

PRE-PROFESSIONAL PHASE

DOCTOR OF PHYSICAL THERAPY



STUDENT HANDBOOK

**Class of 2032
August, 2026**

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Handbook for Class of 2032- Pre-Professional

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Marquette University
Department of Physical Therapy
COLLEGE OF HEALTH SCIENCES
GENERAL DEPARTMENT INFORMATION

Office Location

Department of Physical Therapy
 Program in Exercise Science
 Program in Athletic Training
 Marquette Physical Therapy Clinic
 Neuro Recovery Clinic

Schroeder Complex Room 346
 Cramer Hall Room 215
 Cramer Hall Room 215
 Cramer Hall Room 215
 Cramer Hall Room 104

Office Administrators

Mrs. Cynthia Swiatlowski
 Ms. Jaquese Hyatt
 Dr. Danille Parker
 Ms. Patty Przybylka
 Ms. Aimee Smith
 Ms. Yolanda Webb
 Mrs. Mariah Diemert

Administrative Assistant, Department of Physical Therapy
 Administrative Assistant, Department of Physical Therapy
 Program Coordinator & Director of Clinical Education
 Administrative Assistant, PT Clinic
 Administrative Assistant, Neuro Recovery Clinic
 Professional Development Coordinator, Program of Exercise Science
 Laboratory Coordinator, Program of Exercise Science

Office Hours and Telephone Numbers

The main offices are open Monday through Friday, 8:00 a.m. to 4:30 p.m.

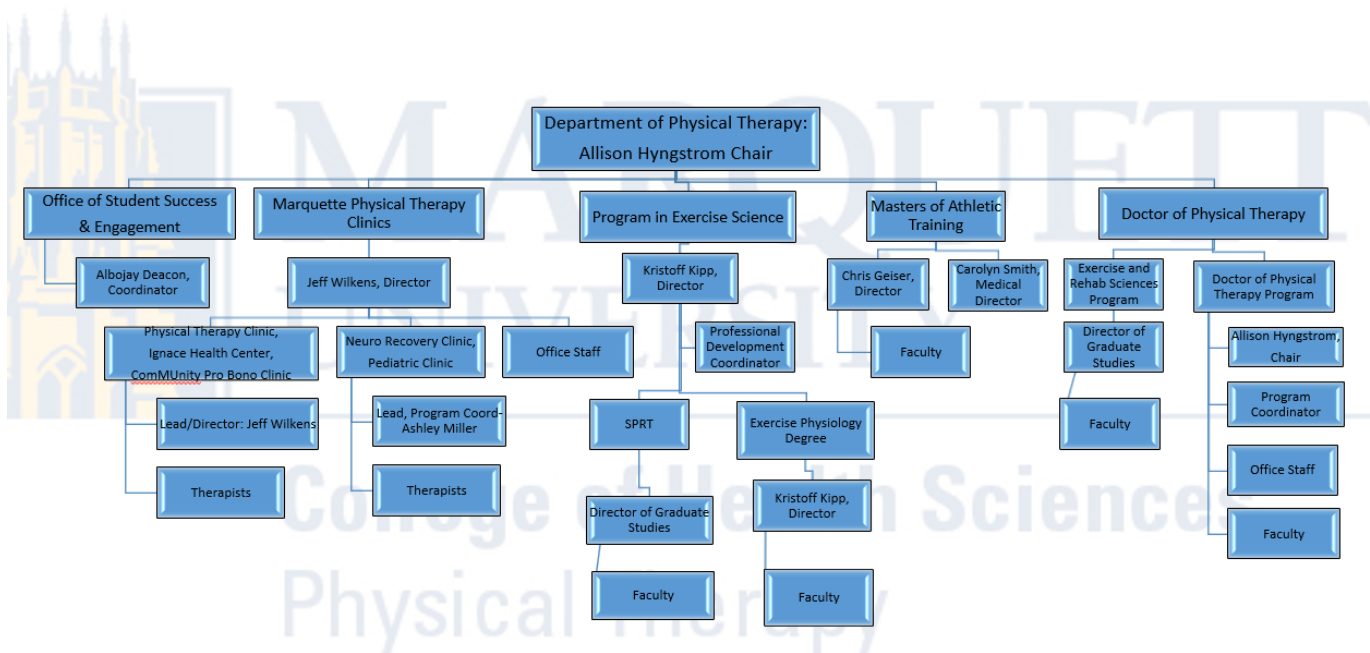
Main Office: (414) 288 - 7161
 Fax: (414) 288 - 5987
 Exercise Science (414) 288 - 5069
 Marquette Physical Therapy Clinic (414) 288 - 1400
 Neuro Recovery Clinic (414) 288 - 6122

Faculty and Staff Directory

<u>Faculty/Staff</u>	<u>Office No.</u>	<u>Telephone No.</u>	<u>E-Mail</u>
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Dr. Lydia Christianson	Cramer 215L	288-1400	Lydia.christianson@marquette.edu
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Dr. Rita Deering	Cramer 230N	288-1292	rita.deering@marquette.edu
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Ms. Jaquese Hyatt	SC 346	288-7194	jaquese.hyatt@marquette.edu
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Dr. Allison Hyngstrom, Chair	SC 346H	288-4566	allison.hyngstrom@marquette.edu
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Dr. Jessica Whitaker-Fornek	Cramer 215J	288-5607	jessica.whitaker-fornek@marquette.edu
Dr. Jeffrey Wilkens	Cramer 215	288-6287	jeffrey.wilkens@marquette.edu

DEPARTMENT ORGANIZATION CHART



DEPARTMENT OF PHYSICAL THERAPY MISSION
DOCTOR OF PHYSICAL THERAPY (DPT) PROGRAM

The Department of Physical Therapy prepares future health care practitioners and researchers with a transformative education rich in clinical experiences, community outreach, and research opportunities to develop leaders guided by the core [Catholic, Jesuit values of Cura Personalis and Cura Apostolica](#).

Vision

The Doctor of Physical Therapy Program at Marquette University will be among the top educational programs in the nation, preparing future Physical Therapists who excel in clinical practice, scholarship, leadership, and service to others.

Mission

To graduate autonomous entry-level physical therapists who are evidence-based and ethical practitioners, proficient in applying their knowledge and skills to diverse clinical settings. Empower graduates to be lifelong learners who serve as leaders and innovators within their profession and communities.

Our graduates will be recognized by individuals and interprofessional colleagues as movement and function experts, equipped to optimize health, activity, and participation across diverse populations and environments. Our graduates will be prepared to diagnose health conditions within the scope of physical therapist practice and to assess and address impairments in body function and structure, activity limitations, and participation restrictions, while considering the environmental and personal factors that influence health and well-being.

In alignment with [Catholic, Jesuit values](#), the Doctor of Physical Therapy Program is committed to supporting programs of outreach that will enhance the enrollment and training of underrepresented students and service to populations in need in the Milwaukee community and beyond.

Philosophy

Consistent with the [Ignatian practice of Examen](#) which makes a Jesuit education unique, the Doctor of Physical Therapy Program aspires to transform students into critical thinkers who respect the dignity and worth of others, through the process of reflection and discernment.

The teaching-learning process is recognized as a dynamic interaction of shared responsibility among the faculty, clinicians, and students. The Doctor of Physical Therapy Program supports the educational view that students learn in a myriad of ways, necessitating a variety of learning experiences. These experiences are important for the development of a life-long autonomous learner who is self-motivated and self-directed. Furthermore, the program prioritizes the well-being of all members of the department and is committed to fostering a supportive and inclusive environment.

The Doctor of Physical Therapy Program faculty are a resource and role model in the development of these traits by providing quality instruction, contributing to the general body of knowledge through an active research agenda, maintaining personal clinical competence including, opportunities within the operation of on-campus Physical Therapy, NeuroRecovery, and ProBono clinics, demonstrating professionalism, respecting the dignity of others and advocating for patient and professional causes. It is the goal of the faculty to help students to become educated members of society, active members of their profession and role models for peers and future physical therapists.

Expected Global Student Outcomes

One of the defining characteristics of a Marquette education is the focus on Cura Personalis – care of the whole person. In that vein, we expect that Graduates of the Doctor of Physical Therapy program will embody that characteristic. Graduates of the Physical Therapy program will be able to:

1. Demonstrate the skills necessary to practice autonomously within a direct access environment in essential practice areas as defined by the *Guide for Physical Therapist Practice*.
2. Use testing and differential diagnosis to screen individuals in order to determine appropriateness for physical therapy services, and/or to determine the need for referral to other health professionals.
3. Apply evidence-based decision making in planning patient care.
4. Address social determinants of health within the plan of care.

References

MU Vision, Vision Statement 2025: <https://www.marquette.edu/about/mission.php>

College of Health Science Mission Statement 2025: <https://www.marquette.edu/health-sciences/mission.php>

ACCREDITATION

The Doctor of Physical Therapy Program (DPT) at Marquette University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>. The accreditation period will last until December 31, 2027. The CAPTE accreditation applies only to the DPT program and not to Exercise and Rehabilitation Science formerly the Clinical and Translational Rehabilitation Health Sciences PhD and Master's programs nor to the Marquette University Neurologic PT Residency Program Co-sponsored by Zablocki VA Medical Center. The Neurologic Residency program is accredited by the American Board of Physical Therapy Residency and Fellowship Education until November 30, 2025.

Current Accreditation Status: Accreditation

Five-Year History: Accreditation

FACULTY DEGREES, TEACHING RESPONSIBILITIES, AND INTERESTS

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Susana Arciga, PT, OCS, CFMT Clinic Physical Therapist APTA, AAOMPT Member	Clinical Instructor	B.S. in Physical Therapy, Marquette University	Manual Therapy Orthopedic Rehabilitation Custom Orthotic Fabrication TMD Rehabilitation
Allison Bennett, PT, DPT Clinical Assistant Professor APTA Member	Intro to Peds: Typical Development and Assessment Pediatrics Disorders/Intervention Strategies Advanced Topics in Pediatric Physical Therapy	B.S. Biomedical Sciences, Marquette University D.P.T., Marquette University	Pediatrics (Orthotics, adaptive equipment, serial casting, pediatric vestibular rehabilitation)
Brent Bode, MPT, CFMT, OCS CFC Clinical Physical Therapist APTA Member	Clinical Instructor Differential Diagnosis	B.S. Physiological Sciences, Marquette University M.P.T. University of Wisconsin-Madison	Dry Needling Craniofacial Pain Certification/TMD Rehab Orthopedics Manual Therapy
Rachel Bollaert, PhD, ACSM EP-C Clinical Associate Professor, Exercise Physiology	Personal Health and Wellness Health Behavior Exercise for Special Populations	B.S. in Integrative Physiology University of Iowa Ph.D. in Kinesiology University of Illinois at Urbana-Champaign	Health behavior change Physical activity promotion Exercise interventions for special populations (PTSD and neurological conditions)
Natasha Boyes, PhD Assistant Professor Exercise Physiology APS, AHA Member	EXPH 2045: Principles of Human Physiology EXPH 2046: Principles of Human Physiology Lab	B.S. Hon in Kinesiology with a minor in Nutrition, University of Saskatchewan M.S. in Kinesiology, University of Saskatchewan Ph.D. in Kinesiology, University of Saskatchewan Postdoctoral Fellowship in Nutrition and Exercise Physiology, University of Missouri	Autonomic control of cardiovascular function in health, aging, and disease Neural control of the circulation, sex differences in cardiovascular function, and autonomic mechanisms of menopause and cardiovascular disease
Jacob J. Capin, PT, DPT, PhD, MS Assistant Professor Director – Life After Sport Trajectories Lab Faculty Director – Athletic and Human Performance Research Center APTA Member, ACSM Member, AOSSM Member	Kinesiology I	Ph.D. Applied Anatomy & Biomechanics University of Delaware D.P.T University of Delaware M.S. Anatomy and Clinical Health Sciences University of Delaware B.S. Psychology Christopher Newport University	Long-term Health in Athletes ACL Rehabilitation Biomechanics Sports Medicine Health & Wellness Physical Activity Lifestyle Behaviors Triathlon
Michael Danduran, MS, PhD Clinical Professor ACSM-CEP, ACSM-EIM CEPA-Member	Introduction to Exercise Physiology Human Physiology Clinical Exercise Physiology Exercise Testing and Prescription	B.S. Sports Medicine, Colorado State University M.S. Exercise Physiology, Mankato State University Ph.D. Clinical & Trans Rehab Sciences Marquette University	Congenital Heart Disease Pediatric Exercise Physiology Cardiovascular Physiology Clinical Exercise Testing/Prescription Student Academic Success

