unexcused absences may result in receiving zero credit in the gradebook for missed assignments and/or identification of a professional conduct concern.

6.1.1 ONLINE COURSES

While some learning activities occur asynchronously during online courses, this should not be construed as being self-paced or self-study. Many of these activities have completion dates and/or times that must be adhered to. These dates help students stay on schedule and allow time for student interaction and collaboration during learning activities. As a result, active participation and effective time management are critical behaviors for the online student.

All courses will utilize synchronous learning activities such as live webinars and online chat sessions. These activities are considered required, clocked class time for which student participation is mandatory and expected. Faculty will use the course syllabus to clearly identify the dates and times for all live online sessions. Refer to the individual course syllabus for all course requirements and expectations.

If an absence is anticipated, it is the student's responsibility to notify the instructor, in person, by phone, or email, prior to the scheduled class or activity. Students should consider webinar login time and potential internet issues/availability when logging into synchronous learning activities to ensure full student participation. It is also the student's responsibility to maintain an operable computer and reliable high-speed internet service at all times. Redundancy with one or more portable devices is highly recommended and encouraged.

If a student misses, or plans to miss, a significant portion of a course (approx. 20%), the individual instructor may refer the matter to the Director of Student Affairs and the Academic Standards and Progression Committee to recommend decisions on student status and ability to progress. The individual instructor reserves the right to require a student to repeat the course.

CAMERA ETIQUETTE

Given the hybrid nature of the BGSU DPT program, a substantial component of the curriculum will require recorded video conferencing for synchronous learning sessions and video recording for assessments. **By choosing to attend synchronous sessions and record assignments in your home/residence hall room, you are consenting to record the area.** Recordings will only be visible to course instructors, students, and BGSU faculty or staff with a legitimate need to view the recording. The expectation for all synchronous video interactions is that students will have their cameras on with appropriate attire, lighting, and backgrounds. A student may request permission from the faculty member if they cannot have their camera on during a particular session. Attending class with a web camera off without prior permission of the instructor may result in identification of a professional conduct concern. **If you do not wish to have your home/residence hall recorded, it is your responsibility to find another location where you won't be interrupted**, such as the University Libraries or study spaces on campus. You can also elect to use a virtual background, if it does not interfere with any assessment recording requirements. The expectation for any video conferencing and recording is that students utilize appropriate lighting and backgrounds. Backgrounds should be professional and non-distracting. Acceptable virtual backgrounds include a blurred, solid color, or approved BGSU background. Inappropriate lighting or background may result in a faculty member requesting a student turn off their camera or resubmit an assignment.

6.1.2 ONSITE LAB IMMERSIONS

Onsite lab immersion sessions are strategically scheduled within each academic session. Student participation is mandatory for each onsite lab immersion. In addition to providing critical face-to-face learning activities for hands-on skill development, these sessions provide opportunities for academic and professional counseling with your academic advisor or other faculty, student services with administrative personnel, and social interactions with other students.

On-site lab immersion dates are scheduled well in advance. These dates are available on the program's academic calendar and provided to all incoming students during orientation. Due to their importance and compressed nature, absences from lab immersion sessions are generally not permitted. It is the student's responsibility to block

these dates and schedule significant life events (marriage, reunions, etc.) accordingly. Additionally, students should make travel arrangements that ensure participation during all scheduled class times.

Students are responsible for all information presented in each class, whether present or not. It is the student's responsibility to obtain information missed. Individual instructors will determine whether make-up work is required or allowed. Refer to the individual course syllabus for specific information on making up points or time missed.

If a student misses, or plans to miss, a significant portion of a course (approx. 10%), the individual instructor may refer the matter to the Director of Student Affairs and the Academic Standards and Progression Committee to recommend decisions on student status and ability to progress. The individual instructor reserves the right to require a student to repeat the course.

6.1.3 CLINICAL EDUCATION EXPERIENCES

Expectations for academic participation in Clinical Education Experiences are detailed in the Clinical Education Handbook.

6.2.0 CLASS CANCELLATIONS

6.2.1 CLASS CANCELLATION

If a faculty member must cancel a live, online learning activity or class, it is the faculty member's responsibility to notify all students via email prior to the scheduled class time. If unable to do so, the faculty will notify the Program Director, who in turn, will notify the students. It is the responsibility of the faculty member to determine the most appropriate means of rescheduling the cancelled class and will communicate this to the students.

6.2.2 CLASS INTERRUPTION

Internet outages, power outages, webinar service downtime, and other technology difficulties may periodically disrupt the initiation or ongoing delivery of live online learning activities or classes. If an interruption occurs that affects the faculty, the faculty will notify students as soon as possible. Students must remain online for a minimum of 30 minutes and await further instructions while service is being restored. If a service interruption affects an individual student, it is the student's responsibility to immediately notify the instructor via email or phone. The instructor will determine whether make-up work is required.

6.2.3 INCLEMENT WEATHER POLICY

Students are not expected to travel to immersion labs when the University is officially closed or in instances when roads and airports are closed due to poor weather conditions. Students must assume responsibility for their own health and safety, as well as for their academic responsibilities.

- All University closings are announced on local radio, television, the BGSU homepage, BGSU email, and on BGSU social media channels.
- Students should check the University home page for the most up to date information regarding the status of the University.

- Students who are unable to travel to class due to extreme conditions, closed roads or closed airports/cancelled flights are to notify the Director of Student Affairs and impacted faculty as soon as safely possible.

6.3.0 PROCEDURE ON RELIGIOUS ACCOMMODATIONS

In alignment with [Ohio Public Policy on Student Religious Accommodations](#), students in the DPT Program who need religious accommodations are entitled to “up to three days each academic semester to take holidays for reasons of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization” (BGSU Policy 3341-3-82). This would be considered an excused absence under the BGSU DPT policy on Academic Participation (DPT Student Handbook 6.1.0).

Students can request for religious accommodation with regard to examinations and academic requirements such as homework, projects and presentations. A religious accommodation can be requested if **both** of the following apply:

- (a) The student’s sincerely held religious belief or practice severely affects the student’s ability to take an examination or meet an academic requirement;
and
- (b) The student provides the core faculty with written notice of the specific dates of such accommodations no later than fourteen calendar days after the first day of instruction in a particular course
- (c) Due to the accelerated nature of this program, if the holiday falls within the first fourteen days of instruction, the student is expected to inform core faculty of religious accommodations no later than fourteen days before the first day of instruction in a particular course. This allows core faculty time to set up alternative examination or academic requirement.

The core faculty, at their discretion, will schedule a date and time for an alternative examination or other academic requirement. This can take place before or after the examination or the academic requirement was originally scheduled.

To assist the students in requesting a religious accommodation, all DPT course syllabi will contain the following statement:

In alignment with [University Policy \(3341-2-82\)](#), students are entitled “up to three days each academic semester to take holidays for reasons of faith or religious or spiritual belief system or participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization”.

To request a religious accommodation, students must email the respective core faculty and the Director of Student Affairs within the first fourteen calendar days of the start of each session. The student must provide the course instructors with written notice of the specific dates for which they are requesting accommodation.

Students may contact the [Dean of Students](#) for more information about this policy.

If required, the Director of Diversity and Belonging and Director of Student Affairs will serve as the liaisons between the students and individual core faculty to facilitate such arrangements. Faculty will make every effort to support religious accommodations that are requested according to university policy described above.

Students who would like to make a complaint related to religious accommodations should follow the procedure described on [University Policy \(3341-2-82\)](#).

6.4.0 PROCEDURE ON ACADEMIC ACCOMMODATIONS

Students in the DPT Program who need academic accommodations are encouraged to contact the AS office as soon as possible after admission to the Doctor of Physical Therapy Program. The Director of Student Affairs (DSA) will work with the Director of Admissions to facilitate the connection between the student and the AS office, if requested by the student. Students should initially contact the AS office via phone (419-372-8495) or email (access@bgsu.edu).

