

Chapter 2: Professional & Academic Conduct

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PROFESSIONAL and ACADEMIC STANDARDS

Good academic standing in the Physical Therapy Program is defined as continued enrollment, satisfactory academic progress, sound clinical skills, behavior that leads to professional competence and positive interpersonal and professional relations, and appropriate professional/ethical conduct and attitudes. Students are evaluated regularly in these five areas.

Students are expected to demonstrate behavior consistent with the Pacific University Code of Academic Conduct, American Physical Therapy Association (APTA) Code of Ethics, Guide to Professional Conduct, Physical Therapy Program Professional Behaviors, and state and federal laws governing the conduct of physical therapy. The Physical Therapy Program reserves the right to define professional competence and behavior, to establish standards of excellence, and to evaluate students in regard to them.

Agreement to abide by the policies and procedures of the University and the program is implicitly confirmed when students register each term. Students are expected to adhere to the various administrative and academic deadlines listed in the academic calendar and in course syllabi. Failure to do so may jeopardize their academic standing in the Physical Therapy Program and may constitute grounds for probation or dismissal from the program. Students must maintain good standing in the program in order to be eligible for, or continue on, any Physical Therapy Program administered scholarships.

A student's academic standing will be judged by one or more of the following:

1. Acceptable academic performance.
2. Acceptable progress in the development of clinical skills.
3. Compliance with School rules and procedures.
4. Professional procedures, ethical and legal conduct.

5. Evidence of behavior that supports professional conduct and interpersonal or professional relations.

Faculty will evaluate academic performance, clinical skills, professional development and professional behaviors demonstrated in the educational environment and in clinical performance according to standards set forth in the University Catalog, the Physical Therapy Program Student Handbook, the APTA Code of Ethics and elsewhere.

Students will be given regular reports on their progress in the program. A student who is not performing adequately according to the standards will receive notification through written feedback and/or individual advisement. After receiving such warning, failure to improve performance before the next scheduled evaluation may result in academic probation.

Students placed on academic probation will receive formal written notification outlining the reasons for probation and expectations that must be met in order for probation to be lifted. Failure to meet the requirements of probation in a timely manner may result in dismissal from the program.

In the case of flagrant and intentional violations of the Code of Academic Conduct or APTA Code of Ethics, a student may be dismissed without previous warning at any time in his or her academic career.

In general, program decisions regarding academic standing are final. A decision may be appealed only if the student can show that 1) there was an error in the procedure used by the faculty, 2) there is new evidence sufficient to alter the decisions, or 3) the sanction imposed was not appropriate to the severity of the violation and professional or academic standards. The Director's office informs the student of faculty actions.

Appeals should be filed with the Director of the School of Physical Therapy & Athletic Training or the Executive Dean of the College of Health Professions within 10 days from the date of notification of the original action. Students are not allowed to attend class until the student has filed an appeal. Further appeals may be pursued through the University Standards and Appeals Committee.

Individuals convicted of felony may not be eligible for licensing in Physical Therapy. Students are urged to contact the appropriate licensing agency for further information.

Additional Information:

For details of professional and academic standards, academic policies and procedures, clinical policies and procedures, the appeals process, and the academic conduct policies, please see the following documents:

- Physical Therapy Program Student Handbook
- Physical Therapy Program Clinical Education Manual
- Physical Therapy course syllabi
- Additional resources are available in the Director’s office.

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ACADEMIC GRADING POLICY

Grading Scale

A = 95-100 (94.5 – 100)	C = 77-79 (76.5 – 79.49)
A- = 90-94 (89.5 – 94.49)	F = less than 76.5
B+ = 87-89 (86.5 – 89.49)	P = Pass (equivalent to B- or above)
B = 83-86 (82.5 – 86.49)	NP = No Pass
B- = 80-82 (79.5 – 82.49)	I = Incomplete
	W = Withdrawal
	X = Continuing courses (<i>e.g.</i> , Bioethics)

This policy describes the standards by which progress is assessed and the determination of academic standing for the Doctor of Physical Therapy degree. Any changes to the Physical Therapy Program Academic Grading Policy must be approved by majority vote of the physical therapy faculty.

I. Grades

- A. Didactic Courses: Each course syllabus will state whether an “A-F/I” or “P/NP/I” scale is used for that course.
- B. Clinical education experiences: The grading system is P, NP, and I.
- C. Incomplete (I) grade: An instructor may issue an incomplete grade if the majority of coursework is completed satisfactorily, but health or other extenuating circumstances keep the student from completing the course. An “I” grade is not a substitute for a failing or otherwise undesirable grade; it cannot be granted to a student who is failing a class and wants additional time to submit make-up work in order to improve a grade. Prior to submitting an “I” grade, the instructor and the student complete an Incomplete Grade Contract detailing the requirements for completion and submission of all remaining work and specifying a timeline for completion. After submission of the work, the instructor completes a Grade Change Form and submits it to the School Director for approval; the form is then processed by the Registrar’s office.