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Albojay Deacon, DPT, OCS Clinical Assistant Professor and Coordinator of Student Success & Engagement APTA Member & AAOMPT Member	Culture & Disability	B.S. in Exercise Science, Marquette University D.P.T., Marquette University	Functional Dry Needling Orthopedics Manual Therapy Concussion/Vestibular Rehabilitation Sports Rehabilitation Chronic Pain
Rita Deering, PT, DPT, PhD Associate Professor, Exercise Physiology APTA and ACSM Member	Physiology of Activity	B.S. Exercise Physiology, Marquette University D.P.T., Marquette University Ph.D. Marquette University	Pelvic health, female athlete health/performance, neuromuscular physiology, running
Christopher F. Geiser, PhD, PT, LAT, ATC Director - Master of Athletic Training Clinical Professor NATA and ISBS Member	Human Anatomy in Athletic Training Rehabilitation of the Lower Extremity Biomechanics of Injury Undergraduate Kinesiology	B.S. in Physical Therapy M.S. in Kinesiology PhD in Clinical and Translational Rehabilitation Sciences	Biomechanics in Athletics Distance Running Biomechanics of Generalized Joint Hypermobility
Marie Hoeger Bement, PT, PhD Professor Director of Graduate Studies for the Exercise and Rehabilitation Science (EXRS) Program APTA Member	Pain Management EXRS Seminars	M.P.T. (Master of Physical Therapy), University of Iowa Ph.D. in Physical Rehabilitation Science University of Iowa	Pain Mechanisms Exercise-Induced Analgesia Chronic Pain Nonpharmacologic pain management
Allison Hyngstrom, PT, PhD Professor, Chair APTA Member	Neurophysiology and Rehab Adv. Topics in Neurologic Rehab Neuroanatomy	B.A. Biology, Augustana College M.S.P.T, Washington University Ph.D. in Neuroscience, Northwestern University	Motor Control Physiology Pathophysiology Stroke
Kristof Kipp, PhD Professor, Exercise Physiology Director of Exercise Science Program ISBS Member	Biomechanics Neuromechanics	A.S. in Engineering, North Idaho College B.S. and M.S. in Kinesiology Boise State University Ph.D in Nutrition & Exercise Science Oregon State University Post-Doc in Kinesiology and Physical Medicine & Rehabilitation, University of Michigan	Applied Clinical and Sports Mechanics Sports Science and Analytics
Michael Kiely, MS Clinical Assistant Professor, Sports and Exercise Analytics (SPRT,) Exercise Physiology CSCCA & NSCA Member	EXPH 2190: Scientific Principles of Strength and Conditioning SPRT 6600: Project Design and Development in Sports and Exercise Analytics SPRT 6931: Topics in Sports and Exercise Analytics: Analytics for Return to Sport After Injury SPRT 6958: Reading and Research in Sports and Exercise Analytics	M.S., Clinical and Translational Rehabilitation Science (Emphasis Biomechanics & Kinesiology), December 2016, Marquette University B.S., Exercise Physiology, May 2015, Marquette University	Return to Play Strength and Conditioning Speed and Agility Biomechanics
Kenneth Knetzger, MS Clinical Assistant Professor, Exercise Physiology	Exercise Physiology and Laboratory Nutrition and Exercise Performance Various Electives	B.S. in Human Biology, Valparaiso University M.S. in Physiological Sciences, University of Arizona	Exercise Physiology Energy Balance Nutrition Science & Policy Evolutionary Perspectives on Health Health Science News Literacy

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Allison Kosinski, PT, DPT Clinical Assistant Professor Director of Clinical Education APTA WI and Education Section Member	Patient Management I Patient management II	B.S. in Exercise Physiology, Marquette University D.P.T., Marquette University	Evidence in motion certified Concussion and vestibular specialist, LSVT BIG certified, Dry Needling Level II certified. Treating patients with orthopedic or neurologic injuries
Kathleen Lukaszewicz, PT, PhD Clinical Professor Co-Director of Undergraduate Student Success APTA Member	Clinical Human Physiology Clinical Pathology & Pathophysiology Cardiopulmonary Rehabilitation	B.A. in History, Marquette University M.P.T. (Master of Physical Therapy) Marquette University Ph.D. in Physiology, Medical College of Wisconsin	Vascular Dysfunction Vascular Mechanisms of Skeletal Muscle Fatigue Muscle Fatigue in Diabetic Patients
Adrienne Miller, PT, DPT Clinical Assistant Professor Co-Director of Clinical Education APTA Member	Clinical Education Patient/Client Management IV	B.S. : Exercise Science Valparaiso University D.P.T. Regis University	Clinical Education Acute Care
Ashley Miller, PT, DPT, NCS Neuro Recover Clinic Coordinator	Clinical Instructor	B.S. University of Dayton D.P.T. Washington University	Evidence-Based treatment for Neurologic Conditions Spinal Cord Injury Dry Needling Pediatric Rehabilitation Aquatic Rehabilitation
Donald Neumann, PT, PhD, FAPTA Professor Emeritus APTA Member		B.S. in Physical Therapy, University of Florida M.S. in Science Education, University of Iowa Ph.D. in Exercise Science and Physical Education University of Iowa	Kinesiology textbooks (Elsevier) Spinal Cord Rehabilitation Muscle Mechanics, EMG Service through International Education and Fulbright Awards
Alexander V. Ng, PhD, FACSM Professor Emeritus ACSM, APS, CMSC Member		B.S. Biological Sciences University of California/Davis M.S., Ph.D., Physical Education (Biodynamics) University of Wisconsin/Madison	Fatigue in Chronic Disease (i.e., multiple sclerosis, cancer) Measurement of Physical Activity Muscle Fatigue Cardiovascular regulation Arts for health and Wellness
Lawrence G. Pan, PT, PhD, FAPTA Professor Emeritus APTA Member		B.A. in Mathematics, Macalester College B.S. in Physical Therapy, St. Louis University Ph.D. in Physiology, Medical College of Wisconsin	Exercise Physiology Respiratory Prescription Control of Breathing Minority Education Neuroanatomy

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Paula E. Papanek, MPT, PhD, CEEAA, Professor Emeritus NATA, APS, NSCA & ASCM Member		B.S. Nutritional Biochemistry, Illinois State University M.S. Exercise Physiology, University of Louisville Ph.D. in Physiology and Medicine, University of Florida Master of Physical Therapy, Marquette University Certified & Licensed Athletic Trainer Fellow American College of Sports Medicine	Exercise is Medicine Endocrinology Cardiovascular Disease Aging Microcirculation Exercise Physiology Gender mediated differences Women's Health- bone, exercise Cancer and Exercise Community Engagement Pediatric Obesity
Danille Parker, PT, DPT, GCS, CEEAA Co-Director of Clinical Education Program Coordinator Clinical Professor APTA Member	Patient Management Geriatric Rehabilitation Special Topics: Geriatrics Clinical Education	B.S. Health Sciences, Loma Linda University M.P.T. (Master of Physical Therapy), Loma Linda University D.P.T., Nova Southeastern University	Education Geriatrics Rehab (Neuro, Parkinson's) Geriatric Exercise Prescription
Daniel Pinto, DPT, PhD, OCS Associate Professor APTA, SMDM, ISPOR Member	Differential Diagnosis Advanced Orthopedics	B.S. Health Sciences, Touro College M.S. Physical Therapy, Touro College D.P.T., Regis University Ph.D, University of Otago Orthopedic Residency, UW-Madison Manual Therapy Fellowship, Regis University Center on Health Services Training and Research (CoHSTAR) Faculty Fellow	Health Services Research Patient Engagement Orthopedics Manual Therapy
Anne Pleva, PT, DPT, PCS Clinical Associate Professor APTA Member	Introduction to Pediatrics: Typical Development and Assessment Pediatric Disorders and Interventions Advanced Topics in Pediatric Physical Therapy	B.S. in Physical Therapy, Marquette University D.P.T., University of Texas Medical Branch	Pediatric Habilitation and Rehabilitation Community Engagement Opportunities with/for students Fostering Professional Behaviors Infant Torticollis
Laura Rooney, PhD Clinical Associate Professor Undergraduate Practicum Coordinator	Professional Preparation and Leadership Clinical and Fieldwork Education Special Topics/Electives: Stress Physiology Mindfulness & Health Health Behavior	BBA Business Administration – Accounting, University of Wisconsin MAcc. Masters of Accountancy, University of Wisconsin MS Exercise & Wellness, Arizona State University PhD Public Health /Exercise Science, University of South Carolina	Behavioral Physiology Health Behavior / Coaching Stress Physiology Exercise Physiology Mindfulness and Health Behaviors & Outcomes
Sheila Schindler-Ivens, PT, PhD Associate Professor APTA Member	Evidence Based Practice Intro to Research & PhD Education	B.S. in Physical Therapy, Marquette University M.S. in Kinesiology, Simone Fraser University Ph.D. University of Iowa	Motor Control Stroke Rehab Evidence Based Practice

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Alyssa Sherer, PT, DPT, GCS, OCS Clinical Assistant Professor APTA Member	Geriatric Rehabilitation Test & Measures Introduction to Physical Therapy Patient Management III	B.S. in Art University of WI-Madison D.P.T. University of WI-Madison O.C.S. University of Chicago Medicine Orthopedic Residency, University of Chicago Medicine	Balance/falls Osteoarthritis Osteoporosis BPPV Treating orthopedic conditions of variety of ages Dry Needling Pelvic Floor
Guy G. Simoneau, PT, PhD, FAPTA Professor APTA Member	Orthopedic Physical Therapy	B.S. in Physical Therapy Universite De Montreal M.S. in Physical Education University of Illinois Champaign Ph.D. in Exercise and Sport Science Pennsylvania State University	Orthopedic and Sports Physical Therapy Publication/Editorial Process Clinical Practice Guidelines Biomechanics International Education
Andrew J. Starsky, MPT, PhD Clinical Professor APTA Member	Advanced Topics in Biomechanics Physical Modalities and Electrotherapy Evidenced Based Practice Kinesiology Core Stability	B.S. in Electrical Engineering, Marquette University M.P.T (Master of Physical Therapy), Marquette University Ph.D. in Biomedical Engineering, Marquette University 2007	Running Biomechanics Prosthetics Gait
Tina M. Stoeckmann, PT, DSc, MA Clinical Professor APTA Member	Neuro Rehabilitation I and II Cognitive & Motor Learning	B.S. in Physical Therapy, University of WI-Madison M.A. in Bioethics, Medical College of WI D.Sc. in Neurology, Rocky Mountain University	Neurology, esp. TBI Motor Learning/Motor Control Bioethics
Kristi Streeter, PhD Assistant Professor APS Member and SFN Member	Neuroanatomy Evaluating and Presenting Scientific Research	Ph.D. in Comparative Biomedical Sciences (CBMS), University of Wisconsin B.S. in Biology, University of Wisconsin-Whitewater	Respiratory Neural Control Spinal Cord Injury
Jennifer Thorpe, PhD, ATC, LAT, CSCS Clinical Associate Professor NSCA, NATA GLATA, WATA Member	ATTR Evaluation courses ATTR Principles ATTR Admin & Organization ATTR Evidence-Based Practice CPR	B.S. Kinesiology/Athletic Training University of Wisconsin Milwaukee M.S. Kinesiology University of Illinois - Urbana Ph.D. Health Sciences University of Wisconsin Milwaukee	Patellofemoral pain Biomechanics of Lower Extremity Injury Patient-Reported Outcome Measures Biopsychosocial aspects of chronic musculoskeletal pain