To assist students with disabilities in connecting with the AS office, all DPT course syllabi will contain the following statement:

Accessibility Services provides equal access and reasonable accommodations to students with disabilities attending BGSU. Students wishing to discuss their eligibility for such accommodations are encouraged to contact the office at phone: 419-372-8495, fax: 419-372-8496, or email: access@bgsu.edu.

To apply for accessibility services, students must submit documentation of their disability for review by AS staff. There is no deadline to apply for services, but students should be advised that the review process can take several weeks, and accommodations cannot be implemented without formal documentation from AS. Visit the [Student Resources](#) page to initiate the request for academic accommodations.

Once AS has received and reviewed the documentation, the office will notify the student in writing of the eligibility status. Notification will be sent to the student's BGSU email account.

Students who are registered for services are required to contact their faculty at the beginning of each session to share a Student Accommodation Memo and discuss approved accommodations. If faculty have any questions about a student's accommodations, they can contact the AS office directly. Students who request accommodations without an accommodation memo need to be referred to AS to start the process of registering for services.

The DSA serves as the liaison between the students, individual core faculty, and AS to facilitate arrangements for accommodations. The DSA and Director of Curriculum work closely with all lead course instructors to ensure courses are designed to meet required standards. Faculty will make every effort to support reasonable accommodations that are requested within a timely manner.

Failure to communicate with faculty and provide documentation of accommodations as soon as possible may result in an inability to provide the necessary accommodations. Faculty would expect a reasonable notification of at least 1 week prior to the assessment requiring the necessary accommodations. If a student does not inform the faculty of their accommodations, it will be assumed by the faculty that no accommodations exist, or the student does not wish to enact their accommodations. Once accommodations are determined by AS, the accommodations do not automatically transfer between classes or sessions. It is the responsibility of the student to activate their accommodations for every class.

Accommodations in practical and clinical assessments and settings may not be the same as those received in the academic setting.

Students who would like to make a complaint related to academic accommodations should follow the [Accessibility Services Complaint Procedure](#) on the Accessibility Services website.

6.5.0 DRESS CODE

Students are expected to dress in an appropriate manner whether in classroom (physical or virtual), laboratory, clinic, or other professional setting.

6.5.1 GENERAL GUIDELINES

- Undergarments must be worn and be fully covered by clothing always.
- In all cases, students must be able to sit/stand, reach overhead, squat, and reach to the floor or toward the feet without exposing skin of the trunk. Any exposure of the stomach, back or chest should be intentional and only for learning purposes.
- For safety, hair must be clean, neat, and out of the face. Hair may be colored or highlighted, only in natural tones. Styles and cuts must be modest and professional.
- Nails should be kept short and clean. No acrylic or dip-powdered nails for immersion labs and clinical experiences are allowed.
- Jewelry should be conservative, modest and small. Loose or dangling jewelry (e.g. long necklaces, bracelets, large rings, long earrings) are to be removed for the safety of patients and students while in lab or in the clinic. All body piercings, except for small earrings, must be removed when in lab, clinic, or special event attire.
- Tattoos or body art must be covered by clothing, flesh colored bandaging or make-up when in clinic and professional attire and exposed only as necessary when in classroom or lab attire. Visual displaying of tattoos that offend a reasonable standard of decency (e.g., obscene, sexually explicit, vulgar) is always prohibited.

6.5.2 LAB CLOTHES

This style of dress requirement will be utilized for identified occasions during the curriculum related to lab immersions. Lab clothes may include: tank top or t-shirt; athletic pants; shorts with compressions shorts underneath; sports bras; athletic

leggings; athletic shoes. In general, dress should be modest but allow students to expose areas for observation and palpation applicable to the specific laboratory experience. Additional or more specified requirements for lab clothes may be stated in the course syllabus.

6.5.3 CLINICAL ATTIRE

This style of dress requirement will be utilized for identified occasions during the curriculum such as outside guests presenting during lab immersions, visiting external facilities, and/or during clinical internships. Attire may include the following:

- Dress slacks or khakis - no capris, jeans, shorts, or leggings
- Dress shirt or Polo - no T-shirts, muscle shirts, or tank tops
- Blouses or shirts of modest cut
- Shoes (with socks), closed toe with less than 1" heel, no sandals, not distracting in style or color
- White lab coat or scrub tops and bottoms, in site specific color, may be required for off-site facilities or clinical education experiences.
- BGSU student physical therapy name tag is required to be displayed always when going to an off-site facility.

6.5.4 SPECIAL EVENT ATTIRE

In addition to the clothing identified in section 6.6.3 clinical attire, special event attire may also include the following:

- Dresses or skirts: modest in length and fit (i.e. no shorter than mid-thigh)
- Coats and/or ties
- Dress shoes, heels or sandals

6.5.5 DRESS CODE VIOLATION

- The Bowling Green State University DPT Program values professional conduct. Any violation of the dress code may be considered a professional conduct concern, as outlined in section 2.3.1 of the DPT Student Handbook.

6.6.0 FOOD AND BEVERAGES

Apart from water, outside food and beverages are prohibited inside the lab area. Water bottles should have a lid with the ability for full closure.

6.7.0 USE OF DISTRIBUTED MATERIALS & LECTURES

As a hybrid program, DPT students will have extensive access to audio and video-recorded lectures, handouts, and other printed or electronic media materials. These lectures and materials have been developed by BGSU, the University partnerships, and/or the DPT Program for the sole purpose of educating students enrolled in the program. Students are expected to be familiar with the appropriate use of these lectures and materials according to the following requirements:

- BGSU makes audio and video recorded lectures and handouts available to students.
- Students are not permitted to communicate or distribute through any vehicle or media any materials recorded at or produced by or for BGSU and the DPT Program to any other individuals, including BGSU students.
- Failure to comply may result in violation of the [Academic Honesty Policy](#) or [Code of Student Conduct](#).

6.8.0 HIPAA

DPT Program students will have access to confidential information related to other students, patients/clients, or others during their course of physical therapy education. Students receive training in protecting patient/client confidentiality and Health Insurance Portability and Accountability Act (HIPAA) guidelines. It is a student's responsibility to maintain the confidentiality of any information related to patients and/or clients.

Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal or clinical right to the information.
- Unauthorized use, copying, or reading of patient medical records.
- Unauthorized use, copying or reading of employee/hospital records.
- Taking patient records outside the clinical facility.
- Any tampering of patient information.

This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to any personal/confidential information to which the student may have access while participating in physical therapy education.

The student is to use discretion when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot easily be overheard by those not involved in the patient's care. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained.

Additionally, some clinical facilities will have their own published policies/procedures related to protecting patient/client information that students are expected to follow.

Failure to comply with HIPAA guidelines may result in sanctions and may be grounds for dismissal from the program.

6.9.0 GRIEVANCES

Any member of the community has the right to raise concerns or make a complaint without fear of retaliation. Anonymous complaints may be made by reporting online at [Report an Incident](#).

The anonymous reporting line does not support reporting of academic matters, student conduct matters, or employee grievances. Students with concerns regarding course grades should follow the School of Physical Therapy Grade Appeal Procedures in section 4.4.1 and then the Graduate Appeals Policies in section 4.6.0 of this handbook.

The following guidelines apply for grievances not related to academic grades:

- Specific grievances about a student, faculty member, or the program should be documented in writing and discussed first with the person involved.
- Specific grievances about a course should be documented in writing and discussed with the primary instructor for the class. If resolution is not achieved, the grievance should be elevated to the Director of Curriculum.
- Unresolved grievances will be elevated to the Program Director and then to the Dean of the College of Health and Human Services. Specific grievances related to the Program Director should be submitted to the Dean.

Additional BGSU grievance procedures are outlined below:

- Academic matters involving faculty and/or students should be reported to Academic Affairs at 419-372-2915.
- Non-academic student conduct matters should be reported to the Dean of Students' Office at 419-372-2843.
- Faculty and employee grievances should be reported to the Office of Human Resources at 419-372-8421.