- D. **Withdrawal (W) grade:** A student may choose to withdraw from a didactic course through the week that corresponds to completion of 2/3 of the course and receive a “W” grade. It is the responsibility of the student to notify the instructor and the Registrar's Office regarding withdrawal from a class; failure to do so may result in a failing grade. If the student chooses to withdraw from a course, he/she can continue with the remainder of the courses within that semester. However, the student will not be able to progress within the program until he/she re-takes the course the following academic year. In order to re-take this course, the student must be in good academic standing (See II.C.); if the student is on probation (See II.D.) or probation with suspension (See II.E.), the student must receive permission from the Director to re-take this course. Students also need to consider that a course withdrawal will impact their ability to complete the program in the 4.5 academic year maximum for completion (See II.B. and II.F.4.).
- E. **X grade:** An instructor may issue an “X” grade for successful completion of semester requirements for a course that spans multiple semesters. The “X” is replaced with a final “P” grade if all required components of the course are successfully completed or an “NP” grade if all required components of the course are not successfully completed.
- F. **Remediation of any practical or written examination within a course** is at the discretion of the respective faculty member and will be stated in the course syllabus. There is no remediation for the final course grade.

II. Academic Standing and Progression through the Program

- A. **Progression through the program.** All courses within a semester must be satisfactorily completed before a student may enroll in courses in the subsequent semester. If a clinical education experience is not completed secondary to personal/medical reasons, faculty will determine whether a student is allowed to progress through the program.
- B. **Timeline for completion of program.** A student must complete the curriculum in no longer than 4.5 academic years from matriculation. Progression delayed by personal/medical reasons will be evaluated by faculty on a case-by-case basis.
- C. **Good Academic Standing:** A student is considered to be in good academic standing if he/she: (1) completes didactic courses with a grade of 79.5% (B-) or better, and (2) passes didactic courses and clinical education experiences graded as P/NP. A student remains in good academic standing if he/she receives no more than one grade of C in a didactic course.
- D. **Probation:** Academic probation indicates concern about the student’s performance in the program. By placing the student on academic probation, the student is notified of the faculty’s

concern regarding past performance. A student is placed on academic probation following the attainment of one F/NP grade (either didactic or clinical course) or C grades in two didactic courses in the curriculum.

- i. The Director will notify the student in writing that he/she has been placed on academic probation, and that he/she will remain in this academic standing for the remainder of the program. This letter will contain an Action Plan pertinent to that student. The Director will also notify the Registrar that the student should be placed on academic probation.

E. Probation with Suspension: A student is placed on probation with suspension for either of the following reasons:

- i. If a student receives one F/NP grade in a didactic or clinical course, the student is suspended from the program at the end of that semester in which the F/NP grade was received. The Director will notify the student in writing that he/she has been placed on suspension with an Action Plan pertinent to that student. Before progressing further through the program, the student must repeat failed coursework when offered in the subsequent academic year.
- ii. Violation of the Code of Academic Conduct or the Physical Therapy Code of Ethics. The Director will notify the student in writing that he/she has been placed on suspension with an Action Plan pertinent to that student. This Action Plan will outline criteria to be met for the student to re-enroll in the program.

F. Dismissal: A student is dismissed from the program for any of the following reasons:

- i. Attainment of two F/NP grades in didactic or clinical courses
- ii. Attainment of one F/NP in didactic or clinical courses and two C grades in didactic courses
- iii. Attainment of three C grades in didactic courses
- iv. Inability to complete the curriculum in 4.5 academic years. As noted above (Section II.B.), progression delayed by personal/medical reasons will be evaluated by faculty on a case-by-case basis.
- v. Flagrant and intentional violations of the Code of Academic Conduct or the Physical Therapy Code of Ethics. No previous warning is required for this type of dismissal.

G. Leave of Absence or Administrative Withdrawal: If the student leaves the program for a personal/medical reason, documentation of such must be provided to the Director and the Registrar. The student will have the opportunity to re-enroll the following academic year in the

semester that the student did not successfully complete. In the case of a medical leave of absence/medical withdrawal, the student must provide a letter of medical clearance to the Director and Registrar before re-enrollment.

Readmission: The catalog in effect at the time of a student's initial enrollment indicates the specific requirements for that student. Students leaving the program for 3 consecutive terms or more must apply for readmission to return and would re-enter the program under the requirements in effect at the time of readmission.