FACULTY	TEACHING RESPONSIBILITY	DEGREES HELD	SPECIAL INTERESTS
Danilo Toluoso, PhD Clinical Assistant Professor, Exercise Physiology Assistant Director of Graduate Studies: Sports and Exercise Data Analytics Graduate Program NSCA Member	EXPH 2046: Principles of Human Physiology Laboratory SPRT 6190: Advanced Strength and Conditioning: Data Analytics SPRT 6600: Project Design and Development in Sports and Exercise Analytics SPRT 6931: Topics in Sports and Exercise Analytics: Integrate GPS Data in Sport Science - Tech & App SPRT 6958: Reading and Research in Sports and Exercise Analytics	Ph.D., Human Performance (with a Graduate Certificate in Quantitative Educational Research), The University of Alabama, 2019 M.Ed., Kinesiology, Bowling Green State University, 2014 B.S., Exercise Science, Bowling Green State University, 2012	Measurement and Evaluation Quantitative Statistics Perceptual Responses
Jenny Toonstra, PhD, ATC, LAT, CSCS Associate Clinical Professor, MAT Clinical Education Coordinator OATA, NATA, GLATA Member	ATTR Clinical courses ATTR Neuro ATTR Modalities ATTR Emergency Management	B.A. in Exercise Science- Athletic Training Emphasis Calvin College M.A. in Physical Education- Athletic Training Emphasis Western Michigan Ph.D., Rehabilitation Science University of Kentucky	Social Determinants of Learning in Athletic Training Education Cultural Competence in Athletic Training Education
Toni D Uhrich, MS, ACSM-EP Clinical Assistant Professor, Exercise Physiology Director, HPAC Human Performance Assessment Core ACSM Member	Lab Supervisor for Exercise Physiology Labs Several Electives (Exercise is Medicine on Campus)	B.S. in Biochemistry Florida State University M.S. (Master of Exercise Physiology) University of Massachusetts—Amherst	Exercise Physiology Exercise is Medicine Health Behavior Injury Prevention
Jeffrey Wilkens, DPT, MPT, OCS APTA Member Clinical Assistant Professor, Clinic Director, Marquette Physical Therapy Clinic and Neuro Recovery Clinic	Clinical Instructor Pro Bono Clinic Advisor Business Management & Leadership Specialization for Rehab Professionals	B.A. in Sociology Marquette University M.P.T (Master of Physical Therapy) Marquette University D.P.T. Evidence in Motion	Orthopedics Manual Therapy Sports Rehab Leadership Clinic Management

STUDENTS RIGHTS, PRIVACY, AND GRIEVANCES

STUDENT RIGHTS, RESPONSIBILITIES, SAFETY, PRIVACY, AND DIGNITY

The Marquette University Doctor of Physical Therapy (DPT) program is committed to maintaining a professional and inclusive learning environment that protects and promotes the **rights, responsibilities, safety, privacy, and dignity** of all enrolled students. These expectations are grounded in the professional values of physical therapy and guided by the university's institutional policies and Catholic, Jesuit identity. All policies and practices are applied consistently and enforced equitably throughout the duration of the program.

- **Student Rights**

- Students in the DPT program have the right to:
 - Receive a high-quality, evidence-based education delivered by qualified faculty in a supportive and inclusive learning environment that upholds academic integrity, aligns with the program's mission and expected student outcomes, and meets all CAPTE accreditation standards.
 - Be treated with fairness, dignity, and respect in all academic and clinical settings.
 - Access timely, accurate information regarding academic course requirements, grading and evaluation criteria, and clinical education expectations.
 - Access university student services, including academic advising, counseling, disability support, and health services, and access to [student support resources](#).
 - File academic or non-academic grievances in accordance with **MUPT Grievance policies (see within this student handbook)**, including those related to discrimination or harassment, without fear of retaliation in accordance with university procedures.

- **Student Responsibilities**

- Students are expected to follow all guidelines set forth in the Department of Physical Therapy Uniform Expectations including, but not limited to:
 - Demonstrate professionalism, academic integrity, and ethical behavior in all classroom, laboratory, and clinical settings.
 - Maintain and protect the confidentiality of peer, patient, and institutional information.
 - Engage respectfully with faculty, staff, and classmates in a manner consistent with the [APTA Core Values](#) and the [Code of Ethics for the Physical Therapist](#).
 - Participate in required safety training (OSHA), including those related to emergency response.
 - Follow safety guidelines provided in classroom, lab, and clinical settings and report safety concerns or violations of policy through appropriate channels.

- **Student Safety**

- The DPT program follows and enforces all [Marquette University safety and emergency procedures](#), including protocols related to lab safety and emergency response.
- Environmental safety:
 - AED's are located in publicly accessible spaces and clearly marked. Clinical faculty in the department are CPR trained
 - Electrical lab equipment is safety-checked annually,
 - Worn-out and broken equipment is removed from service and replaced.
 - Lab furnishings, devices, and items used for patient care have items available with appropriate size & weight capacity for all students.
- Personal safety
 - Students are not required to participate as lab patients for practice or during practicals if they do not feel comfortable as outlined in the course syllabi. This includes exposing their body or allowing others to touch them.
 - Students can access and be referred to the University Counseling Center for individual and crisis services to support their mental health needs.
 - Following university wide procedures for reporting safety concerns or incidents, in alignment with [Marquette's Title IX Policy](#) and [Campus Safety protocols](#).

- **Student Privacy**

- The program protects student information in accordance with the **Family Educational Rights and Privacy Act (FERPA)** and university policy:
 - Academic records and evaluations are maintained securely and accessed only to authorized individuals.

- Discussions related to student performance are conducted discreetly and respectfully.
- Consent is required for the release of personally identifiable information, except as permitted by law.
- Students are provided with a locker room with private bathroom and shower stalls for changing into / out of lab clothes
- Students' sensitive personal information or circumstances are not shared without their permission unless there is perceived to be an immediate danger to their health or well-being. A "care team" approach is used to determine "only need to know" faculty and information for students who may need special consideration or monitoring. The department follows the University level [CARE Team](#) approach.
- **Student Dignity, Equity, and Inclusion**
 - The DPT program supports a culture of justice, equity, inclusion, belonging, and anti-racism. In alignment with university policy, the program:
 - Follows all university [Equal Opportunity and Non-Discrimination Policies](#), including the prohibition of discrimination based on race, ethnicity, gender, religion, age, disability, sexual orientation, or any protected category.
 - Does not tolerate discriminatory or harassing behavior which is subject to disciplinary action under [university policies on harassment and discrimination](#).
 - All students are valued and supported regardless of race, ethnicity, gender identity, sexual orientation, ability, religion, or background.
 - Affirms all faculty engage in inclusive pedagogy, adhere to accommodations granted by the university and routinely solicit student feedback to improve the overall student experience
 - Inclusive practices are embedded throughout the curriculum, advising, and co-curricular experiences to ensure students are supported and valued.
 - Ensures equitable access to program resources and student experiences.
- **Consistency and Equity**
 - All DPT program policies are reviewed regularly to ensure consistent and fair application to all students. Decisions regarding academic progression, clinical placement, remediation, or disciplinary action are based on documented, objective criteria and applied equitably to support fairness and transparency across student cohorts.

FERPA POLICY

The Department recognizes and abides by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. FERPA controls the confidentiality of, and access to, student education records. The entire policy is found in the University Student Handbook. The Department hereby adopts FERPA policy with respect to the maintenance, inspection, review, and disclosure of student "education records."

POLICY ON PRIVACY

The Department complies with the 1996 Health Insurance Portability and Accountability Act (HIPAA) policy at <https://www.marquette.edu/hipaa/>. Students participating in clinical education experiences may sign institutional forms that state in various terms that they will have access to private health information and this information cannot be disclosed to anyone who is not involved in the care of the patient.

Any suspected concerns may be directed to the College of Health Sciences Liaison, Rose Tilton.

POLICY ON GRIEVANCES

Formal grievance policies at Marquette University differ based on university role. Employee processes differ based on whether an individual is full time faculty versus non-full-time faculty. Full-time faculty grievance processes are found in the [Marquette University Faculty Grievance Procedures](#) as written in the Handbook for Full-Time Faculty. Active employees who are non-faculty have procedures outlined in the [employee handbook](#). Student grievance procedures are listed in the grievance/complaint process and are reported in the [Office of Student Development's Policy and Procedures](#).

Policies differ on who should be reported to according to "channels of authority". Non-faculty employees will first report to immediate supervisors, faculty to the Chair of the Department, and students have different first points of contact based on whether grievances are academic versus non-academic. All grievance procedures recommend attempting to resolve grievances using informal approaches, if possible. That said, informal attempts to address grievances should not be

considered prerequisites for invoking formal procedures. Once invoked, formal processes should complement informal approaches to resolve complaints and are not to serve as substitutes for them.

During a clinical education experience, any issues that cannot be successfully resolved at the clinical site should be discussed with one of the DCE's as soon as possible. The DCE will assist the student in identifying the issues and developing strategies for successful resolution (see Conflict Management in CEE Manual). A formal complaint regarding a DCE's performance, in writing or verbally, can be made to the Departmental Chair. The Chair will review the complaint, seek input from all parties involved, and determine the appropriate course of action.

NAME CHANGE

Name Change form is available in the Office of the Registrar in Zilber Hall if you should change your name during or after your Marquette education.

ADMISSIONS AND ACADEMIC POLICIES

ACADEMIC STANDARDS – REQUIRED TO ENTER INTO THE PROFESSIONAL PHASE

Students are still subject to the Academic Censure policy outlined in the Undergraduate Bulletin for their undergraduate coursework. However, physical therapy related prerequisites are subject to the Department of Physical Therapy Academic Standards. To proceed into the professional phase (i.e. 4th year) of the six-year DPT Program, students are required to successfully meet the following requirements:

1) The following prerequisite courses receiving a grade of C or better (C- is not acceptable) for a total of 32 total credits completed in the preprofessional phase (refer to form on page 17):

<u>Required D.P.T. Prerequisite courses</u>	<u>Credits</u>
Biology	3 Cr
Chemistry I and II	8 Cr
Introduction to Physical Therapy	1 Cr
Physics I and II	8 Cr
Statistics	3 Cr
* Anatomy	3 Cr
** Physiology	3 Cr
*** Abnormal or Dev Psychology Course	3 Cr
	32 Credits

* *Anatomy option:* Anatomy options: BISC 1035 4 cr. or BISC 3135 4 cr.

** *Physiology options:* Physiology options: EXPH 2045 3 cr., BISC 4145 4 cr. or BIOL 4701 4 cr.

*** *Abnormal or Developmental Psychology options:* PSYC 2101, 3101, 3120 and 3401

- Psych majors should still consult with their advisors and may need the 3000 level courses.
- Non-psychology majors can take PSYC 2101.

2) Prerequisite course enrollment rules:

a) It is strongly encouraged that all D.P.T. prerequisite courses be completed at accredited four-year institutions.

b) A **grade point average (GPA) of 2.67** or higher is required for prerequisite courses. Only courses taken at Marquette University will be included in the prerequisite GPA calculation.

- CR/NC grade option cannot but used with any prerequisite course
- Grade points are awarded on a 0 to 4 scale: *see table*
- A grade point average is calculated by dividing the total grade points achieved (grade points for grade earned x course credits) by the total number of credits earned.