Grievances related to program accreditation should first be managed using the guidelines above. If the grievance is not resolved satisfactorily, the individual may then direct the grievance to the Commission on Accreditation in Physical Therapy Education (CAPTE). Contact information for CAPTE can be accessed through the APTA website at www.apta.org or by calling the Department of Accreditation of APTA at 703-706-3245. CAPTE can only respond to specific PT accreditation criterion violations. If a student chooses to file a complaint with CAPTE, the signed letter of complaint should be sent to:

Commission on Accreditation in Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314

6.10.0 CONFIDENTIALITY OF STUDENT RECORDS

Faculty and staff members have the responsibility to protect the confidentiality of educational records in their possession in accordance with established [FERPA](#) guidelines and BGSU [Data Use and Protection Policy](#). No information concerning a student's progress or standing will be released to organizations or persons outside the university community without the student's consent.

A secure electronic record for each student is maintained that provides secure access to program administration and faculty as assigned.

The following procedures are utilized to ensure confidentiality of student records:

- Electronic files are uploaded to secure folders within the BGSU network: Canvas, Navigate, One Drive, and MyBGSU. Security measures such as firewall protection, VPN, secure wireless connections across the campus and remotely, duo two-factor authentication, and unique username and password provide high levels of information security and protection for these records. After graduation, the electronic records are archived and stored for future use as needed. Records are retained in accordance with BGSU policies.
- Confidentiality of student records related to clinical education is discussed in the DPT Clinical Education Handbook.
- Confidentiality of student records related to admissions is discussed in the DPT Admissions Handbook.
- Should any hard copies of student records be required, they will be secured in a locked and fire-proof file cabinet in the office of the Operations Coordinator for the School of Physical Therapy. Records are retained in accordance with BGSU policies.
- All student records are secured always with access limited to program faculty and staff.
- All faculty and staff accessing student records, whether electronic or paper files, are responsible for the security and confidentiality of the file(s) until it is returned to secure storage. Students may gain access to their personal records under the direct supervision of program faculty or staff.

6.11.0 LAB IMMERSION ACCESS

The program lab immersion space offers multiple opportunities for students to practice hand-on skills both during and outside of class times. Faculty will make arrangements with students for practice outside of class time as needed. Level of supervision during practice outside of class time is dependent on course content and determined by the assigned primary faculty in each course. Information will be communicated to the students within the Canvas LMS. Students may be required to schedule an appointment time to practice lab skills which require faculty supervision.

7.0 STUDENT OPPORTUNITIES

7.1.0 PHYSICAL THERAPY STUDENT ASSOCIATION (PTSA)

The BGSU PTSA is established to create multiple leadership opportunities in the BGSU DPT program to support active engagement, provide social/emotional support, and encourage professional development of students in the program while not overburdening individual students.

All BGSU DPT students are members of the PTSA. Student leadership in the form of an executive board will oversee the PTSA. The standing committees of the PTSA include the Student Council, Student Service Committee, and Student Admissions Committee. Separate executive boards and committee memberships exist for each cohort of the program. The term for all board and committee positions will be 2 years,

the duration of the DPT program. Should a student be unable to fulfil the terms of their leadership position, the Director of Student Affairs (DSA) will work to create a midterm election consistent with the election procedures to fill the vacant position.

7.1.1 EXECUTIVE BOARD

PRESIDENT

- Lead student council and executive board meetings
- Communicate with BGSU DPT Program Director and DSA
- Serve as the student delegate for Grad Council
- Coordinate regular meetings of the Student Council and Executive Board.

VICE PRESIDENT

- Communicate with BGSU DPT students
- Assist the President as needed

TREASURER

- Manage budget including money earned during fundraising

SECRETARY

- Take and share meeting minutes
- Share agenda with all members of the organization
- Book meeting rooms as needed

STUDENT SERVICE COMMITTEE CHAIR

- Coordinate regular meetings of the Student Service Committee
- Attend periodic meetings with the Director of Diversity and Belonging

STUDENT ADMISSIONS COMMITTEE CHAIR

- Coordinate regular meetings of the Student Admissions Committee
- Attend periodic meetings with the DPT Admissions Chair

TEAM LEADERS (1 PER TEAM)

- Oversee organization of team events to provide academic and social support e.g.) review sessions, social events, Facebook group, etc.
- Maintain regular, open communication with team members to facilitate a sense of community and connection within the team
- Serve as a liaison between the academic coaching teams and the Chairs of the Student Council, Student Service Committee, and Student Admissions Committee
- Support incoming students through orientation activities
- Attend periodic meetings with the academic coach of the team
- Attend periodic meetings with the DSA

7.1.2 STANDING COMMITTEES

STUDENT COUNCIL

- Serves as a liaison between the class and the DPT Committee of the Whole
- Solicits feedback from the class pertaining to the DPT program curriculum, operations, student services, student inclusion and belonging, etc. Provide pertinent feedback to the Program Director and faculty (anonymous if desired) as a means for program assessment and improvement
- Provides class with periodic updates as provided by the DPT administration and faculty
- Coordinates fundraising efforts to support the class
- Executive Board
 - President
 - Vice President
 - Treasurer
 - Secretary
- Faculty liaison: Program Director

STUDENT SERVICE COMMITTEE

- Supports the mission of the School of Physical Therapy in creating positive change in the lives of patients and communities
- Solicits input from the class on service opportunities of interest
- Communicates to the class service opportunities through BGSU and the American Physical Therapy Association (APTA)
- Encourages and coordinate student involvement in BGSU service days when possible
- Encourages and coordinate student involvement in the APTA at the local and national level
- Executive Board
 - Chair
- Faculty liaison: Director of Diversity and Belonging

STUDENT ADMISSIONS COMMITTEE

- Attend various admissions and recruitment webinars and prospective student days (if local)
- Serve as tour guides for any prospective student interest during lab immersion weeks
- Serve as positive representatives of the BGSU DPT program
- Executive Board
 - Chair
- Faculty liaison: Director of Admissions

7.1.3 PROCEDURES

- The DSA will introduce committees and leadership opportunities to all students during online orientation
- At the end of onsite orientation, academic coaches will make recommendations to the DSA for Student Council, Service Committee members, and Admissions Committee members.
 - It is recommended that coaches solicit interest from their students during orientation activities
 - DSA will then ask students if they are interested in running
 - Additional nominations will be taken from the class if there is not a full slate of candidates for open positions
 - Interested students will submit a brief bio and service statement to the DSA
 - DSA will post bios and statements for slate of candidates and will run the election through online polling
 - Majority votes will win with a maximum of 10 students per committee
- Once committee membership has been determined via the election, the Executive Board positions will be elected by members of the committee through anonymous voting coordinated by the DSA
- Elections for team leaders will occur at the end of onsite orientation and will be run by academic coaches
 - Academic coaches will solicit nominations for team leader from their team of students
 - Voting will occur electronically
 - Majority votes will win

7.2.0 THE AMERICAN PHYSICAL THERAPY ASSOCIATION (APTA)

7.2.1 APTA MISSION

Building a community that advances the profession of physical therapy to improve the health of society.

7.2.2 APTA VISION

Transforming society by optimizing movement to improve the human experience.

7.2.3 MEMBERSHIP

The American Physical Therapy Association (APTA) is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to many benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (which will be needed for many course assignments) and online access to research resources with many full text articles that may not be available through the university databases. Students will gain opportunities to increase their involvement in the profession of physical therapy at the state and national level in the areas of advocacy, conferences, community service, and professional networking.

The School of Physical Therapy is committed to developing future leaders for the physical therapy profession. Accordingly, the BGSU School of Physical Therapy pays for APTA membership for all enrolled students.

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

7.3.0 COMMUNITY SERVICE

7.3.1 MARVIN CENTER FOR STUDENT LEADERSHIP AND CIVIC ENGAGEMENT

The [Marvin Center for Student Leadership and Civic Engagement](#) is a gateway for faculty, students, and the community to access opportunities and resources and develop research, teaching, and partnership skills to impact our region and world. In alignment with our mission and vision, students and faculty in the BGSU DPT Program will participate in regular community outreach experiences.