Auditing: At the discretion of the respective faculty member, the Physical Therapy Program will allow students accepted into the Program and other currently enrolled CHP students to audit courses. Students must declare the audit option before the end of the add-drop period; once the audit option has been declared, the course cannot revert back to the graded option.

Non-Degree Seeking Students: Alumni, current students, and applicants accepted into the Program are not permitted to study as non-degree seeking students.

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TEST-TAKING AND EVALUATION POLICY

Developed by Physical Therapy Faculty and Students:

Adopted by Faculty and Students on 4/30/18

Updated and Approved by Faculty and Students on 10/11/19

“The Center for Academic Integrity provides a definition of academic integrity that includes honesty to oneself and others, trust and open communication between students and faculty, fair treatment and mutual respect between faculty and students, and personal responsibility to help prevent cheating. The emphasis is on cooperation between faculty, students, and institutional administration; sharing responsibility by all parties; and on giving students a broader role in academic integrity policy implementation and adjudication.”¹

The objectives of this Test-Taking and Evaluation Policy are to:

- Protect the students.
- Protect the integrity of the examination process.
- Create a culture of integrity.
- Arrive at agreement among faculty on mandatory and optional components of guidelines.
- Create a culture of safety, rather than distress and threat.
- Communicate such a policy clearly and regularly to students and faculty.
- Incorporate a developmental process, i.e., use the guidelines as a vehicle for professional development of test-taking skills.
- Consider and re-consider the impact of and potential need for physical space.
- Preserve fairness across all examination environments.
- Maintain an open and collaborative relationship with the students in the development, implementation, and ongoing improvement of such policy.

The policy consists of the following three elements: Faculty Responsibility, Student Responsibility, and Examination Administration.

FACULTY RESPONSIBILITY:

- Provide a well-lit space conducive to test-taking.
- Provide adequate seating arranged as necessary to provide sufficient space between students. This may also include the use of exam dividers.
- Ensure that if exam dividers are used, they will be taken down at the end of the exam.
- Provide a sufficient number of proctors dependent upon the size and layout of the room.
- Clearly specify allowable items and resources for in-class and out-of-class examinations.
- Provide sufficient time to complete the examination.
- Display the time at the front of the class using the projector screen for written exams.
 - Office of Accessibility and Accommodations has clocks that students can borrow for their exam.
- Clearly communicate the time at which the examination is complete.
- Thoroughly screen all items during development of the examination to minimize errors.
- Thoroughly review all test questions to minimize errors, including appropriate forms of item analysis for reliability and difficulty.
- Grade exams within 10 business days.
- Post exam scores within 10 business days.
- Dedicate sufficient time to review examinations with the class.

STUDENT RESPONSIBILITY:

- Report suspicious incidents that appear to compromise the integrity of the exam to faculty.
- Refrain from verbal or non-verbal communication for the time period between the distribution of the examination until all examinations have been secured by the proctor.
- Bring only allowable items to the examination: pens/pencils, highlighters, erasers, beverage, snack, tissues, sweatshirt/jacket, ear plugs, and lip balm.
- Upon completion of the testing period for paper-based exams, immediately place writing utensils down, turn exam and scan/bubble sheets face down and return the examination and all scratch paper to the proctor.
- Upon completion of the testing period for all computer-based exams, immediately close your laptop and return all scratch paper.
- Arrive on time for the start of the examination, as extra time will not be given to complete the rest of the exam.
- Protect the integrity of all examination materials before, during, and after the examination. For example, students should not discuss the content of an examination with their classmates or other classes of students.
- During the exam review, recording in any format is prohibited (e.g., taking pictures, writing exam questions, video, audio).

IN-CLASS EXAMINATION ADMINISTRATION:

- Items allowed in examination: pens/pencils, highlighters, eraser, beverage, snack, tissues, sweatshirt/jacket, and lip balm.
- Items allowed on table during examination: pens/pencils, highlighters, eraser, scratch paper, beverage, snack, tissues, and lip balm.
- Students must leave their other belongings (e.g., backpacks) at the front of the classroom or in their locker.
- For exams that require calculations, a calculator will be provided by the program to each student.
- Computers and power cords are allowed only for computer-based exams, during which faculty will require students to use a lockdown browser.
- Smartwatches are prohibited.
- Note that scratch paper will be provided by the program and must be submitted at the end of your exam.
- Allowable items may not be shared.
- Only one student is allowed out of the room at a time.
- No questions about exam content are allowed during the examination.
- A student may inform faculty of technical difficulties during the exam.