Example:

Chemistry 4 Cr A- $3.67 \times 4 = 14.68$ grade points

Biology 3 Cr C $2.00 \times 3 = 6.0$ grade points

Physics 4 Cr B $3.00 \times 4 = 12.0$ grade points

Total 11 Cr 32.68 grade points GPA (32.68 QP/11 cr) = 2.971 GPA

Grade	Grade Pts
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00

c) Students **cannot** take professional phase courses (PHTH courses or BISC 7130) in the pre-professional phase.

d) A maximum of 7 credits of prerequisite courses may be taken at another institution. Non-MU courses may be completed in-person or online, but in-person courses are strongly recommended. ([Search for Classes by Instruction Mode](#)).

e) Advanced Placement (AP), International Baccalaureate (IB), and/or dual enrollment college credits may be applied toward a maximum of four D.P.T. prerequisite courses, excluding CHEM 1002, PHYS 1002, and Anatomy and Physiology. These four prerequisite courses must be completed at the college level for a letter grade after high school. **However, credits earned through Marquette University's Early College Credit Program (ECCP) are exempt from this limitation and may be applied to D.P.T. prerequisite courses without restriction. ECCP courses are also included in the calculation of the minimum 2.670 GPA required for prerequisite courses.** Note: AP, IB, and dual enrollment credits (non ECCP) awarded by Marquette University are credit-bearing only and are not included in grade point average (GPA) calculations."

3) For students admitted with direct admit (early assurance) entry, the following is required to maintain early assurance status:

- a) All prerequisite course enrollment rules listed above have been followed.
- b) No more than two prerequisite courses can be completed with a grade of C. A grade of C- or lower is not acceptable for prerequisite courses taken at Marquette or elsewhere.
- c) Students can retake no more than one prerequisite course. If a course is repeated at MU, the higher grade is used in the D.P.T. prerequisite GPA calculation. If the course is repeated at another institution, the grade for this prerequisite course will not be included in the prerequisite GPA calculation.
- d) At least 16 prerequisite credits must be taken at Marquette University. Credits awarded for test and/or dual credits completed in high school do **not** count as prerequisite credits taken at Marquette University. Students who have more than 9 credits of prerequisites completed in high school will be limited in the number of prerequisite credits that can be taken elsewhere to ensure at least half of the 32 credits are taken at Marquette.
- e) Students can take no more than seven prerequisite credits outside of Marquette post high school and must follow the policy for [Study at Other Institutions](#). Prerequisites not taken at MU are not included in the D.P.T. prerequisite GPA calculation.

4) Completion of undergraduate degree:

- a) Students are expected to complete their undergraduate degree in the projected time frame: 4.5 years for EXPH majors and 4 years for all other majors.
- b) Students who do not complete their undergraduate degree in the expected time frame, must submit a written plan to the director of undergraduate student success for final approval by the department Chairperson no later than June 1 of the year they start the professional phase. The written plan must outline a path for degree completion at the end of the spring term of Professional Year 2 in the professional phase of the program.
- c) Students failing to have an approved plan cannot matriculate to the professional phase.
- d) Students accepted to the Athletic Training/Physical Therapy dual-degree program must complete all requirements for the Master of Athletic Training degree prior to entering the final two terms of the Doctor of Physical Therapy program.

5) Assessment of student requirements for admission to the professional phase:

Student progress on prerequisite academic standards is assessed throughout the pre-professional phase by the director of undergraduate student success. Should a student fail to achieve the required grade in a prerequisite course, or their prerequisite GPA falls below 2.67, they will be notified that they are out of compliance with the standards. Students are encouraged to meet with their undergraduate advisors and/or a physical therapy advisor to determine best course of action to remedy the academic issues. Students must provide a written plan to return to good academic standing to the director of undergraduate student success for final approval by the Chairperson of the Department.

Assessments of students' fulfillment of the above criteria are made June 1, prior to students entering the professional phase of the program in the summer of their third year. Students who have successfully met the requirements outlined above in undergraduate academic regulations are guaranteed admission into the professional phase of the program with the class they entered as freshmen. Students who do not meet the criteria forfeit automatic admission into the professional phase in the fall term.

6) Failure to Remediate or Loss of Direct-Admit (Early Assurance) Status: Early assurance students who complete the prerequisite courses with GPA below 2.67 or fail to meet any of the other admission requirements, including loss of direct admit (early assurance) -status, are not admitted to the professional phase of the program.

- a) A Pre-Professional Year 3 student may request to use the summer session to retake one prerequisite if it would be their first retake in order to achieve the 2.67 GPA. Such a request is made in writing to the director of undergraduate student success for final approval by departmental chairperson. Approval is not guaranteed.
- b) Students who do not successfully remediate deficiencies, or who have lost their early assurance status may request a hearing with the Academic Standards Committee.
- c) A student that forfeits early assurance status can still apply as an internal applicant in their third or fourth year and are no longer time bound for when they need to start the professional phase. This is a competitive admission window without a guarantee of enrollment.

7) Request to Delay Entry: Any request to delay entry into the professional phase, or to enter another cohort, either before or after the one in which the student originally entered as a freshman, is not guaranteed. Any such request must be submitted in writing to the Chairperson of the Department.

MARQUETTE UNIVERSITY***

REQUIREMENTS & PREREQUISITES FOR CONTINUANCE INTO PROFESSIONAL YEAR 1

NAME: _____

First

Middle

Last

MU STUDENT ID#:

MAJOR:

Requirements	Department & Course #	Course Title	Grade	Number of Units/Credits Sem. Qtr.	Institution	Year & Term Completed	Planned Completion Year & Term
Anatomy							
Physiology							
Biology							
Chemistry I							
Chemistry II							
Introduction to PT							
Physics I							
Physics II							
Psychology (Intro to LifeSpan/ Development or Abnormal)							
Statistics							

- ☐ I have a minimum of 2.67 of prerequisite coursework.
- ☐ I have completed no more than two prerequisites with grade of C. I understand C- is not acceptable, and that all other prerequisites have been completed with a C+ or higher.
- ☐ I understand that I can retake no more than one prerequisite course. If a course is repeated, the higher grade is used in the D.P.T. prerequisite GPA calculation. If the course is repeated at another institution, the grade for this prerequisite course will not be included in the prerequisite GPA calculation.
- ☐ I understand D.P.T. prerequisite courses taken elsewhere may be completed in-person or online, but in-person courses are strongly recommended.
- ☐ I understand up to 7 credits can be taken at a community college, 2-year, or technical school.
- ☐ I have at least 16 credits of the prerequisite course credits (32) completed at Marquette
- ☐ I understand Advanced Placement (AP) International Baccalaureate (IB), and/or dual enrollment credits may be applied towards DPT prerequisites with the exception of Anatomy and Physiology, CHEM 1002, and PHYS 1002. Please note AP, IB, and/or dual enrollment credits awarded by MU are credit bearing only and are not included in grade point (GPA) calculations. This excludes dual-enrollment credits earned through Marquette University's Early College Credit Program (ECCP). Credits earned through ECCP may be applied to D.P.T. prerequisite courses without restriction. ECCP courses are included in the calculation of the minimum 2.670 GPA required for prerequisite courses.
- ☐ I will be receiving my undergraduate degree, _____,
(degree to be awarded) in _____ of _____.
(Month) (Year)

Signature

Date Submitted

******Please note: this form is for reference only. Please review all the courses and requirements on this form that are needed for continuance into the professional phase. The student will receive a link to fill out the electronic form early fall of Pre-3 Year.**

GRADING POLICY

The following grading scale is used in all **professional didactic courses** during the first through third years of the professional phase of the program. Final letter grades are determined based on overall course performance, as outlined in each course syllabus.

PROFESSIONAL PHASE GRADING SCALE

Percentage	Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade
94-100	A	82-84	B-	70-71	D+
92-93	A-	80-81	C+	65-69	D
90-91	B+	75-79	C	<65	F
85-89	B	72-74	C-		

Standard rounding is applied to final course percentages (e.g., 89.5% rounds to 90%). Each course syllabus will detail how grades are calculated, including the weight of exams, assignments, and practical evaluations. Students are responsible for understanding individual course requirements and must meet the minimum grade specified for course progression.

INCOMPLETE (I) GRADE POLICY

This grade must be initiated by students and approved by the instructor prior to the end of the session in which the class is offered and must be assigned by the instructor prior to the final grading deadline for the term/session in which the class is offered. The student must expressly ask the instructor to issue an Incomplete grade and explain the extenuating circumstances keeping them from completing their remaining assignments and/or final exam by the deadline. Requests for an Incomplete grade must be accompanied by written documentation of the extenuating circumstances. The instructor may consider the request only if the student has participated in the class consistently during the term and up to the time of the request, including completion of at least 60 percent of the class as measured in weeks of attendance or participation in the session. The instructor may not consider the request if they deem the student incapable of earning a passing grade at the time of the request.

This grade is cleared through the college office of the college offering the course. If not cleared or changed to the grade of IE by the date specified in the Academic Calendar the grade is automatically turned into a permanent grade of F or other non-passing grade based on the grading options of the course. Retroactive withdrawals may not replace an I grade. Because these grades denote that the student did not fulfill all course requirements and/or the final exam, the university views these grades with the same seriousness as the grade of F or WF.

Any exception to the assignment of this grade must be approved by the college offering the course; however, retroactive withdrawals may not replace an I grade, regardless of an approved exception

GRADE APPEAL

The Department of Physical Therapy follows the College of Health Sciences undergraduate grade appeal guidelines. (See Appeal Procedures in the College of Health Sciences section of the University Bulletin).

EXAMINATIONS

During written or practical exams, quizzes, and all other graded evaluations, use of any materials: printed or electronic (including but not limited to: computer, cell phone, smart watch, etc) are not allowed except with the permission of instructor. Such devices should be turned off, physically removed, and stowed properly during the assessment.

ATTENDANCE POLICY (IN PROFESSIONAL PHASE)

Students are expected to attend every meeting, lecture, lab or clinical experience of the courses in which they are registered. Any absence, regardless of the reason, prevents the student from getting the full benefit of the course and renders the student liable to university censure. In the Department of Physical Therapy, class attendance requirements and the impact that absences may have on a student's grade are made by the individual instructors. The attendance policy in each Department of Physical Therapy course is published in the course syllabus.

Students who are ill or anticipate being absent for a family emergency must contact the physical therapy department chairperson and academic standards chairperson immediately. All students must consult with the instructor of the course(s) missed for makeup, if necessary. Absences of two or more weeks of content or 10% of content in shorter sessions during

the three years of the professional program may be considered as grounds for repeating the entire term.

For short-term absences from class or clinical education, students should consult the absence policies outlined in the appropriate program-specific handbook (e.g., course syllabus or Clinical Education Manual). Absence procedures, required documentation, and any makeup expectations are defined by each program component and may vary accordingly.

ALTERNATE INSTITUTIONS

University guidelines state that students who plan to study at another institution must obtain written approval for each course prior to enrollment in the course (see undergraduate bulletin). If prior approval is not obtained, the university reserves the right to not accept the credits earned at the other institution. Course approval forms may be obtained from the student's college office. See 2e in Academic Standards - Required to Enter into the Professional Phase on page 12.

ACADEMIC ADVISING

Academic advising is an important aspect in your college life allowing you maximum educational potential through communication and information exchanges with your advisor.

Students are assigned an advisor in the major in which they are enrolled for their undergraduate degree. The College of Arts and Sciences has a pre-DPT advisor. Ms. Yolanda Webb and Ms. Michelle Schuh provide advice in the pre-professional phase for students in the Program in Exercise Science and the College of Health Sciences, respectively. In the third year of the pre-professional program, each student is assigned a Physical Therapy (PT) faculty advisor. Students of other colleges are welcome to contact Ms. Michelle Schuh, Assistant Dean of the College of Health Sciences with questions about the PT program. PT Department advisors are available during the week of all-university advising. Please contact the PT Department office if you would like to meet with a PT advisor at any other time during your academic career. Additionally, there will be mandatory class meetings with the Department Chair for advising, questions, and program updates. If you cannot attend a mandatory meeting, it is your professional responsibility to notify the Department and make other arrangements to receive the information conveyed.