7.3.2 PROBONO NATIONAL HONORS SOCIETY

Students in the BGSU DPT Program are encouraged to investigate the [Pro Bono National Honor Society](#) to facilitate the development of social responsibility and community service.

8.0 STUDENT SUPPORT SERVICES

8.1.0 STUDENT AFFAIRS AT BGSU

[The Division of Student Affairs](#) is dedicated to fostering student development in a safe, healthy, and inclusive learning environment. Our work focuses on the student experience and intentionally developing learners, engaged citizens, and social change leaders during their years at BGSU while promoting the public good.

Our partnerships with Academic Affairs and other campus colleagues allow us to prioritize student success for an ever-changing student population. We support the academic, social, and personal growth of our students and focus on developing a sense of belonging amongst our campus community. We encourage each student to take advantage of the many programs, organizations, and resources available to them at BGSU and are intentional in integrating the in class and out of class experience while focusing on the whole student.

While providing a welcoming, safe, and inclusive environment where students can grow and thrive has always been at the core of our work, in our ever-changing world this has become even more critical. Members of our staff are able to serve as a resource for parents and family members, as we work together in achieving student success.

Throughout the institution, we are very focused on our planning with the intent to resume in-person learning in the fall and are committed to keeping students and their families updated regarding summer planning and fall preparations. Please feel free to contact any of our offices at any time. In addition, check this site often for updates and program announcements.

- Phone: 419-372-2147

- 110 McFall Center
- vpsa@bgsu.edu

8.2.0 ACCESSIBILITY SERVICES

The mission of [Accessibility Services at Bowling Green State University](#) is to provide equal access and opportunity to qualified students, faculty, and staff with disabilities. The goal of Accessibility Services (AS) is to increase awareness of disability issues and support the success of students with disabilities by providing opportunities for full integration into the BGSU community. Accessibility services and accommodations are available for all students residually and remotely.

Students are encouraged to contact the AS office as soon as possible after admission to the Doctor of Physical Therapy Program. The Director of Student Affairs (DSA) will work with the Director of Admissions to facilitate the connection between the student and the AS office. Students should initially contact the AS office via phone or email.

- Phone: 419-372-8495
- 38 College Park Office Building
- access@bgsu.edu

Further details on how to apply for services through Accessibility Services can be found here: <https://www.bgsu.edu/accessibility-services/students.html>

8.3.0 FALCON HEALTH CENTER

In collaboration with Wood County Hospital, the Falcon Health Center provides a wide range of primary and preventative care to all Bowling Green State University (BGSU) students, faculty, staff, and the surrounding community. The Falcon Health Center is located next to the BGSU campus. The Center offers convenient care appointments with medical providers, immunizations, travel medicine, skin screenings, lab and radiology services, acupuncture, chiropractic care and physical therapy. The Falcon Health Center offers a full-service pharmacy with drive through.

Visit the [Falcon Health Center](#) for more information.

8.4.0 BGSU COUNSELING CENTER

Students come to the Counseling Center for a variety of reasons including: study/test taking concerns; stress/anxiety reduction; relationship concerns; depression; family concerns; eating disorders; sexual concerns; grief and loss; and other related concerns.

- Phone: 419-372-2081
- 104 College Park

BGSU counselors are licensed to practice within the state of Ohio. For students residing outside of Ohio, the BGSU School of Physical Therapy has contracted with ComPsych for counseling services.

8.5.0 COMPSYCH

BGSU School of Physical Therapy has contracted with ComPsych to deliver comprehensive counseling services to DPT students through the Student Assistance Program (SAP). ComPsych services will provide students with easy access to counseling services via a 24-hour, toll-free phone number in addition to chat and email access. The SAP provides 5 free counseling sessions per student per concern and/or appropriate referrals to a local mental health provider if needed. This program is designed to remove barriers to learning and provides a support system to help students cope with everyday struggles. The SAP provides students with expert guidance for behavioral and emotional health, legal issues, financial problems, and life-balance concerns.

Regardless of location, DPT students will have access to 24/7 guidance consultants through the Confidential Assessment Service. These in-house clinicians conduct individual assessments of each student and provide the support, referrals and resources necessary to resolve any issue. Guidance consultants may refer the student to community associations or organizations when the need for more specialized resources exist, to include:

- Referral to a university-based or community mental health resource or health care provider
- Referral for face-to-face behavioral health counseling with an SAP professional
- Student life-balance services, including financial and legal information, child and elder care, and relocation resources
- Critical incident response

For help anytime, students should call the 24-hour toll-free phone number or go to www.guidanceresources.com.

More information regarding the Student Assistance Program can be found on the student Canvas page.

8.6.0 LEARNING COMMONS

[Learning Commons](#) provides students with academic resources that foster independent learning. The highly trained professional, graduate, and undergraduate staff utilizes technology and additional resources to offer individual and group tutoring and consultations tailored to meet the needs of any student in any course at any time in the learning process. Students can contact Learning Commons directly or speak with the Director of Student Affairs or their academic coach regarding the available services.

- Phone: 419-372-2823
- William T. Jerome Library
 - Room 140
 - tlc@bgsu.edu

8.6.1 SERVICES

THE WRITING CENTER

[The Writing Center](#) is committed to the success of campus and community writers throughout various stages of their writing projects, with primary emphasis on the development of student writers. Writing services are available in person or remotely. Students can access The Writing Center in multiple ways:

- Call The Learning Commons at 419-372-2823
- Visit MyBGSU to schedule an appointment via Navigate
- [Email a draft](#) to a writing consultant

MATH & STATISTICS

[Math and statistics](#) tutoring is available via both in-person or remote drop-in appointments. You can also visit MyBGSU to schedule an appointment via Navigate

ACADEMIC COACHING

[Academic coaching](#) is available to all BGSU students to assist with non-content specific academic needs such as study strategies, test-taking strategies, note-taking methods, time management assistance, individualized attention, to-do lists, mapping out of assignments, access to resources in the Jerome Library, and referral services. Students can request an academic coach by completing the [Academic Coaching Request Form](#).

PEER TUTORING

Course-Based Tutoring is offered through [Learning Commons](#) to assist students in mastering course content. Students can arrange for a peer tutor by [visiting](#) the [DPT Tutoring website](#).

THE FALCON LEARNING YOUR WAY (FLY) PROGRAM

[The FLY Program](#) assists students with specific learning disabilities (SLD) and/or ADHD by providing individualized support. For details about the support that is provided by the FLY program, please consult the FLY Program homepage, email the program at FLY@bgsu.edu, or call 419-372-UFLY (8359).

8.7.0 DIVERSITY & BELONGING

Bowling Green State University values diversity as essential to improving the human condition. Diversity and inclusion immeasurably enriches all that we do to engage, understand, and respect individuals. Within our community, the diversity of identities and life experiences determines how we perceive and contribute to society. We acknowledge that diversity has not always been understood or embraced in our society, yet, at BGSU, we will strive to understand and embrace diversity by breaking down barriers to meaningful participation to ensure that individuals are treated with dignity. As a community, we commit to advance this culture through a comprehensive strategy and diversity plan that focuses on the recruitment, retention, and success of a diverse student body, faculty, staff and administration.

As a public university for the public good, our bedrock commitment to diversity and belonging requires mutual respect, understanding, and valuing individuals to facilitate a more diverse and inclusive environment so all can belong.