OUT-OF-CLASS EXAMINATION ADMINISTRATION:

- Unless explicitly stated otherwise by faculty:
 - The examination will be conducted independently during the examination block time.
 - Communication among students during the examination is strictly prohibited.
 - Completed examinations must be processed according to clearly specified guidelines provided by the faculty.
 - Use of or access to any electronic communications or social media/networking is strictly prohibited.

- Completed examinations must be submitted to faculty by the previously established deadline.
- Failure to submit a completed examination in a timely manner is subject to penalty.

The following additional policies on faculty responsibilities, student responsibilities, and exam administration apply when exams are administered using **ExamSoft**.

Before the Test

Faculty Responsibilities:

- Posting (download start): At least 48 hours prior to the scheduled exam start time.
- Download ends: 1 hour before the scheduled exam start time.
- Provide Office of Accessibility and Accommodation Services the exam password 1 hour before the scheduled exam start time if students are using a different testing location.

Student Responsibilities:

- Students are responsible for resolving all technical issues by the 'download end' time. Contact ExamSoft Support at 866-429-8889 or support@ExamSoft.com.

Test Administration

Faculty Responsibilities:

- At the proctor's discretion, accommodations may be made for extenuating circumstances that can be supported with sufficient documentation.
- The proctor will confirm that each student uploaded their exam.

Student Responsibilities:

- Prior to leaving the exam room, each student is required to upload their exam.
- The student is responsible for returning all scrap paper to the proctor.
- If any technical issues are encountered during the exam, the student must first restart their computer. If this does not resolve the issue, the student should notify the proctor.

After the Test

Faculty Responsibilities:

- Faculty will inform students in advance when the exam will be reviewed.
- Grades will be released at least 30 minutes prior to reviewing the exam so that each student may view their grade privately if desired.
- During the exam review, to maintain exam integrity and student confidentiality, all test procedures will apply.

Student Responsibilities:

- Students are required to bring their exam computer to the exam review.
- Students will set-up exam dividers prior to the exam review and return exam dividers to the storage container after the exam review.
- During the exam review, students are not permitted to take their exam computer outside of the classroom until the exam review period ends.

Resources:

1. International Center for Academic Integrity; Rutland Institute for Ethics. Clemson University. <http://www.academicintegrity.org/>

FACULTY INSTRUCTIONAL PHILOSOPHY

The faculty of the Physical Therapy Program thoroughly embraces the concept of adult learning. As such, each party in the teaching/learning relationship must accept certain responsibilities in order for the system to flourish. We believe that it is the faculty role to serve as *facilitators* in the process rather than mere *dispensers* of knowledge. The faculty create a setting which maximizes student learning and fosters *professional* development, not merely the traditional student role. Such an environment is created when the instructor teaches in ways which stimulate and challenge, provides timely, behavior-specific feedback, while simultaneously assisting each student to reach his/her full potential. However, the student assumes the ultimate responsibility for the overall quality of her/his educational experience by becoming actively involved in the process, providing ongoing feedback to faculty and peers alike.

The concept of ability (competency) based learning and assessment is a part of the educational philosophy shared by the Physical Therapy faculty. This concept evolved from the recognition by educators in many disciplines that, in addition to a core of cognitive and psychomotor skills, a certain repertoire of behaviors is required for success in any given profession.

Traditional formats often assess only recall or recognition of information, as with multiple choice, fill-in-the-blank, or true-false questions. In ability-based assessment, the student's performance will be observed in a variety of different formats as the student completes different types of professional tasks. Appraisal of the student's performance is based on explicit behavioral criteria which have been shared with the student prior to assessment. This provides information about the student's ability to analyze and apply information in the ways he/she would actually use it in practice.

Ability-based learning and assessment provides the student with clear guidelines about instructor expectations and reflects real-life situations. Assessment is considered an integral part of the learning experience. Explicit criteria and timely feedback help students develop the ability to self-assess, self-correct, and self-direct their development.

With the exception of your laptop computer and any associated peripheral devices essential to the function of interaction with the course material (e.g., mouse, portable external disc drive, flash drive), no portable electronic devices (e.g., iPods, iPads, iPhones, Blackberries, cameras, etc.) are permitted during any formal, informal, or otherwise scheduled meeting of this course (this includes, but is not restricted to, lectures, laboratories and examinations). Any device that draws power from a battery, USB connection, or direct electric connection power source, is considered a portable electronic device and is not permitted to be used. If such devices are on your person, or in your personal effects, they should at all times be in the shutdown/power off (not standby) mode. Medical devices are

excluded from this section.

No audio, video, or photographic recordings are permitted of any course session, whether part of the formal course schedule or otherwise, without the signed, written consent of the course faculty. All course materials are intended for individual student use only; for the purpose of learning and applying the material. Reproducing or distributing course material widely is not permitted.