Your PT advisor will be able to answer your questions concerning:

- 1) Physical therapy
- 2) Marquette University Doctor of Physical Therapy curriculum
- 3) Other health related disciplines
- 4) Physical therapy course requirements and sequencing of course material
- 5) Graduate education, continuing education and career opportunities in physical therapy

Your PT advisor probably will **not** be able to answer questions concerning:

- 1) Financial aid
- 2) Course requirements in physical therapy programs other than Marquette
- 3) Degree requirements in other units or majors at Marquette

Please arrive for your appointment on time. After selecting your courses, check that the section numbers are correct, that you have taken the course prerequisites, and that there are no time conflicts with other courses.

Appointments at pre-registration advising are short. If you need more time to speak with your advisor, it would be advisable to make an appointment outside of pre-registration time.

ACADEMIC INTEGRITY and MISCONDUCT

Rationale

Academic integrity is central to maintaining the high standard of academic excellence to which Marquette University is dedicated. All members of the university community – including faculty, staff, and students - share the responsibility for the academic standards and reputation of the university. Academic honesty is essential for ensuring that students' skills and knowledge are fairly and accurately assessed. Conversely, academic dishonesty is destructive of the values of the University, and it is unfair and discouraging to the majority of students who pursue their studies honestly. Instances of academic misconduct during the pre-professional phase will follow university academic integrity policies (see undergraduate bulletin) and also must be reported to the Department of Physical Therapy by the student. The student may be placed on probation during the professional phase. Failure to report instances of academic misconduct within 6 months of the investigation could result in dismissal from the physical therapy program.

Please refer to undergraduate bulletin at <http://bulletin.marquette.edu/undergrad/>.

REQUEST FOR TEMPORARY WITHDRAWAL

A student who wishes to take a temporary withdrawal from the PT Program must make his/her request in writing to the Chairperson of the Department of Physical Therapy, who will consider the request and render a decision in writing. A student's direct admit (early assurance) status is guaranteed only for the class in which they enter as freshman. The student may be subject to Conditions of Probation upon returning to the PT Program depending on the student's academic performance or professional behaviors at the time of the request. If a temporary withdrawal is granted to a student who is already on Probation or under a Learning Contract, the Conditions / Terms of these agreements will continue to be in effect upon the student's return to the program, with the necessary adjustments to the timeframes involved.

If the student is granted withdrawal due to a physical or mental condition, the student must provide documentation that the condition is under control or resolved prior to returning to the program. If a disability exists, the student must make requests for reasonable accommodation(s) prior to reinstatement in the program. The student must provide evidence that they are ready to fulfill the academic requirements of the program and assume responsibility for the safety and welfare of patients during the clinical component of the program. The DPT faculty will determine if the requested accommodations are reasonable given the academic and clinical demands of the program and profession.

Under the Chairperson's discretion, the granting of a temporary withdrawal is subject to the enrollment numbers and space availability of the class to which the student is requesting to return. Upon returning to the program, the student will be required to fulfill any curricular changes or other requirements that have been instituted while the student was away from the program. A reasonable effort will be made to notify the student, prior to withdrawal, of any known proposed changes. However, unforeseen changes are always a possibility. Students who have already taken a one-year of temporary withdrawal cannot be granted another as they would not be able to graduate in the four-year time limit. (See academic standard section). Upon return, students will follow the handbook for the cohort they are joining as they move forward in the program.

WITHDRAWAL FROM PHYSICAL THERAPY

Withdrawal from the program, as a direct admit (early assurance) physical therapy student, is achieved through a written request submitted to the Chairperson of the Department of Physical Therapy. Any student considering withdrawing from the physical therapy program is encouraged to meet with the Chairperson of the Department of Physical Therapy or his/her advisor prior to making a final decision.

INTERNAL TRANSFER ADMISSIONS TO THE PROFESSIONAL PHASE

Marquette students who were not admitted as Early Assurance DPT freshmen may apply to transfer into the professional phase of the program. Historically about 10 spaces have been offered to Marquette pre-physical therapy students (PREPS); however, neither the number of spaces nor transfer admission are guaranteed. To apply for this window of admission, students must have completed or are in the process of completing half or more of the 32 physical therapy prerequisite credits at Marquette University and meet or exceed all requirements for the undergraduate phase. Further details of entrance requirements are available from the Department of Physical Therapy.

TRANSFER WITHIN THE UNIVERSITY

The various colleges of Marquette University operate under the jurisdiction of separate Deans. Therefore, enrolled students must submit to the Office of the Registrar a formal Application for Internal Transfer if they wish to transfer from one college to another. Various criteria may be considered by the colleges during review of the student's request to transfer colleges, including, but not limited to: current Grade Point Average, cumulative Grade Point Average, prior academic record and prior academic misconduct issues. If the Application for Transfer is approved, the student will be governed by the degree requirements of the college into which the transfer is made. Because Marquette conducts an early registration several months prior to the start of each term, it is to the student's advantage to apply and be accepted as early as possible. Application forms are available online at www.marquette.edu/registrar and a completed application must be submitted to the Office of the Registrar no later than one week before the start of the session for which the student wishes to enroll.

UNDERGRADUATE MAJORS

You must declare an undergraduate major by the second semester of your sophomore year. It is possible to meet the 32 core course requirements for physical therapy by selecting any of the following undergraduate majors. Please note, those

majors marked with an asterisk (*) may require some summer classes. Undergraduate majors must be completed by the end of the spring semester of Professional Year 2. If you are an ++Exercise Physiology major, you will not be able to complete your undergraduate degree until after the fall semester of Professional Year 2. However, you may attend and walk through the graduation ceremony in May of your Professional Year 1.

Biomedical Sciences
 Exercise Physiology (Master's in Athletic Training track available)
 Literature and Culture
 Philosophy
 Physiological Sciences
 Psychology
 Sociology
 Spanish Language
 Biomedical Engineering***

**Other BA majors – (The majority of the BA majors will work in the 3-year time frame and students should contact the College of Arts and Sciences for individual plans).

***Biomedical Engineering is a rigorous major with many requirements. Time conflicts will likely arise which would delay entry into the professional phase by one year and therefore require seven years to complete the undergraduate and DPT degrees.

VOLUNTEER HOURS

Volunteer hours are not required but encouraged. If you have questions about going into physical therapy as a career choice, volunteering in physical therapy will give you the necessary knowledge to see if physical therapy is the right fit for you.

CLINICAL EDUCATION

CLINICAL EDUCATION EXPERIENCES (PROFESSIONAL PHASE)

Please refer to the Department of Physical Therapy - Clinical Education Experience Manual. This manual is located on the [Marquette University Clinical Education Information website](#). The manual has information and policies including but not limited to CEE course sequence, descriptions, advising, site selection process, attendance policy, professional behaviors, performance expectations, clinical education experience requirements, and background checks.

STUDENT SERVICES AND SUPPORT – DEPARTMENTAL RESOURCES

STUDENTS REQUESTING ACCOMMODATIONS

Please visit DISABILITY SERVICES at this link: <https://www.marquette.edu/disability-services/accommodations.php> to follow the process.

STUDENT ACADEMIC SUCCESS AND SUPPORT

The Undergraduate Student Success Committee is dedicated to supporting students throughout their academic journey. Committee members offer individualized guidance on study strategies, time management, prerequisite coursework, major selection, and personal development. Whether you're facing academic challenges, navigating major decisions, or seeking support outside the classroom, the committee works collaboratively with you and your undergraduate advisor to promote your success—academically, personally, and professionally.

Undergraduate Success Committee	
Faculty Name	Contact Information
Mike Danduran , Associate Professor Program in Exercise Science	Michael.danduran@marquette.edu Office: Cramer Hall 215E
Whether you're facing academic challenges, struggling with time management, or looking to strengthen your study habits, Dr. Danduran, Co-Chair of the Undergraduate Success Committee, is here to support you. He is	

available to help you navigate challenges and set a solid foundation for success. He can work with you to develop effective study strategies, improve organization, and connect you with the right campus resources. Reaching out early can make all the difference and Dr. Danduran is here to support you every step of the way.	
Kathy Lukaszewicz , Director of Student Success, and Clinical Associate Professor	Kathleen.lukaszewicz@marquette.edu Office: Schroeder Complex 346E
If you're an Early Assurance DPT student and have questions or concerns about prerequisite courses or your undergraduate major, Dr. Lukaszewicz, Co-Chair of the Undergraduate Success Committee, is here to support you. She works closely with students who may be facing challenges in meeting program requirements and can help guide you toward academic success. Dr. Lukaszewicz will collaborate with your undergraduate advisor—regardless of your major—to ensure you stay on track for the DPT program. Don't hesitate to reach out with questions or if you need support navigating your coursework.	
Albojay Deacon , Assistant Clinical Professor, Coordinator of Student Success & Engagement	Albojay.deacon@marquette.edu Office: Schroeder Complex 357
Dr. Albojay Deacon, Coordinator of Student Success and Engagement, is dedicated to creating an inclusive and supportive environment for all students in the Department of Physical Therapy. He works with both undergraduate and professional phase students to support personal growth, resilience, and a sense of belonging. Whether you're navigating social or emotional challenges, seeking to get more involved, or looking for guidance on your path forward, Dr. Deacon is a valuable resource for holistic support and success beyond academics.	

OFFICE OF STUDENT SUCCESS AND ENGAGEMENT

The Office of Student Success and Engagement is dedicated to fostering an inclusive and supportive environment for all students within the College of Health Sciences. We champion culturally responsive practices and work collaboratively with students, faculty, and community partners to promote academic achievement, personal growth, and professional development. Our mission is to ensure every student has the tools, support, and opportunities they need to thrive—academically, personally, and professionally.

Services include:

- **Culturally Inclusive Engagement:** We actively engage students and faculty in practices that honor and reflect the diverse cultural backgrounds of our community, fostering a sense of belonging and mutual respect.
- **Holistic Student Support:** We provide individualized support for students navigating social, emotional, or personal challenges that may impact their academic performance. Our office offers a safe space for students to be heard, supported, and guided.
- **Evidence-Based Success Planning:** Using proven strategies, we help students develop personalized action plans to overcome adversity, build resilience, and achieve their academic and career goals.
- **Resilience and Professional Development Coaching:** Through one-on-one sessions, we support students in cultivating resilience and essential life skills that contribute to long-term personal and professional success.
- **Community Outreach and Engagement:** We collaborate with local schools and organizations to extend our impact beyond campus, offering outreach opportunities for students—especially graduate students—interested in educating and serving the Milwaukee community.

STUDENT COMMUNICATION, JOB, AND CAREER OPPORTUNITY POLICY

The Doctor of Physical Therapy Program is committed to maintaining clear, consistent, and timely communication with students regarding program expectations, academic requirements, professional development opportunities, clinical education information, and career-related resources. The Program uses multiple communication methods to support student engagement, student success, and awareness of available opportunities.

Student Communication Platforms

Both pre-professional and professional phase students are invited and expected to participate in the [Marquette University Physical Therapy Students Teams page](#). This Teams page serves as a central communication platform for sharing Department and Program information with students.

Information shared through the student Teams page may include, but is not limited to:

1. Updated student handbooks;
2. Class schedules;
3. Registration information;
4. Clinical education manuals and related updates;
5. Program reminders and announcements;
6. Extra learning opportunities;

7. Volunteer opportunities;
8. Residency and fellowship information;
9. Professional development opportunities;
10. Student organization or Department-sponsored events;
11. Job and career opportunities, when appropriate; and
12. Other information relevant to student progression, engagement, and professional preparation.

Students are responsible for regularly monitoring Department communication platforms, including the student Teams page and their Marquette University email, and for reviewing information shared by the Program in a timely manner.

Email Communication

The Program may also communicate with students through Marquette University email. Email may be used to share time-sensitive information, individualized communication, official notices, job or career opportunities, clinical education information, registration or advising updates, and other information that requires direct communication with students. Students are expected to use and regularly monitor their Marquette University email account for official Department, Program, College, and University communication.