Download the [Diversity and Belonging Comprehensive Strategy and Plan](#)

8.7.1 OFFICE OF MULTICULTURAL AFFAIRS

- Phone: 419-372-2642
- 401 Bowen-Thompson Student Union
- Bowling Green, OH 43403
- oma@bgsu.edu

8.7.2 CENTER FOR WOMEN AND GENDER EQUITY

- Phone: 419-372-7227
- 280 Hayes Hall
- Bowling Green, OH 43403
- cwge@bgsu.edu

8.7.3 CENTER FOR VIOLENCE PREVENTION AND EDUCATION

- Phone: 419-372-7227
- 280 Hayes Hall
- Bowling Green, OH 43403
- cvpe@bgsu.edu

8.7.4 LGBTQ+ RESOURCE CENTER

- Phone: 419-372-2642
- 427 Bowen Thompson Student Union
- Bowling Green, Ohio 43403

8.7.5 TITLE IX

- Phone: 419-372-8476
- 207 Hayes Hall
- Bowling Green, Ohio 43403
- <http://www.bgsu.edu/titleix>

8.8.0 INFORMATION TECHNOLOGY SERVICES (ITS)

ITS provides technology support for all BGSU students to ensure you have a great technology experience beginning with the first time you log in as a new member of the BGSU community.

Learn more about support for remote students

here: <https://www.bgsu.edu/its/wtlr/remote-learn/ecampus-tech.html>

8.8.1 TECHNOLOGY AND INFORMATION SECURITY

USE OF INNOVATIVE TECHNOLOGY

The DPT Program encourages faculty and students to develop, integrate, and/or use innovative technology ([approved for use by the University](#)) in ways that improve course delivery, active learning, and student outcomes.

In all circumstances, faculty must insure protection of student data in accordance with FERPA, HIPAA, and BGSU policies. All personal computers and electronic devices must be password protected and maintained in secure environments. Students also have a responsibility to maintain information security.

Students are responsible for all uses of their computer accounts. Security passwords should be protected information, changed periodically to improve security, and not shared with other individuals.

INFORMATION SECURITY MEASURES

All active members of the BGSU community are provided with a BGSU account which allows access to the MyBGSU Portal, BGSU email, Canvas, OneDrive file storage, and many other services. It serves as the primary account for everyone at BGSU.

The security of BGSU accounts is maintained by BGSU Information Security. The mission of [BGSU Information Security](#) is to protect the confidentiality, integrity and availability of information technology at Bowling Green State University.

Maintaining these resources is vital to the educational, research and operational missions of the University. Supporting these missions is the responsibility of all members of the BGSU community.

Information security measures provided by BGSU include the BGSU Virtual Private Network (VPN), which allows faculty and staff to securely connect to the BGSU network while off campus to access certain BGSU resources.

Additionally, Two Factor Authentication (Duo) is required to access secure university data and personal data stored in MyBGSU and BGSU email.

EDUCATIONAL SECURITY MEASURES

As a hybrid program, a significant portion of the curriculum is delivered in a credit bearing distance-learning format. As such, the program must comply with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning. The program must verify that the student registered for a course is the same student who participates in and completes the course requirements and receives academic credit.

The program uses the following standardized systems to ensure test security and integrity, determine student identity and ensure student privacy and course quality:

- **CANVAS** - BGSU uses the learning management system Canvas to support the delivery of hybrid and online learning courses and programs. Students are provided an orientation to Canvas during program orientation. Students will use an individual secure login and password when accessing courses and completing coursework in the Canvas Learning Management System. Students have access to their own grades in Canvas but are not able to see grades of other students.

Faculty access to student grades and records in Canvas is restricted to appropriate faculty and staff for each individual course.

- EXAMSOFTE – A comprehensive digital platform designed to verify the identity of students and create a secure testing environment, enabling them to take exams at their convenience without requiring high-speed internet access. ExamID is an advanced facial recognition technology that reliably authenticates the identity of exam-takers. The platform prevents exam-takers from accessing the internet or other computer features during the assessment. Additionally, ExamMonitor uses advanced machine learning and facial recognition technology to deliver accurate and reliable exam proctoring that surpasses human proctoring capabilities. ExamSoft ensures a higher level of academic integrity by eliminating bias and human error.
- TURNITIN ORIGINALITY CHECK - This program is fully integrated into Canvas and checks students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database. Turnitin shows how much of the student's submission matches content from Turnitin's databases so instructors can quickly understand how much content is unoriginal.
- Additionally, faculty will use pedagogical practices to verify student identity. Faculty will be alert for sudden changes in academic performance, writing styles, or odd online behaviors exhibited by the student.

8.9.0 LIBRARY

All students, faculty, and staff of BGSU have access to library materials, either in-person access at the library or online with electronic books, online databases, and streaming media (where available). Therefore, the University Libraries (UL) provides access to both our in-person and distance students, faculty, and staff. The UL also provides research and other library-related assistance to all members of the BGSU community through access in-person, text messaging, [Ask a Librarian](#) chat, email, and phone reference services provided by reference and instruction librarians. While the library is open an average of 110 hours a week, the Research and Information desk (as well as online chat) is staffed 80 hours per week, including evenings and weekend service.

In addition, the University Libraries' instructional services actively integrate information literacy into the curricula and facilitate students' acquisition of critical thinking and information-seeking skills. Librarians in the STEM and Health Sciences Team serve the College of Health and Human Services. These librarians work specifically with students and faculty in the School of Physical Therapy to provide instruction, reference, and research assistance. They do so through both live and recorded research instruction, virtually or in the classroom, and through [IRA's](#) (Individual Research Appointments). Librarians also provide online research guides for both the program and individual courses using LibGuides (ex. <https://libguides.bgsu.edu/pubh>). Librarians also work closely with faculty in the School of Physical Therapy to develop a collection of materials that support the department's teaching, learning and research needs.

BGSU students may also access materials in a timely manner by borrowing print materials through OhioLINK, a consortium of 118 academic libraries distributed among 90 different Ohio college and university libraries that work together to provide Ohio students, faculty and researchers with the information resources they need for teaching and research. These materials include print and electronic books, serials, databases, and audiovisual media. OhioLINK materials may be requested and picked up at the researcher's home institution, or at any of the participating libraries through OhioLINK's Pick-Up Anywhere program. For BGSU employees and students living outside of Ohio, but inside the United States, they can request print material be sent to them by mail by contacting ill@bgsu.edu to initiate their request. Recipients are expected to return the item by the assigned due date and pay for return shipping. Together, OhioLINK member libraries provide access to more than 46 million books and materials, 136 research databases, 29 million electronic journal articles, 181,000 e-books, 103,000 images, video and sound files, and more than 93,000 full text, openly accessible theses and dissertations published by Ohio students. In addition to robust statewide OhioLINK offerings, BGSU makes local purchases of materials and subscribes to additional sources of information to support the curriculum.

Current health sciences indexing and abstracting resources include MEDLINE with Full text/PubMed, CINAHL Plus with Full Text, Cochrane Library, Dissertations & Theses (ProQuest) and others that can be accessed on and off campus through authentication at <https://www.bgsu.edu/library> and <https://libguides.bgsu.edu/az.php?s=46700>. In addition to our current journal subscription content, our Interlibrary Loan Department provides timely articles by request at no cost to students and faculty.

The University Libraries also supports [ScholarWorks@bgsu.edu](https://scholarworks.bgsu.edu), an openly accessible repository for scholarly content should the School of Physical Therapy program ever need a place to showcase and make available material created by faculty or students. This platform also supports the creation of online textbooks and peer reviewed journals.

The library is administered by Sara A. Bushong, Dean of University Libraries, sbushon@bgsu.edu

8.10.0 ACCESSPHYSIOTHERAPY

AccessPhysiotherapy is a comprehensive online educational resource for physical therapy students. It provides students with access to textbooks, video libraries, case studies, National Physical Therapy Examination preparation, and more. All content is continually updated to ensure students receive access to the latest evidence.

Students in the BGSU DPT Program have remote access to these resources through their secure log-in via Canvas. Students will not be required to purchase additional materials.

8.11.0 REGISTRATION AND RECORDS

The [Office of Registration and Records](#) is responsible for each student's class registration and is the official source of information for the academic record.

- Phone: 419-372-8441
- Office of Registration & Records

- 110 Administration Building
- 1001 E. Wooster St.
- Bowling Green, OH 43403
- Registrar@bgsu.edu

8.12.0 BURSAR

The [Office of the Bursar](#) supports the University's strategic plan by maintaining the financial assets of the University while providing fiscal guidance and quality customer service to students, parents, other University departments, and external agencies.