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PROFESSIONAL BEHAVIORS

Professional behavior is vital to the success of each student physical therapist, the Physical Therapy Program, and the Physical Therapy profession. The process of becoming an effective physical therapist involves attaining competency not only in professional knowledge and skill, but behavior as well. These requisite behaviors, attributes, or characteristics may not be explicitly part of any given profession's core of knowledge and technical skills, but they are nevertheless essential for success in that profession. The abilities which define expected behavior within a given profession serve as the foundation for ability-based learning.

The term “Generic Abilities” and behavioral criteria specific to the practice of physical therapy were first classified by the faculty of the UW-Madison Physical Therapy School, and have been validated and accepted by clinicians as defining physical therapy professional behavior. The Faculty of the Physical Therapy Program at Pacific has chosen to adopt these originally defined abilities, with some minor modifications, as *Professional Behaviors*. The quality of professional behavior expected of Pacific University graduates is exemplified by the ten Physical Therapy-specific professional behaviors and the three levels of associated behavioral criteria. Satisfactory progress is demonstrated by exhibiting *beginning* level criteria by the end of the first year of the program, *developing* level criteria by the end of the second year and *entry level* criteria by the end of the final clinical education experience in the third year (please refer to the section on [Professional Behaviors](#)). *These behavioral guidelines apply both to the classroom and to the clinical setting.* Specific to the clinical setting, each student is expected to demonstrate appropriate professional behaviors and commitment to learning throughout the clinical education experience. This includes, but is not limited to, being punctual and prepared for every work day, respecting his/her clinical instructor, and being committed to a positive learning experience. Specifically, the Professional Behaviors to which we refer are:

1. Commitment to learning
2. Interpersonal skills
3. Communication skills
4. Effective use of time and resources
5. Use of constructive feedback
6. Problem solving
7. Professionalism
8. Responsibility
9. Critical thinking
10. Stress management

Mastery of this repertoire of behaviors facilitates the ability to:

1. Generalize from one context to another
2. Integrate information from different sources
3. Apply knowledge and skills in the practice setting
4. Synthesize cognitive, affective, and psychomotor behaviors
5. Interact effectively with clients, families, the community, and other professionals.

To facilitate development of competency in the ten Professional Behaviors, faculty (classroom faculty and clinical instructors) provide formal and informal feedback to all students. Specific professional behavior is assessed during practical examinations, laboratory experiences, and presentations as well.

Also, students are encouraged to recognize the importance of self-assessment in their development as students and professional physical therapists. Reflecting on past experiences is an extremely valuable method of assessing one's own performance and planning more useful strategies for the future. We also expect each student to seek feedback from fellow students, clinical educators, and faculty.

If a student demonstrates behaviors inconsistent with the Professional Behaviors, the following response will occur:

1. The student will be provided feedback regarding perceived inappropriate behavior(s) and relevant expectations of the instructor/faculty.
2. If a change to more appropriate behavior(s) does not occur, the student will be subject to appropriate consequences as determined by the faculty ranging from remediation to dismissal from the program.

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PROFESSIONAL DRESS

Physical Therapy students are expected to abide by the dress code established by each clinical facility. In general, attire should be appropriate for the setting as well as the activity in which the student is involved. It is also important that patients, families, visitors and colleagues be able to easily identify students as Physical Therapist students. Each student is provided with a name tag before embarking on the first clinical rotation and is expected to wear this name tag during all clinical work.

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COLLABORATIVE LEARNING

The faculty encourages students in the Physical Therapy Program to engage in collaborative learning: to help each other to attain the knowledge and develop the skills necessary to be a competent physical therapist. Although attaining admission to the Program is highly competitive, succeeding as a physical therapist requires working cooperatively with others for the benefit of patients, the profession and society. Because grading in the Program is criterion based, it is an excellent opportunity for students to practice the behaviors that will help them succeed as physical therapists in an increasingly collaborative professional environment. However, collaboration does not involve copying another student's work, or having one or two members of a group doing all of the work. Students are encouraged to seek/offer help from/to their classmates, but each completed assignment must represent the student's own work.

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ACADEMIC CONDUCT

Appropriate academic conduct as defined by the University is expected of all students in the School. The values of academic integrity that foster an atmosphere of trust between faculty and students are the same values exemplified by the *APTA Guide of Professional Conduct* and *School of Physical Therapy Professional Behaviors*. It is expected that all students behave the same way while they are in the academic setting as they would in the clinical setting and vice versa.