Job and Career Opportunity Communication

The Program supports students' awareness of employment, professional development, and career opportunities that may be relevant to their academic level, professional preparation, and career goals. Job and career opportunities may be shared with students through appropriate Program communication channels.

Opportunities may include, but are not limited to, part-time student employment, campus or community-based positions, rehabilitation or health-related experiences, professional employment opportunities, residency or fellowship opportunities, and other career development resources.

The Program communicates job and career opportunities to students in a variety of ways, including posting opportunities on the appropriate student Teams page, emailing students when opportunities are submitted to the Program, and directing students to available career resources. Opportunities may be shared with pre-professional students when appropriate for their current level of preparation or with professional phase students when the opportunity is more closely aligned with future professional employment.

Exxat One Job Board

Students in the professional phase of the Doctor of Physical Therapy Program have access to the Exxat One job board, which provides information about professional employment opportunities and related career resources. Students may use this resource to explore employment opportunities, connect with potential employers, and support their transition from student to entry-level physical therapist.

Career Fair

The Department provides a Health Professions Career Fair each fall. Professional phase students are required to attend this event, and pre-professional phase students are encouraged to attend. The career fair provides students with access to a variety of job and career opportunities and allows students to interact directly with potential employers. The career fair supports student career planning, professional networking, awareness of employment options, and preparation for transition to professional practice following graduation.

Department Review and Distribution of Opportunities

The Program may share job, volunteer, residency, fellowship, professional development, or career opportunities as a courtesy to students and external partners. The Program will use professional judgment when determining whether and how to distribute opportunities to students. Opportunities should be appropriate to the student audience, consistent with the educational mission of the Department, and aligned with applicable University policies and professional expectations.

Posting or distribution of an opportunity does not constitute endorsement of the employer, position, organization, program, or employment conditions. Students are responsible for reviewing opportunities carefully, determining whether they meet eligibility requirements, and making informed decisions regarding participation, application, or employment.

STUDENT LIFE AND FACILITIES

PHYSICAL THERAPY STUDENT COUNCIL

The PT Student Council is the governing body for the students in the program. The Council consists of an elected Executive Committee, Class Officers, and Representatives. Opportunities to participate are ample through the Council's public

relations, education and social activities, fundraising, philanthropic and pro bono clinic committees. The Physical Therapy Student Council is a great way to get involved, network with other PT students and to gain insight into your future profession.

PROFESSIONAL AND ETHICAL STANDARDS AND REQUIREMENTS

C.P.R. CERTIFICATION

Certification in basic life support that includes child, infant and both one- and two-person adult CPR along with AED (automatic external defibrillator) training is required of all students. This requirement needs to be met prior to the mid-October deadline of the Professional Year 1 of the DPT program. The Department of Physical Therapy only accepts CPR certification through the **American Heart Association**. It is required that students maintain continued certification throughout the remainder of the DPT curriculum. Failure to maintain and report current certification to the PT Office may jeopardize enrollment in subsequent PHTH courses and reduce priority for internship site selection. Students should contact their local American Heart Association office. **Please note there is a two-part procedure for attaining CPR certification. The first part is the instruction and exam which can be done in person or on-line. The on-line course is called HeartCode BLS. The link is <https://elearning.heart.org/course/437>. The second part is a hands-on in person training at a local American Heart Association Facility or at Marquette University. The student will need to complete both parts to get the CPR certification.**

Uniform Expectations for Faculty, Staff and Students-

(Revised March 2023, May 2026)

DEPARTMENT OF PHYSICAL THERAPY

MARQUETTE UNIVERSITY

UNIFORM EXPECTATIONS FOR FACULTY, STAFF, AND STUDENTS

UNIFORM EXPECTATION 1 - PROFESSIONAL MEMBERSHIP AND CONFERENCE ATTENDANCE

Rationale:

Consistent with the mission of Marquette University, the Department of Physical Therapy is committed to professional excellence and leadership expressed in service to others. As such, we seek professional development and service opportunities that extend beyond the requirements of the workplace and classroom. The American Physical Therapy Association (APTA) and state physical therapy associations are committed to advancing the profession of physical therapy and improving the health and physical function of the public. Likewise, the American College of Sports Medicine (ACSM), the National Strength and Conditioning Association (NSCA), and the National Athletic Training Association (NATA), and state organizations are committed to advancing those in the field of exercise science. These organizations provide opportunities for professional development and service that go beyond the minimum expectations of the classroom and workplace. It is our goal that all our faculty and students display a commitment to professional enrichment and service through professional membership and participation.

Expectations:

1. Faculty

Faculty members who are physical therapists and teach DPT students are expected to be members of the APTA. Other faculty in the Department of Physical Therapy are encouraged to be members of professional organizations relevant to their field, such as ACSM, NSCA, International Society for Biomechanics in Sport (ISBS), or NATA for Athletic Training faculty. All are expected to participate in professional meetings by attending, presenting, and/or serving in leadership positions.

When attending meetings, faculty are encouraged to help students engage and feel welcome by explaining meeting format, recommending programming, and facilitating introductions to colleagues.

2. Students

Upon entering the professional phase of the DPT curriculum, all DPT students are expected to be members of the APTA and to maintain student membership until graduation. After graduation, students are encouraged to maintain their membership in APTA.

During the professional phase of their curriculum, DPT students are expected to complete at least 7 hours of programming at any of the following venues:

- Combined Sections Meeting of the APTA
- Conferences of state physical therapy associations
- District meetings of state physical therapy associations
- Legislative action days

The expectation can be fulfilled by attending a single event or a combination of events as long as the amount of programming attended totals a minimum of 7 hours. Students are encouraged to attend a variety of educational, research, service, networking, governance, and leadership activities. Such activities may include continuing education sessions, awards dinners, business meetings, fundraising activities, House of Delegates sessions, poster sessions, and/or platform presentations. To make it convenient for students to attend at least 1 professional meeting, fall break for DPT5 and DPT6 students will coincide with the Fall Conference of the Wisconsin Physical Therapy Association.

Students in the Master of Athletic Training (MAT) program are expected to become student members of the NATA and maintain active membership through the program as stated in the MAT student handbook.

Accountability:

A registration confirmation notice attached to a completed Professional Development Attendance Form (see Appendix A) will serve as proof of attendance for national and state meetings. Because legislative action days and district meetings do not have confirmation notices, a completed Professional Development Attendance Form will serve as proof of attendance for these events. Proof of attendance at professional development activities must be submitted to the department

chairperson no later than May 1st of the year in which the DPT degree is expected. No student will be awarded a DPT degree from Marquette University without completing this expectation.

Faculty members are expected to provide reasonable accommodation to allow students to attend professional activities to fulfill this expectation. Students are encouraged to complete this expectation before their last semester in the program to avoid conflicts with full time clinical assignments, as there is a “no absence” policy for clinical experiences.

UNIFORM EXPECTATION 2 - PHYSICAL ENVIRONMENT

Rationale:

A clean and orderly physical plant contributes to a safe and pleasant learning environment and contributes to good first impressions among visitors. While recognizing the dynamic nature of the department, with teaching materials and equipment changing on a day-to-day basis, we are expected to maintain a safe, clean, and organized working environment.

Expectations:

1. Lecture spaces

The lecture area of the classrooms should be kept free of clutter such as tables, chairs, and unused teaching aids. Extra material brought to the class for teaching should be returned to its proper storage location when the class ends. It is the responsibility of those attending classes to dispose of trash at the end of class and to leave the classroom in an ordered appearance.

2. Laboratory spaces

Keeping laboratory space in good order requires the effort of faculty, staff, and students. The faculty will monitor equipment needed for laboratories and return that is no longer needed to its proper storage location. Laboratories should not be used as permanent or temporary storage locations for equipment that can be stored in cabinets and designated storage spaces. Students should return chairs and tables to their appropriate locations and dispose of all trash at the end of class. After examination tables, mats, and plinths have been used, they should be cleaned with the cleaner provided. Used linens should be placed in laundry bags.

UNIFORM EXPECTATION 3 - CLASSROOM AND MEETING BEHAVIOR

Rationale:

Lectures, labs, clinical experiences, internships, and meetings between students and faculty are essential to learning. Absence from class, regardless of the reason, prevents the student from getting the full benefit of courses and renders the student liable to university censure. An orderly and courteous environment that is free of distractions is important for creating an environment conducive to learning. Many classes are structured for participation and group discussion, which cannot occur unless participants are present. Learning to act as a professional is an important part of education in the Department of Physical Therapy, and timely attendance is an important professional behavior. The classroom is a natural place to begin forming habits of professionalism.

Expectations:

1. Attendance

Consistent with the Marquette University policy, attendance in all classes, laboratories, and clinical experiences is mandatory. Students are expected to attend every lecture and lab. Faculty, students, and staff should arrive and begin class on time and should remain in class until activities are completed. Class should end on time and breaks should be given at predictable intervals. Absences, due to illness or otherwise, must be reported to the instructor on each day of the absence. Any attendance modifications for DPT students in the professional phase of the curriculum will follow Department and University policy as stated here:

- A. For short term absences (e.g., 1-2 class meetings), students are expected to get notes from classmates. Please do not ask instructors for exceptions to this policy.
- B. The department understands that certain situations (e.g., a medical emergency) may arise where students are absent from an in-person class for several days. Notification to the Department of Physical Therapy is required. Only extreme circumstances discussed at the departmental level in advance or at the time of absence may warrant accommodation such as streaming lectures. Decisions will be made by the Chair of the Department and Chair of Academic Standards in the Department of Physical Therapy. After the decision is made, students will be expected to contact the individual faculty member to determine if accommodations are possible. If a lecture is recorded for viewing later, it will be for personal use only.

2. Classroom Behavior

All members of the Department of Physical Therapy are expected to contribute to an orderly and courteous environment that is conducive to learning. Participants are expected to engage vigorously in all lectures, lab, meeting, internship, and clinical experiences by listening attentively, responding to questions, and participating in learning activities. Disruptive behaviors, including but not limited to talking out of turn, text messaging, instant messaging, or using cell phones, cursing, are distracting and therefore not allowed. The use of laptop computers, tablets, and other portable devices during class and lab time should be restricted to class-related activities. All other electronic devices should be turned off.

Because it is potentially distracting and may compromise the integrity of our physical environment, food consumption during lectures should be kept to a minimum and all drinks should be in covered containers. No food or drink, except water in covered containers, is permitted in labs unless otherwise specified by the instructor.

UNIFORM EXPECTATION 4 - PERSONAL APPEARANCE

Rationale:

Proper grooming and appropriate attire show respect for yourself, your colleagues, your patients, and others with whom you interact. Our personal appearance can instill confidence and help us demonstrate pride in our profession and our school.

Expectations:

As representatives of the Department of Physical Therapy and of Marquette University, all faculty, staff, and students should model the personal appearance and hygiene standards expected of health care professionals. Casual clothing is acceptable for regular classroom attendance. Lab attire is at the discretion of the course instructor. Fingernails may need to be trimmed for certain labs. On occasions when guests are invited to provide lectures or laboratory experiences, clinical attire or business casual may be expected. Course instructors should make clear their personal appearance expectations for laboratory activities and guest speakers. When in doubt, students should ask instructors for clarification. Dirty or damaged clothing is unacceptable under any circumstances, as is any clothing that features vulgar words or pictures. Clothing and jewelry should always be safe and practical for the activities at hand. See Appendix B - Guidelines for Clinical Attire and Business Casual for guidance on personal appearance.

UNIFORM EXPECTATION 5 - ALCOHOL AND SUBSTANCE USE

Rationale:

Faculty, staff, and students in the Department of Physical Therapy at Marquette University are adults and are entitled to make choices in their adult life. However, being a member of a profession carries with it certain expectations for behavior inside and outside the classroom and clinic. As noted in the Wisconsin State Physical Therapy Practice Act, the APTA Code of Ethics, and the Guide for Professional Conduct, sanctions can be imposed upon a professional for alcohol and substance related offenses. As such, the Department of Physical Therapy at Marquette University has uniform expectations regarding alcohol and substance use. These expectations are intended to protect the health and welfare of our academic community and others who may be compromised due to an individual's choice to consume alcohol or other substances. These expectations are also intended to encourage the responsible use of alcohol and other substances.