Student bills are available exclusively online through MyBGSU. Your online student account summary serves as BGSU's official bill. Students can login using their user name and password. Contact the Office of the Bursar with any questions.

- Phone: 419-372-2815
- 132 Administration Building
- 1001 E. Wooster St.
- Bowling Green, OH. 43403
- bursar@bgsu.edu

8.13.0 FINANCIAL AID AND SCHOLARSHIPS

Financial aid is the economic assistance available to help students pay for college. The economic assistance at the graduate level primarily consists of graduate loans as the source of financial aid. The BGSU Office of Student Financial Aid and Scholarships works closely with students to process federal, local and institutional aid.

Visit the [Office of Student Financial Aid and Scholarships](#) webpage for more details.

- Phone: 419-372-2651
- 319 Administration Building
- Bowling Green, Ohio 43403

8.14.0 OFFICE OF PARENT AND FAMILY CONNECTIONS

BGSU is committed to supporting all students. Visit the [Office of Parent and Family Connections](#) for more details. If you are a parenting student, please visit [Students who are Parents](#) for links to on-campus and off-campus resources. Contact the Office of Parent, Family and New Student Connections with any questions.

- Phone: 419-372-0438
- families@bgsu.edu

9.0 STUDENT CONDUCT STANDARDS & UNIVERSITY POLICIES

All students in the Bowling Green State University Doctor of Physical Therapy Program as responsible for becoming familiar with the BGSU Student Handbook, Graduate College Catalog and Policies, and University Policies. Direct weblinks are provided to

ensure that all DPT students have access to the most current versions of the policies. Students should always defer to the web-based versions of any University handbook or policy.

- For the [BGSU Student Handbook](https://www.bgsu.edu/student-handbook.html), please visit <https://www.bgsu.edu/student-handbook.html>
- For the [Graduate College Catalog and Policies](https://www.bgsu.edu/graduate/catalogs-and-policies.html), please visit <https://www.bgsu.edu/graduate/catalogs-and-policies.html>
- For all University policies, please visit the [BGSU General Counsel website](https://www.bgsu.edu/general-counsel/university-policies.html) at <https://www.bgsu.edu/general-counsel/university-policies.html>

9.1.0 BGSU STUDENT RIGHTS & RESPONSIBILITIES

9.1.1 STUDENT RIGHTS

One of the concerns of Bowling Green State University is to provide each student with the opportunity to learn. Therefore, some personal freedoms and rights of students include, but are not limited to:

- Freedom of inquiry, speech and assembly.
- Freedom from threats.
- Freedom from acts of violence.
- Freedom from unfair or obscene treatment from others.
- Freedom from interference from others in an unreasonable and unauthorized manner while in class, activities and public events.
- Freedom from theft and willful destruction of personal property.
- Right to study and to learn in an atmosphere of academic freedom.
- Right to procedural due process in University conduct action.
- Right to be governed by justifiable academic regulations.
- Right to be informed of the regulations for academic and social conduct, and graduation requirements of the University.
- Right to petition for redress of grievances, academic and nonacademic.
- Right to be informed in writing of alleged violations of the Code of Student Conduct.

9.1.2 STUDENT RESPONSIBILITIES

Each student has the responsibility:

- To respect the rights and property of others.
- To be fully acquainted and comply with the published rules and regulations of the University.
- To comply with all local, state and federal laws
- To recognize that student actions reflect upon the individuals involved as well as upon the entire University community.

- To recognize the University's obligation to provide an environment conducive for learning and academic inquiry.
- To adhere to the academic requirements determined by individual instructors.

9.2.0 BGSU CODE OF ACADEMIC CONDUCT

The [Academic Honesty Policy](#) is designed to enhance and sustain an environment of ethical and principled intellectual pursuit, consistent with the core values of the University. This policy is based on respect for intellectual property as well as for one another. Academic honesty is essential to the academy. Honest pursuit of academic challenges and higher learning are the essence of the university experience. Respect for one another is fostered when our academic environment is free from cheating, lying and stealing not only of property, but ideas as well. Individual and personal quests for knowledge will expand and challenge students' creativity and intellect. Academic dishonesty is contrary to intellectual growth and pride in a job well done. Bowling Green State University graduates have met the challenges of achieving scholarly excellence and higher learning. Compromising academic honesty negatively impacts the foundations of our academy. We strive to nurture the respect inherent in the honest attainment of scholarly excellence. Discussion of the Academic Honesty Policy provides an opportunity to instill in students respect for honest and appropriate behavior.

9.2.1 DEFINITIONS OF ACADEMIC HONESTY VIOLATIONS

This list is not exhaustive of possible violations of this policy. These definitions are based on Gehring, Nuss, Pavela, "Issues and Perspectives on Academic Integrity," published in 1986 by the National Association of Student Personnel Administrators Inc., and on the Code of Student Rights, Responsibilities, and Conduct, 1998, the Trustees of Indiana University. Lack of intent shall not be a defense against a charge of violating this policy. That is, it shall not be necessary to prove intent for a person to be in violation of this policy. Unawareness of the policy is not a defense.

CHEATING

- Using or attempting to use unauthorized assistance, materials, information, or study aids in any academic exercise. Submitting substantial portions of the same academic work more than once without permission or using another person as a substitute to take an examination or quiz.

FORGERY

- Altering a score, grade, schedule change form or academic record; forging an instructor's or another student's signature.

BRIBERY/THREATS

- Offering a bribe or making a threat or coercion related to a grade or an academic exercise.

FABRICATION

- Falsification or invention of any information, data, research or citation in any academic exercise.

PLAGIARISM

- Representing as one's own in any academic exercise the words or ideas of another, including but not limited to, quoting or paraphrasing without proper citation.

FACILITATING ACADEMIC DISHONESTY

- Helping or attempting to help another commit an act of academic dishonesty.

9.3.0 CODE OF STUDENT CONDUCT

Bowling Green State University aspires to create an academic environment grounded in intellectual discovery and guided by rational discourse and civility. Within our learning community, we endeavor to act on our Core Values:

- We respect one another and foster diversity and a culture of belonging.
- We collaborate with each other and our community partners in the region, the State of Ohio, the nation, and the world.
- We promote intellectual and personal growth through curricular and co-curricular efforts.
- We foster an environment of creativity, innovation, and entrepreneurship.
- We expect excellence in all we do.

This [Code of Student Conduct](#) is intended to ensure that students and recognized student organizations conduct themselves in accordance with these values by participating in the University environment, which respects differences of sex, sexual orientation, gender identity, gender expression, race or color, marital status, ethnicity, religion or creed, ancestry, genetic information, pregnancy, national origin, disability, age, and veteran's status. This Code creates a set of expectations for student conduct, ensures a fair process for determining responsibility when behavior may have deviated from those expectations and provides appropriate sanctions when a student or recognized student organization has violated the Code of Student Conduct. Every effort will be made to balance the needs and rights of the student or recognized student organization with the welfare of the community as a whole.

9.3.1 JURISDICTION OF THE UNIVERSITY

University jurisdiction shall address conduct that occurs on or off University premises, which adversely affects members of the University community and/or the pursuit of its objectives including, but not limited to, creating a positive academic environment, promoting responsible citizenship, and fostering an inclusive community.

9.3.2 PROHIBITED CONDUCT

View the [Code of Student Conduct](#) for complete details on prohibited conduct. Prohibited conduct includes but is not limited to:

- Offenses Against the University Community
- Offenses Against Persons

- Offenses Against Property
- Offenses Disrupting Order or Disregarding Health and Safety
- Violation of State, Federal, or Local Laws
- Interfering with the Conduct Process
- Shared Responsibility for Infractions

9.4.0 ANTI-HAZING POLICY

BGSU has zero tolerance for any form of hazing. View the [Anti-Hazing Policy](#) for complete details.