Each student is expected to demonstrate appropriate professional behaviors and commitment to learning throughout the semester. In keeping with the professional behavior that all members of a health care team uphold, each student enrolled in this course is expected to conduct her/himself in a respectful and professional manner. This includes, but is not limited to, being punctual and prepared for every class session; respecting his/her classmates and the instructor during class discussions; working

independent of classmates when asked to do so; working in a positive and productive manner with classmates on group projects; respecting oneself by presenting his/her own ideas and opinions in a positive and thoughtful manner that demands the attention and respect of classmates; and being committed to a positive learning experience. (See Pacific University's Student Handbook for university policies)

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PROFESSIONAL EXPECTATIONS

Attendance: Students have personal responsibility for class attendance, participation, and completion of assignments. A large portion of classes are composed of experiential learning sessions, discussions and experiences difficult to obtain from any one textbook. Attendance and class participation is expected for maximum learning. When absence is inevitable, the student is responsible for contacting the faculty member or if unavailable, the department administrative contact, PRIOR to class to be missed.

Assignment of make-up work, if any, is at the discretion of the instructor.

In case of illness or an emergency please call in to inform the School 503-352-7279.

Interpersonal Skills and Behavior: The general principle governing academic conduct standards at Pacific is that students have the obligation to conduct themselves as mature and responsible members of the community. Honesty and integrity are expected of all students in class participation, examinations, assignments, patient care and other academic work. Each student is expected to demonstrate appropriate professional behaviors and commitment to learning. In keeping with the professional behavior that all members of a health care team uphold, each student is expected to conduct her/himself in a respectful and professional manner. This includes, but is not limited to, being punctual and prepared for every class session; respecting his/her classmates and the instructor; working independently of classmates when asked to do so; working in a positive and productive manner with classmates on group projects; presenting his/her own ideas and opinions in a positive and thoughtful manner that demands the attention and respect of classmates; and being committed to a positive learning experience.

Written Assignments: All written assignments must reflect the quality expected of students enrolled in graduate level professional programs. The American Medical Association (AMA) Manual of Style should be used as a reference. This manual is a required reference for this curriculum and is a standard reference book in the Pacific University Library. It is also the style that is followed in Physical Therapy,

Journal of the American Physical Therapy Association.

See [Chapter 5](#) of this Handbook for referencing guidelines. For all papers, the following minimum standards must be adhered to:

1. Typewritten.
2. Proper grammar, sentence structure, spelling, and organization.
3. Proper referencing. All papers should include references.

Professional writing skills are essential. Development and refinement of these skills will be facilitated during your professional education. Papers will not be considered which do not adhere to the minimum standards and will be returned to the student for revision. Students are strongly encouraged to allow sufficient time in completion of papers to have another individual read their papers for editing/proofing purposes. The policy for papers turned in late is up to the individual faculty member.

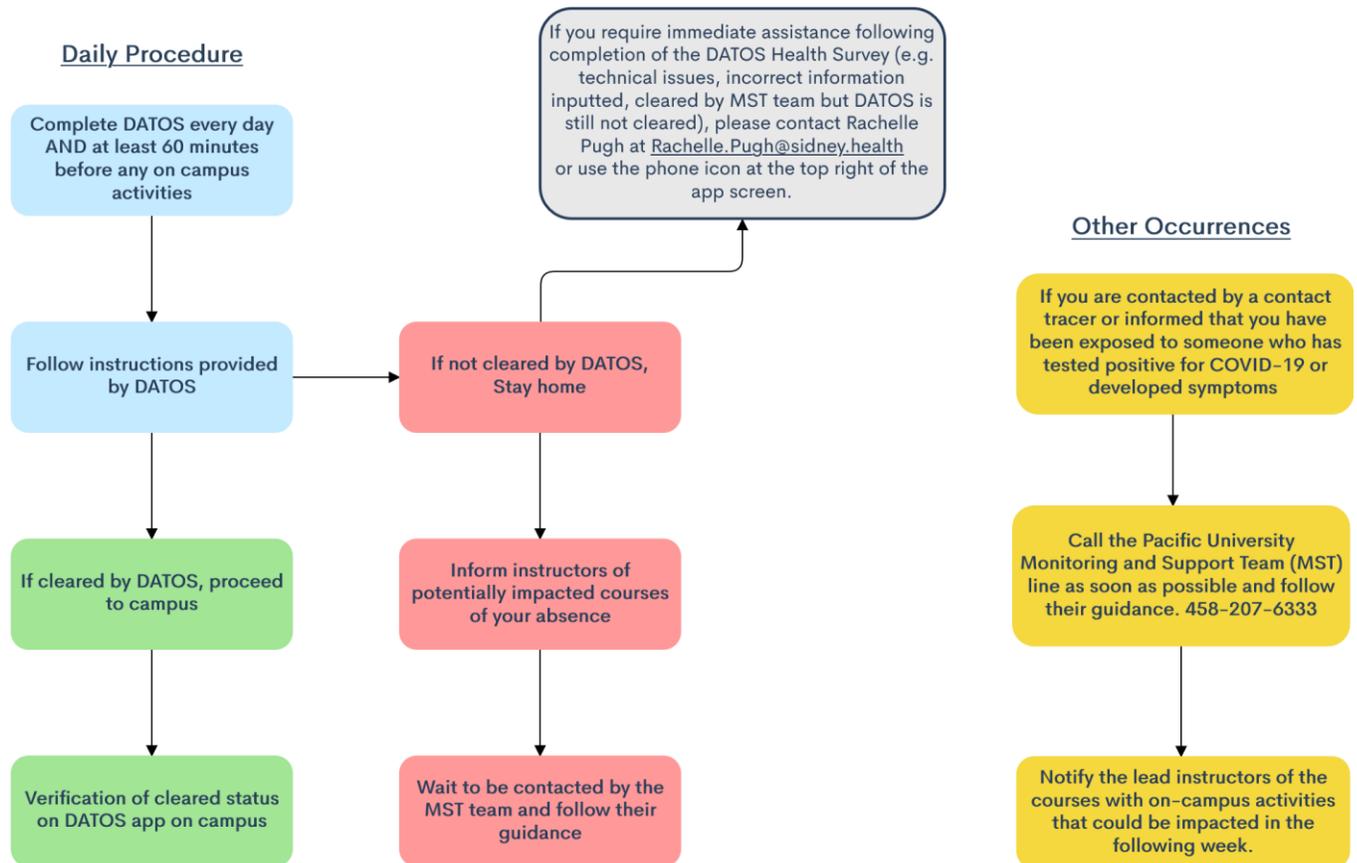
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ON-CAMPUS ACTIVITY COVID-19 POLICY