Expectations:

Faculty, staff, and students who choose to consume alcohol and other substances are expected to do so responsibly. Faculty, staff, and students should never engage in lecture, laboratory, clinical, or internship experiences while under the influence of or smelling of alcohol or other intoxicating substances. Alcohol consumption or use of other intoxicating substances in the teaching and learning environment, including but not limited to classrooms, laboratories, and hallways, is strictly prohibited.

UNIFORM EXPECTATION 6 - ACADEMIC INTEGRITY

Rationale:

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

Expectations:

Students, faculty, and staff in the Department of Physical Therapy are expected to conduct themselves with the highest level of academic integrity and to refrain from academically dishonest behaviors.

All students at Marquette are asked to commit to academic integrity through the following honor pledge: *I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.*

A detailed description of what the honor code obliges of students, instructors, researchers, and staff, in addition to best practices for maintaining such honor, can be found at the following link to the Provost's Office (<https://www.marquette.edu/provost/integrity-pledge.php>).

UNIFORM EXPECTATION 7 – SOCIAL MEDIA AND OTHER FORMS OF COMMUNICATION

The Dept. of Physical Therapy adheres to all University policies related to social media and other forms of communication. We also adhere to the University's acceptable use policy and its position that e-mail is an official form of communication at Marquette University. All are encouraged to check and respond to e-mail regularly. Please note that it is against Marquette policy to use university e-resources to harass, degrade, intimidate, demean, slander, defame, interfere with, or threaten others.

Think before you post. Prospective employers may check your social media activity.

For more information, see the following links:

- Social media policy - <https://www.marquette.edu/social/social-media-statement.php>.
- Acceptable use policy - <https://www.marquette.edu/university-policies-procedures/upp-1-05-acceptable-use-of-electronic-resources.php>
- Statement on e-mail as an official form of communication - <https://www.marquette.edu/its/about/official.shtml>.

MARQUETTE UNIVERSITY, DEPARTMENT OF PHYSICAL THERAPY
TECHNICAL STANDARDS and REASONABLE ACCOMMODATIONS FOR NEW AND CONTINUING STUDENTS

Approved 5/12/25 as advisory to be shared with Pre-Professional Year 1 and Professional Year 1 students in handbooks.

Purpose

This document outlines the technical standards required for students in the Doctor of Physical Therapy (DPT) program at Marquette University, as well as the process for requesting reasonable accommodations. It is intended for prospective and current students, faculty, and staff involved in admissions, academic instruction, and clinical education. The goal is to ensure that all students meet essential competencies while recognizing and supporting those who may require accommodations under the Americans with Disabilities Act (ADA).

Technical Standards

Marquette University's Department of Physical Therapy promotes the broad preparation of students for clinical practice. Graduates are prepared to be general practitioners, i.e., to be able to provide physical therapy services to people of all ages and diagnoses in all practice settings. The following technical standards specify those attributes that our faculty considers necessary for completing the professional education program and enabling each graduate to subsequently enter clinical practice. This is in line with state licensure acts. Applicants for the DPT degree must have abilities and skills to independently perform the described functions for continuation in the program. The following standards are to be met to successfully complete the program and qualify for licensure. **Students must demonstrate competency in the following areas:**

1. Observation Skills

Students must be able to:

- Collect and accurately interpret information from the classroom, laboratory and clinical environments.
- Accurately record information.
- Examine and evaluate patients.

2. Communication Skills

Students must be able to:

- Demonstrate communication necessary to obtain essential information from patients, explain treatment procedures and document according to practice guidelines.
- Communicate effectively in person with faculty members, classmates, patients and their caregivers, clinical supervisors, and others associated directly or indirectly with patient care.
- Interpret and respond to non-verbal communication cues.
- Maintain clear and professional documentation of patient care.

3. Intellectual and Conceptual Skills

Students must be able to:

- Engage in critical thinking, problem-solving, and clinical decision-making.
- Synthesize and analyze information for assessment and treatment planning.
- Comprehend three-dimensional relationships and spatial dynamics of anatomical structures.

4. Behavioral, Social, and Professional Interaction Skills

Students must be able to

- Demonstrate emotional stability, ethical integrity and professional demeanor.

- Tolerate physically, emotionally, and intellectually taxing workloads and function effectively under these stresses.
- Adapt to changing clinical environments and manage stress effectively.
 - Mindfulness, compassion, integrity, concern for others, interpersonal skills, cultural competence, interest, and motivation are all qualities that are assessed during the admissions (transfer students) and educational process.
- Exhibit cultural competence, compassion, and interpersonal skills in patient care and professional interactions.
- Utilize ethical principles consistent with the American Physical Therapy Association's Code of Ethics in making clinically relevant decisions in addition to interactions with peers, faculty, guests, patients, supervisors and other stakeholders.
- Possess and maintain good health practices regarding cleanliness, and dress appropriately to safeguard others with whom they come into close contact, particularly those who may be immuno-compromised.
- Maintain living arrangements in sufficient proximity of campus and clinical education experiences to facilitate timely arrival for all classes and education experiences.

For more details on professional expectations refer to Appendix B and the section on Uniform Expectations

5. Psychomotor Skills

Students must be able to:

- Effectively transition between clinical and academic settings.
- Safely perform physical examinations, therapeutic interventions, and patient transfers.
- Manipulate clinical tools and equipment, applying necessary force as required for patient care.
- Position oneself and the body parts of another to examine, move, communicate with, teach, and treat patients.
- Manipulate clinical equipment as needed for testing cranial nerves, sensation, joint range of motion, muscle strength, muscle length, weight, cardiopulmonary function, and other aspects of movement.
- Guide, facilitate, inhibit, and resist individual and group muscle action and joint motion as done in exercise and manipulation.
- Return a sitting or upright person who has lost their balance to a safe and stable position.
- Safely decelerate and/or control the speed of a patient's fall from a seated or standing position.
- Assist a client on stairs, ensuring both the therapists and patients balance and safety.
- Possess the current certifications required by OSHA (ex. standard precautions) and AHA (ex. CPR with AED) certification.

Note: skills 1-5 require the senses of hearing, vision, and/or touch or a functional equivalent

Assessment of Pre Professional and Transfer Applicants

Pre-professional first year student applicants are assessed by the Marquette University Office of Undergraduate Admissions (see undergraduate bulletin). Transfer applicants and continuing students will be assessed not only on their scholastic achievement and ability, but also on their intellectual, physical and emotional capacities that meet the full requirements of the curriculum of the professional program. The Physical Therapy faculty exercise judgment when evaluating applicants or students' character, academic and extracurricular achievements, and overall capability and suitability for entering or continuing in the program. The information sources include the application, letters of recommendation, transcripts, Graduate Record Examination scores (for transfer students), and personal interviews.

Curriculum Requirements:

In addition to the abilities specified above, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum. Compliance with the program's technical standards does not guarantee that an individual will successfully complete the licensing examination or be hired after graduation.

Tests and Evaluations:

In order to evaluate competence, the Physical Therapy Department employs periodic examinations, both written and oral-practical, as an essential component of the curriculum. Prior to full-time clinical education experiences, students are

required to complete all requirements (see student handbook). Successful completion of all examinations is required of all students as a condition for continued progress through the curriculum. Reasonable accommodation(s) recommended by the Coordinator of Disability Services will be made for taking examinations.

Clinical Assessments:

Demonstration of clinical competence is fundamental to the career of the student. The process of evaluation of the clinical performance of the student is an integral and essential component of the curriculum. Although reasonable accommodation will be made, participation in clinical experiences and the evaluation of that participation is required. The Clinical Performance Instrument (CPI) (Appendix) and the PT Specific Professional Behaviors (Appendix) are evaluation tools used to assess performance on full time clinical internships and to gauge levels of clinical competence.

Reasonable Accommodation(s):

In an effort to complete classroom or clinical requirements in the DPT program, a student may request reasonable accommodation(s). It is the policy of Marquette University, the College of Health Sciences, and the Department of Physical Therapy to provide reasonable accommodation to qualified applicants/students with a disability so they can fulfill required tasks and technical standards. Guidelines are provided by the Americans with Disability Act. In accordance with this Act, the reasonableness of the requested accommodation must be determined on an individual basis. To make this determination about reasonable accommodation(s) requires interaction that the applicant must initiate. The process starts with the student making contact with the University's Office of Disability Services (Phone: 414-288-1646 Email: ODS@Marquette.edu). The coordinator then contacts the Department of Physical Therapy and discusses needs and options. The student, the coordinator, and the relevant faculty members will work together to formulate reasonable accommodations.

Please note: The Department is not legally required to accommodate a disability if it is not disclosed. Additionally, disabilities disclosed after the fact such as failure to meet academic and/or clinical requirements have no legal standing.

Additional Considerations for Reasonable Accommodation(s)

1. Cultural and Religious Practices

Some cultural or religious practices may impact a student's educational experience in the program. For instance, some students may be restricted in their contact with people of the opposite gender in laboratory experiences or with clients of the opposite gender while on clinical education experiences. In teaching laboratories, normally students are asked to dress with some body parts exposed for selected laboratory experiences such as shorts and halter tops. If students have restrictions that affect laboratory or clinical education experiences because of their cultural or religious beliefs, they should notify the program so that reasonable accommodations may be evaluated.

2. Trained Intermediary

Students who require the need of a trained intermediary to permit decision-making and/or performance of a specific skill by the student based on the mediator's power of selection, interpretation, and/or observation is incompatible with the independent practice of physical therapy and licensure

3. Building Accessibility

The building in which the Department of Physical Therapy is housed is accessible to those who use wheelchairs. Parking and restroom stalls are also accessible for wheelchair use.

By the end of the educational preparatory experiences, all students must be able to carry out the basic duties of a generalist physical therapist with or without reasonable accommodation(s). A generalist physical therapist is one who is capable of treating patients across the lifespan. A physical therapist graduate is a recognized practitioner of choice to whom consumers have direct access for diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.

Shenandoah University Division of Athletic Training
 Texas State University-San Marcos, Department of Physical Therapy
 University of Colorado Health Sciences Center, Department of Rehabilitation Medicine, Physical Therapy Program
 University of Indianapolis, Krannert School of Physical Therapy
 University of Kentucky, College of Allied Health Professions
 University of Miami School of Medicine, Division of Physical Therapy
 University of Washington Division of Physical Therapy;
 University of Wisconsin-LaCrosse
 University of Wisconsin-Madison Medical School, Physical Therapy Program

and the following literature and internet sites:

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GRADUATION AWARDS AND ALUMNI RESOURCES

AWARDS (GRANTED AT PROFESSIONAL PHASE GRADUATION)

M. Patricia Murray Award. This award is given to the outstanding physical therapy graduate in recognition of academic excellence, scholarship, and potential contribution to the profession. The recipient of this award is selected by the faculty of the Department of Physical Therapy. The award was instituted in 1985 in memory of the late M. Patricia Murray, Ph.D. Dr. Murray was a dedicated teacher who was part of the physical therapy faculty from the beginning of the Program at Marquette until her death in 1984. She was a researcher who was well known through her many published articles, especially in the area of locomotion.

Daniel Strelnick Clinical Award. This award is given to the outstanding clinician in the last year of the professional phase. Faculty members nominate candidates, and the final choice is determined by the students' clinical evaluations. The award is based on evidence of assertiveness, leadership, rapport, and clinical skills. Daniel Strelnick was closely associated with the program at Marquette for over 30 years. He was Director of Physical Therapy at the Veterans Administration Hospital and a clinical adjunct faculty member with the program at Marquette.