9.4.1 MANDATORY REPORTING

All University employees (including part-time employees, student workers and graduate assistants) and volunteers acting in an official capacity are considered mandatory reporters of hazing. Resources to educate employees and volunteers on these obligations are posted on the [BGSU hazing prevention website](#).

REPORTING OPTIONS

Employees, advisors, students and families have several options for where and how to report hazing activities or behaviors of concern including:

- Report to law enforcement: Call 911 or 419-372-2346.
- Report to the 24/7 hazing reporting line: Call 419-372-HAZE (4293).
- Report through [See it. Hear it. Report it.](#)
- Report in person to the Office of the Dean of Students (Bowen-Thompson Student Union 301).
- Report to Human Resources: Call 419-372-8421.
- Report to Office of Parent, Family and New Student Connections: Call 419-372-0438 or email families@bgsu.edu.

9.5.0 UNIVERSITY POLICIES & PROCEDURES

Refer to the [BGSU Student Handbook](#) for the most current Policies and Procedures including:

9.5.1 ALCOHOL & DRUG POLICIES

- Alcohol and Other Drugs of Abuse
- Alcohol Policy
- Drug-Free Workplace

9.5.2 EQUAL OPPORTUNITY & DIVERSITY POLICIES

- Non-Discrimination in Employment and Education
- Equal Education Opportunity
- Racial and Ethnic Harassment or Discrimination

- Sexual Harassment Policy
- Procedures for Filing Allegations of Discrimination and Sexual Harassment
- Student Sexual Misconduct and Relationship Violence Policy and Procedures
- Prohibition Against Retaliation
- Accommodating Student Pregnancy

9.5.3 HEALTH & SAFETY POLICIES

- Consumption Policy
- Emergency Communication Methods
- Hazing Policy
- Smoking Policy
- Violence
- Medical Amnesty Policy

9.5.4 STUDENT LIFE POLICIES

- View website for details

9.5.5 STUDENT ORGANIZATIONS

- View website for details

9.5.6 UNIVERSITY OPERATIONS

- View website of details

9.6.0 FERPA

The federal Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They include:

- The right to inspect and review the student's education records within forty-five days of the day the university receives a request for access.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Dept. of Education concerning alleged failures by Bowling Green State University to comply with the requirements of FERPA.

Students are notified of their FERPA rights annually by publication in the BGSU [Student Affairs Handbook](#).

9.7.0 STUDENT VETERAN-FRIENDLY CAMPUS

BGSU educators recognize student veterans' rights when entering and exiting the university system. If you are a student veteran, please communicate with your instructor so reasonable accommodations can be made for absence when drilling or being called to active duty. Refer to the [Veteran Support Services](#) web page for more information as needed.

9.8.0 POLICY ON FIREARMS, DEADLY WEAPONS, & DANGEROUS ORDINANCE

No person shall possess, store or use a firearm, deadly weapon or dangerous ordinance as defined in the Ohio Revised Code, in and/or on university owned, rented and/or sponsored property except where specifically permitted.

View the entire [Policy on Firearms, Deadly Weapons, & Dangerous Ordinance](#).

9.9.0 FINANCIAL RESPONSIBILITY

Students are expected and required to meet all financial obligations to Bowling Green State University while enrolled. Students will sign the Student Financial Responsibility Agreement via the MyBGSU Student Center at the beginning of their Graduate career at BGSU. The agreement serves as notification of potential consequences of non-payment, and to provide vital account information. If a student chooses not to complete the Agreement, they will not be permitted to register for classes until the issue is resolved. Students with concerns about this policy are encouraged to contact the Bursar Office at Bursar@bgsu.edu or 419-372-2815.

9.10.0 STUDENT I.D.

The BG1 Card is the official identification card for BGSU students, faculty and staff. The use of a student identification card by anyone other than its original holder is prohibited. Lending, selling, or otherwise transferring a student identification card is also prohibited. Students are asked to have their Student I.D. with them anytime they are on campus and may be asked to show it.

9.11.0 BGSU EMAIL POLICY

At the time of admission or initial registration, all students are given a BGSU account. Students may anticipate that official university correspondence will come to them through this email account and should access this email account on a regular and timely basis. Additionally, all students should recognize that their BGSU account is currently part of the authentication process used for accessing the MyBGSU portal. MyBGSU is an essential university tool used for administrative and academic correspondence. It is expected that students will be required to use this tool to access one or more administrative or academic services at the university, such as grade reports, class registration and class assignments/announcements.

View the entire [Student Email policy](#).

9.12.0 SOCIAL MEDIA

Students are expected to adhere to the same professional conduct and behavioral standards when using social media as they use when interacting with others in any other medium (by phone, in person, via email, etc.). Social media are powerful, accessible communication tools for effectively communicating worldwide, but when used inappropriately can damage reputations and cause harmful reactions.

A student may be in violation of the BGSU [Code of Student Conduct](#), the [APTA Guide for Professional Conduct](#), and/or the [APTA Code of Ethics](#) when they use social media to slander, harass, demean, degrade, bully, discriminate, or threaten others and/or when postings are offensive to the prevalent standards of the university or its community.

If a student has been identified as having openly disparaged Bowling Green State University or members of its community in a libelous or harassing manner in a public Internet forum or via phone usage, the student may face disciplinary action. Any student who has encountered a bullying incident should report the violation to the Director of Student Affairs or Program Director.

9.13.0 PARKING

9.13.1 PARKING ON BOWLING GREEN STATE UNIVERSITY CAMPUS

Students can purchase an annual or semester permit. Faculty, staff and students can register for permits online through their [MyBGSU portal](#) under "Manage Parking Account". All permit requests are processed in "real time" and are active immediately.

Your state-issued license plate on your vehicle serves as your permit. Per policy 4.1, vehicle must be parked so that the state-issued license plate is unobstructed and clearly visible to the drive aisles in parking lots. See [Parking Rules and Regulations](#) for more details.

Contact Parking Services at parking@bgsu.edu or by calling 419-372-2776.

9.14.0 SEE IT. HEAR IT. REPORT IT.

Bowling Green State University is committed to fostering a safe and welcoming campus community. In turn, it is the responsibility of each person within the University community to join in creating an environment in which others have a positive experience.

The incident report form is available to anyone who would like to notify the University about the following:

- **Bias Incident** for situations based upon actual or perceived race, color, national origin, religion, creed, age, marital status, mental or physical disability, veteran status, sex, sexual orientation and/or gender identity/expression.
- **Sexual Harassment/Sexual Assault/Dating Violence/Domestic Violence/Stalking (Title IX)** for situations involving sexual harassment, sexual assault, dating violence, domestic violence, stalking, or retaliation.
- **Student Issue and/or Concern** for an individual whom you feel may be struggling physically or psychologically.

- **Student/Student Organization Misconduct** that allegedly occurred on or off campus.

9.14.1 INCIDENT REPORT FORM

Submit the [Incident Report Form](#).

10.0 STUDENT SAFETY

A top priority of the BGSU DPT program is to ensure a safe and secure environment for students, faculty, staff, and visitors. Students are initially informed of safety and security information and emergency procedures during new student orientation. Continued orientation will occur at any lab immersion training locations.

10.1.0 BOWLING GREEN STATE UNIVERSITY DEPARTMENT OF PUBLIC SAFETY

The safety of students, faculty, staff and visitors is always a primary consideration. Students are informed of emergency procedures at Bowling Green State University during new student orientation. Standard safety and security information and procedures for Bowling Green State University are reviewed with new students during this orientation. Additionally, a similar orientation will take place at the lab immersion training location during student orientation.

10.1.1 BGSU POLICE DEPARTMENT

The [BGSU Police Department](#), located in 100 College Park Office Building, provides the campus with 24-hour police protection by a fully certified staff of police officers, detectives, and dispatchers. The police department is staffed by 24 full-time, sworn State of Ohio Peace Officers commissioned by the Ohio Peace Officer Training Commission. All BGSU police officers have full police authority to enforce state laws, local ordinances and University policies.