Pacific University Monitoring and Support Team (MST)
(458) 207 6333
Available 9:00 am - 9:00 pm, 7 days a week

DATOS Health Survey
Rachelle.Pugh@sidney.health

Student Procedure Flowchart



Student Responsibility

Daily Procedure

- **Complete DATOS Health Survey every day (including weekends, holidays, spring break, etc.)**
- **DATOS Health Survey must be completed at least 60 minutes before arriving on campus**
 - Be prepared to show your green “Cleared” stamp when arriving to campus
- Follow instructions, as provided by DATOS Health Survey, related to proceeding to on campus activities

- If not cleared by DATOS Health Survey:
 - Stay home
 - Inform lead instructors of potentially impacted courses of your absence
 - Please wait to be contacted by the MST team and follow their guidance
 - This guidance will also be communicated to the Physical Therapy Program by the MST team
- If you require immediate assistance following completion of the DATOS Health Survey (e.g. technical issues, incorrect information inputted, cleared by MST team but DATOS is still not cleared), please contact Rachelle Pugh at Rachelle.Pugh@sidney.health or use the phone icon at the top right of the app screen.

Other Occurrences:

- If you are contacted by a contact tracer, or informed that you have been exposed to someone who has tested positive for COVID-19, or develop new symptoms, call the Pacific University Monitoring and Support Team (MST) line as soon as possible. **This should be your first point of contact.**
 - The MST team will provide you with guidance and instructions to follow.
 - Please notify the lead instructors of the courses with on-campus activities that could be impacted in the following week.
 - If you are required to stay off campus, this guidance will also be communicated to the Physical Therapy Program by the MST team.
- If you have other questions or request guidance, please contact the MST team.
- Failure to follow these guidelines will, at a minimum, include a Professional Behaviors meeting or further discipline based on the severity of what occurred, per the Student Handbook.

Following a prolonged period away from campus:

- You will be required to show your green “cleared” stamp in the DATOS Health application for the previous 14 days prior to arriving on campus.

Faculty / Program Responsibility

Daily Procedure

- Lead lab instructor is responsible to verify all students' cleared status on the DATOS application.
 - Each individual’s DATOS Health Survey should indicate a green “Cleared” stamp for that day.
- If a student misses an on campus activity because they are instructed by DATOS Health Survey or the MST team to stay home, instructors will work with the student to make up the missed material. Make-up activities will be determined at the discretion of the instructor.

Following a prolonged period away from campus:

- Lead lab instructor is responsible to verify all students' cleared status on the DATOS application for 14 days prior to arriving on campus.
 - Each individual's DATOS Health Survey should indicate a green "Cleared" stamp for each day.

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UNIVERSITY ACADEMIC STANDARDS AND APPEALS BOARD

Each of the schools and colleges of Pacific University has a formal academic standards committee which carries out academic policy review, hears and rules on issues of student academic progress, alleged unprofessional conduct, or issues of alleged violation of the Academic Code of Conduct.

Membership on college and school academic standards committees shall be determined by those colleges and schools, according to standard procedures.

All requests for appeals of rulings by college or school academic standards committees shall be submitted in writing to the Vice President for Academic Affairs within 10 school days after the ruling is received by the student. Appeals shall be heard by the University Standards and Appeals Board, which is a standing committee of the University.

The University Standards and Appeals Board will make the decision to hear appeals of college/school academic standards committee rulings if one or more of the following criteria are met:

1. there was an error in procedure by a school of college academic standards committee,
2. there is new evidence sufficient to alter a decision is available,
3. or if the sanction(s) imposed was not appropriate in relation to the severity of the violation.

Normally, appeals dealing with introduction of new evidence will be returned by the University Standards and Appeals Board to the original academic standards committee for reconsideration. If the appeal involves inappropriate sanctions or procedural errors, the University Standards and Appeals Board will hear the case and rule on the appeal. Decisions of the University Standards and Appeals Board are final.

Membership on the University Standards and Appeals Board (7):

1. Vice President for Academic Affairs
2. Registrar
3. Three Faculty
 - a) one from the College of Arts and Sciences
 - b) one from the faculties of the professional schools (Optometry, Physical Therapy, Occupational Therapy, Professional Psychology, Education)
 - c) one faculty member mutually agreed upon by the appellant and the Vice President for Academic Affairs
4. Two students

- a) one appointed from the Undergraduate Community Council
- b) one appointed from the Professional Students Council

A faculty member will be elected to serve as chair of the committee. Membership for faculty is for a period of two years (staggered terms). Students may be appointed for one year. The Vice President for Academic Affairs shall appoint alternate members in cases of conflict of interest.

Hearings

The Vice President for Academic Affairs shall inform students of the appeal process and options, including the student's right to an advisor. Any non-attorney member of the University community may serve as an advisor. Students are responsible for presenting their appeal, therefore, advisors may not participate directly in the appeal hearing.

- All hearings shall be conducted in private and shall remain confidential.
- Students may present witnesses and evidence.
- There shall be a single verbatim record of the appeal. The record shall be the property of the University.
- The Vice President for Academic Affairs is responsible for ensuring that policy and procedures are followed.
- Appeals Board decisions shall be determined by majority vote. All votes shall be by secret ballot.
- All members of the Appeals Board must be present for a hearing to take place.
- Decisions made by the Appeals Board are final.

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LEARNING SUPPORT SERVICES

In accordance with Section 504 of the Rehabilitation Act of 1973 and the more recent Americans with Disabilities Act (1991), Pacific University does not discriminate with respect to individuals with disabilities and provides the same educational opportunities for students with disabilities that it provides for all students, unless an undue burden would result.

The University maintains academic standards which apply to all students. However, students with disabilities may require additional or specialized services to meet academic standards.

The term "learning disability" refers to disorders in one or more of the basic processes involved in understanding or in using language, spoken or written, which may manifest itself in difficulty with listening, speaking, reading, writing, spelling or performing mathematical calculations.

It is the student's obligation to provide acceptable evidence that he/she has a learning disability; Pacific University requires that this be documented through psycho educational or psycho-neurological testing by an appropriate professional (licensed psychologist or educational specialist). If you have or believe that you may have a disability and need special accommodations, please contact Kimberly Garrett, Director of Support Services, Student Life, at 503.352.2171 or via email at kjgarrett_mrc@pacificu.edu. Students may then be referred to the Director of the Counseling Center to review that documentation or for a referral if they have not yet obtained the appropriate assessment. A list of referrals for specialists who do assessments for learning disabilities is available. Learning Support Services will partner with you to review the necessary documentation, discuss the services Pacific offers and facilitate the provision of any accommodations required for specific courses. It is *extremely* important that you begin this process no later than the end of the first week of the semester.

If it is determined that the student does fit the criteria for having a learning disability, the following accommodations may be available:

- tutoring
- classroom accommodation (sitting near the front, for example)
- permission to tape lectures and/or classroom discussions
- readers
- note-takers
- advance copies of syllabi and lecture notes
- access to computers with voice activation and speech synthesis software
- extra time as needed for exams
- a space with minimal distraction for exams

It is the student's responsibility to contact the Director of Learning Support Services to discuss his/her needs and request any of these services. The request will be evaluated and appropriate resources provided. It is also the student's responsibility to notify instructors of special needs. If the instructors have questions regarding the student's request they may be referred to the Director of Learning Support Services for consultation on how to accommodate the student. Services other than those described above are not available through the University. However, students may be referred to learning disability specialists in the community.

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