- Phone
 - Non-emergencies: 419-372-2346
 - Emergencies: 911

10.1.2 BGSU EMERGENCY MANAGEMENT

The [Emergency Management](#) coordinator focuses on the University's readiness for emergencies. This requires coordinating and integrating all activities necessary to build, sustain and improve the University's capability to mitigate against, prepare for, respond to and recover from man-made or natural hazards and to cope with disasters.

10.1.3 BGSU PARKING SERVICES

[Parking Services](#), located at 1 College Park Office Building, manages and coordinates all of BGSU's employee, student and guest parking needs. The office strives to reduce parking congestion and improve pedestrian safety through the sale of permits, enforcement of parking regulations and coordination with the campus shuttle system.

See section 9.18.0 for information regarding parking on campus.

10.1.4 BGSU SHUTTLE SERVICES

[Shuttle Services](#) operates during the academic year and serves BGSU students. The shuttle routes encompass the Bowling Green campus and parts of the surrounding community.

10.2.0 PERSONAL INJURY & MEDICAL EMERGENCY PROCEDURES

Bowling Green State University offers health services to students through Falcon Health in collaboration with Wood County Hospital. The student will need to utilize their own insurance to receive care at Falcon Health or whatever facility they choose.

In the case of a personal injury or medical emergency, lab instructors should be notified immediately. First Aid and Basic Life Support skills should be utilized by trained individuals as appropriate. Someone not attending to the medical emergency should call 911.

The injured individual will be directed to the closest or most appropriate medical care facility depending on the nature and severity of injury.

10.2.1 BGSU INJURY/ILLNESS FORM

All injuries which are work or educational related regardless of where they occur (on or off campus) and any injury on BGSU property must be reported through the [Injury/Illness Form](#). The injured or ill party is encouraged to complete the online form but if that is not possible, anyone from BGSU with a sign-on username and password who has intimate knowledge of the incident can submit a report on behalf of that person.

Contact [BGSU Environmental Health and Safety](#) with any additional concerns at envhs@bgsu.edu or 419-372-2171.

10.3.0 PERSONAL INJURY PREVENTION MEASURES

Faculty and staff promote safe working conditions by following BGSU Safety Guidelines and by instructing proper body mechanics needed in a clinical setting. Students are responsible for connecting with faculty and lab instructors if they have any concerns.

10.4.0 LAB EQUIPMENT FAILURE OR MALFUNCTION

Bowling Green State University makes every effort to ensure that all laboratory and classroom facilities and equipment are safe and functioning properly through regularly scheduled maintenance and, where appropriate, calibration procedures. However, if any equipment malfunction is experienced:

- Unplug or turn off the equipment immediately.
- Place a temporary “Out of Order” sign on the equipment so that others do not attempt to use it prior to you notifying the school personnel.
- Inform your lab instructor as soon as possible.

- The lab instructor will inform the Operations Coordinator for the School of Physical Therapy who will coordinate the appropriate removal, repair, and/or replacement of any malfunctioning lab equipment.

10.5.0 INFECTION CONTROL & BLOODBORNE PATHOGENS

All DPT students will receive training in Universal Precautions and Bloodborne Pathogens in the Physical Therapy Fundamentals course (PHYT 7201) and review in later courses where applicable. Training will cover, but is not limited to: handwashing, personal protective equipment, cuts or needle sticks, and exposure to bodily fluids. It is the responsibility of the instructor to ensure that these procedures are modified to accurately reflect current practices and compliance with Occupational Safety and Health Administration (OSHA) requirements, including 29 CFR 1910.1030 Bloodborne Pathogens and Center for Disease Control (CDC) recommendations.

Faculty and lab instructors are responsible for reinforcing infection control policies. It is the responsibility of students and instructors to ensure:

- All plinths and treatment surfaces are to be cleaned with a bactericidal agent immediately following use.
- All lab equipment is cleaned with the approved agents.
- Linens and towels are to be changed after each use and all soiled linens are to be promptly placed in the designated receptacle for laundering.
- Handwashing with soap and water or an approved hand sanitizer is performed before and after contact with another individual.
- Personal protective equipment is utilized in accordance with local and national regulations.

10.6.0 USE OF CHEMICALS AND LAB SUBSTANCES

Any laboratory exercises will follow [BGSU Environmental Health and Safety](#) programs and guidelines. This includes storage, labeling, handling, and documentation.

Universal precautions are to be always followed. In the event of a spill, the instructor must be notified. Clean-up will be led by the instructor, or Environmental Health and Safety will be contacted for assistance.

10.7.0 STUDENT SAFETY DURING CLINICAL EDUCATION

During clinical education, students should use safety and preventative measures learned in their didactic education. Additional information related to safety in clinical education can be found in the Clinical Education Handbook.

10.8.0 FAILURE TO COMPLY

All the above guidelines, policies, procedures, and expectations are designed to provide a safe and effective learning experience. Failure to comply with these guidelines and policies and procedures or failure to meet these expectations may result in violation of the BGSU [Academic Honesty Policy](#), [Code of Student Conduct](#), [APTA Guide for](#)

[Professional Conduct](#), and/or the [APTA Code of Ethics](#) to the extent that warrants probation or removal from the program.

10.9.0 UNIVERSITY EMERGENCY MANAGEMENT PLAN

Bowling Green State University has an extensive Emergency Management Plan. Students are required to be familiar with all components of the Emergency Management Plan. Details may be found in the [Comprehensive Emergency Management Plan](#).

In addition to the Emergency Management Plan, it is recommended that students, faculty, and staff sign up for AlertBG, which is used by the BGSU Policy Department to send messages in the event of emergencies or for severe weather closure. In the event of an emergency, AlertBG will send a text message to the cell number provided and to the individual's university email address. You can find more information on [AlertBG](#) on the BGSU website.

STUDENT ACKNOWLEDGMENT STATEMENT

As a Doctor of Physical Therapy (DPT) Student at Bowling Green State University (BGSU), I understand and recognize that it is my responsibility to read, review, and adhere to the material presented in this handbook. I understand that information in the handbook may change, and BGSU/DPT policies may be updated throughout my enrollment in the DPT Program at BGSU. I understand and acknowledge that it is my responsibility to remain current with the BGSU/DPT policies in this handbook.

I also acknowledge that I know where to locate an electronic version of this handbook on the student cohort site in Canvas. In addition, I have read and understand the following requirements:

Graduation requirements include:

- Successful completion of the required credit hours of academic and clinical education course work with a minimum cumulative grade point average of 3.00 or above.
- A “Satisfactory” or letter grade of “C” (70.00%) or better in all academic and clinical courses, which includes the PEAT requirement in PHYT 7910 Capstone Course.
- Achieve entry-level competence as a physical therapist, as demonstrated on the Clinical Internship Evaluation Tool (CIET).
- Exhibit professional behaviors consistent with clinical practice as described in the [APTA Guide for Professional Conduct](#), the [APTA Code of Ethics](#), and the Technical Standards and Essential Functions within the DPT Student Handbook.
- Complete all required Bowling Green State University and DPT Program documents in preparation for graduation.
- Honor all professional and financial obligations to Bowling Green State University as published in the Bowling Green State University and DPT Program Handbooks, and as specified in any written communications from University administrators.

Additional annual requirements:

- Abide by the Policies, Procedures, and Expectations outlined in the DPT Program and BGSU Student Handbook
- Abide by applicable University policies and procedures
- Meet the program's technical standards throughout the duration of the program
- Complete criminal background check, HIPAA Training, OSHA: Infection Control/HIV/Blood-borne Pathogens training, annual physical exam with up-to-date immunization records or waivers, proof of current CPR certification, and proof of personal health insurance

My signature below acknowledges that I have received, read, and understand this handbook. I understand I must adhere to this handbook and related BGSU policies,

including the BGSU Code of Student Conduct. I acknowledge I was given an opportunity to ask questions regarding the contents of this handbook and how it applies to me.

Student Signature

Date