Dr. Lawrence G. Pan – Dr. Richard H. Jensen Service Award. This award is presented annually by the faculty to a graduate who demonstrates exemplary humanitarianism, professionalism, leadership, and service. The award was re-named in 2018 to honor retiring Department Chair, Dr. Lawrence Pan (Chair 1996-2018) and retired Chair Dr. Richard H. Jensen (Chair 1978-1996). The students of Professional Year 3 class select nominees for this award in the fall semester prior to graduation. The class will submit no more than five names with the award winner or winners selected by the physical therapy faculty.

Research Awards. Research Awards. These awards are given annually to the graduates who: 1) complete research projects and present at state or national professional meetings, or 2) are published authors in papers, or 3) present their research at Marquette's Forward Thinking Poster Session.

Academic Honors. The Department of Physical Therapy will follow the University guidelines for honoring those who graduate summa cum laude (>3.9 GPA), magna cum laude (>3.7 GPA), and cum laude (>3.5 GPA).

WPTA SE District Award. This award is given annually by the Southeast District of the Wisconsin Physical Therapy Association to graduating student(s). Students submit an application on the basis of academic achievement, extra-curricular activities, and involvement in the American Physical Therapy Association and/or its components. The executive committee of the District selects the recipient(s) following brief interviews with the nominees. Information about this award and application procedure is presented in the final year of the DPT program.

COLLEGE OF HEALTH SCIENCES ALUMNI ASSOCIATION

The College of Health Sciences Alumni Association has been recently established to allow equal representation of all the Departments within the College of Health Sciences. The goal is to foster synergies and strength within and among the Departments as well as increasing the College's identity among both alumni and current students.

The College of Health Sciences Alumni Association will sponsor a mini-lecture series, book scholarships, career nights, and special activities, as well as participating in University-Wide alumni events.

JOB PLACEMENT

Notices concerning job vacancies are often sent to the Physical Therapy office. They are either emailed to the students or posted on the Marquette Physical Therapy Students Microsoft Teams page.

The annual Health Professions Career Fair is a job fair that gives students the opportunity to meet with representatives from various health professions. At this event, students learn about the organizations they are interested in and possible career opportunities. The Health Professions Career Fair is held in the fall.

Assistance with conducting a job search, resume writing, and interview skills is available through the [Career Center](#) (288-7423).

Template Updated: January 2025

APPENDIX A
PROFESSIONAL DEVELOPMENT ATTENDANCE FORM

Part A. To be completed by student.

Student Name _____

Event Attended (circle one): _____

Legislative Action Day / District Meeting / State Meeting / National Meeting

Name of Event _____

Location of Event _____

Date of Event _____

Hours Attended _____

I attended the above-named professional activity for the number of hours indicated.

 Signature

 Date

Please proceed to part B.

Part B. To be completed by student.

Check one:

_____ The event named above was a national meeting, state meeting, or conclave. Registration confirmation is attached. (Please attach meeting registration confirmation, and do **NOT** complete section C.)

_____ The event named above was a legislative action day or district meeting. No registration confirmation was provided. See section C for proof of attendance. (Please be sure to have a faculty member or meeting official complete section C.)

Part C. For legislative action days and district meetings only. To be completed by meeting official or faculty member.

I verify that the above-named student attended the legislative action day or district meeting named above.

Name (please print) _____

Title _____

 Signature

 Date

APPENDIX B

GUIDELINES FOR CLINICAL ATTIRE AND BUSINESS CASUAL

Professional clinical attire, most commonly business casual clothing, is expected for all clinical experiences, including the occasional visits made to clinical settings as part of regular classroom activities. Professional attire may be required in undergraduate internship experiences. Clinic and professional attire will range from scrubs with or without a lab coat, business casual, and business attire. In some cases, athletic clothing may be expected. In most cases, employers will have a list of requirements related to clothing and personal appearance. When in doubt, students should ask instructors, supervisors, or mentors for clarification. The following list provides some guidance.

- In general, business casual attire consists of dress pants or slacks (including chinos and khakis), shirts with collars, pullover polo shirts, and sweaters.
- Closed-toe shoes are a typical requirement in a clinical or internship facility. Athletic shoes may be acceptable in some facilities, but others may require dress shoes.
- Dresses and skirts should be of a length that is practical for the work required.
- Clothing that reveals cleavage, buttocks, stomach, feet, or undergarments is not appropriate in a clinical or internship setting.
- Employers may limit the length of earrings and may not accept nose, tongue, or any type of facial ring/stud or more than 2 earrings per ear.
- Be prepared to cut your fingernails and/or remove artificial fingernails to comply with CDC guidelines for hand hygiene in certain healthcare settings. These guidelines indicate that fingernails are to be trimmed and maintained (below 0.25 inches at the tip) and that artificial nails should not be worn when working with high-risk patients.
- Facilities may ask you to cover tattoos and other body art.
- Some health issues are exacerbated by fragrances. Be mindful of your personal fragrance load or other strong odors you may exude.
- Avoid t-shirts and other attire with evocative, suggestive, and/or political messaging.

It is not possible for the guidelines in this document to cover all contingencies. Faculty, staff, and students are expected to use their best judgment in addition to these guidelines to make clothing and grooming choices that reflect respect for others and pride in our profession.



APPENDIX C

Building Emergency Response Plan

for

Schroeder Complex – Health Sciences

560 N. 16th Street
Schroeder
Complex
Milwaukee, WI

Updated:
April,
2025

EMERGENCY ACTION PLAN

Completed by: Angela Frey

Always CALL MUPD 414-288-1911 for all EMERGENCIES

MUPD's non-emergency line: 414-288-6800

POSSIBLE and POTENTIAL HAZARDS A CAMPUS BUILDING COULD EXPERIENCE

Safety information for the potential hazards listed below can be found in the Emergency Procedures Guide, on the University Safety website. <https://www.marquette.edu/university-safety/guides/emergency-planning.php>

Those listed in blue are addressed in this plan.

Fire

Tornado

Active

shooter

Medical

Emergency

Bomb threat

Flood

Hazardous material release - chemicals, natural gas,
etc. Lab incident

Mechanical

failure Plumbing

failure

Power outage – loss of electricity Structure failure – natural or human-caused

Protestors

POTENTIAL EMERGENCIES SPECIFIC TO YOUR BUILDING

Review the list above. Consider the hazards that may impact your building. Document the incident-specific procedures to be followed. These procedures can be added to this plan below.

1. There is a Chemical Hygiene Plan present in each laboratory that includes emergency procedures for accidents involving chemicals.

POST INCIDENT PROCEDURES

After any major incidents within your area, it is best practice to **complete an After-Action Report**. This report details the strengths, areas of improvement, and recommendations to improve emergency response after a practice drill or incident.

FIRE

evacuate

You discover a fire or see smoke . . .

Activate your building's fire alarm system.

Call the MUPD emergency line: 414-288-1911

Provide this info:

- The building you're in
- Where you saw the fire and/or smoke
- If you know how the fire started

You hear the fire alarm . . .

Grab personal items, like your cell phone, and quickly walk to the nearest exit, or stairwell to exit the building. Walk and keep as calm as possible. Running and panic, can lead to unnecessary injury.

NEVER use elevators during a fire!

If you encounter a person who seems to need assistance, ask them if they do. Unless they respond that they do not need assistance, work to assist them with their evacuation. If a person you are assisting cannot exit the building, note their location and status and exit as quickly and safely as possible to alert trained personnel of the need for additional evacuation assistance.

Keep exiting even if the alarm stops.

Feel closed doors before opening

them.

HOT? leave it closed.

NOT HOT? brace your body against the door and open it an inch. Be prepared to slam it shut if heat or smoke rushes in.

Never return to a burning building unless instructed to.

Get at least 100 feet away from the building. Our evacuation sites are:

Primary: front of Joan of Arc Chapel

Secondary: Entry Lobby Area of Wehr Chemistry

Notify firefighters and/or police if you suspect someone is still in the building.

In your building:

*Manual fire alarm locations: (the type you have to pull a lever to activate)

2nd floor: outside 212, 244, 252B, 256

3rd floor: outside 300A, 343, 362

4th floor: 5 total, each outside the staircases

5th floor: outside south stairwell, outside 558, outside north stairwell

*Stairwell locations that lead to first floor outside exits:

No stairs lead directly outside. All stairs lead to a hallway or a vestibule that then leads outside.

SEVERE WEATHER

[shelter in place](#)

Tornado or Severe Thunderstorm WATCH

WATCH means the conditions are right for a severe weather event.

Tornado or Severe Thunderstorm WARNING

WARNING means the severe weather is occurring, has been sighted, and possibly approaching where you are.

SEVERE WEATHER SIRENS in Milwaukee County ARE ACTIVATED WHEN THERE is a watch OR warning. Sirens are designed to be heard OUTSIDE, not inside buildings.

You hear a severe weather siren and/or receive the alert on your phone . . .

Remain indoors.

Grab personal items, like your cell phone, and head to the lowest level of your building by stairwells. Avoid elevators in case the power goes out.

If you encounter a person who seems to need assistance, ask them if they do. Unless they respond that they do not need assistance, work to assist them in getting to the appropriate safe area. Individuals with impacted mobility may use an elevator and should understand that a power outage may render it inoperable at any point.

When possible, go to an interior room of the lowest level, away from windows. Do not open windows.

Do not call MUPD *during* a severe weather event unless you are communicating the need for assistance for an individual who cannot move to safety on their own.

Call *after* the severe weather has passed, if there are injuries or damage to report.

Provide this info:

- The building you're in
- The room number you're in
- Type of injury or damage
- Location of injured person and building damage

In our building:

[Our shelter in place site is: Lower floor hallway of Schroeder Complex](#)

ACTIVE SHOOTER

run | hide | fight

QUICKLY determine the best way to protect your own life

RUN Leave your belongings and evacuate the area/building.

Having your MU ID will help you evacuate easier. Keep your hands visible as you exit the building. Listen to law enforcement instructions.

HIDE Get to a room/area out of the shooter's path and/or view.

Lock or barricade the door.

If you have your phone and it's safe to do so, call MUPD emergency line 414-288-1911.

FIGHT If running or hiding is not an option, attempt to incapacitate the shooter.

Throw items at the shooter.

Act with physical aggression.

WHEN LAW ENFORCEMENT ARRIVES ON THE SCENE . . .

IMPORTANT - Officers will NOT know who you are!

They do not know if you are dangerous, a bystander, or victim.

Raise your hands as you exit a room or the building. Keep hands visible at all

times. LISTEN and follow the instructions law enforcement gives you.

Alert an officer if you have information to offer regarding the shooter(s). If possible, provide this info: -Location of shooter

-Was there more than one shooter

-Physical description/details

-Type of weapon(s) and how many

Get to know your building!

*Potential escape routes: any door leading to outside, stairwells to ground floor

*Safe haven locations in the building (places to hide with doors that lock or can be barricaded): Offices, classrooms, laboratories, conference rooms

*Suggested items to fight with: anything movable and light enough to throw (i.e. chairs, laptop computers, water bottles)

MEDICAL EMERGENCY

[seek assistance](#)

IF YOU ENCOUNTER A PERSON WHO APPEARS TO BE INJURED OR ILL...

1. If the illness or injury does not require immediate medical attention but requires a doctor's care, encourage the ill or injured person to seek medical attention.
2. If the person is unresponsive or the severity of their condition is unknown:
 - a. Call MUPD EMERGENCY 414-288-1911
 - b. When speaking to the dispatcher:
 - i. State your name.
 - ii. Exact location in the building.
 - iii. Type of problem (dispatcher will ask a series of questions).
 - iv. Advise the dispatcher if there is a person to meet emergency personnel and what entrance they will be waiting at.
 - c. Contact the Building Emergency Coordinator.
 - d. Keep the person calm.
 - e. Do not attempt to move the person unless they would be in greater danger if they stayed.

****Note: If you are not sure whether the situation is an emergency or not; call MUPD.***

EVACUATION and SHELTERING for Schroeder Complex – Health Sciences

Building Emergency Coordinators (BEC)

Name	Desk phone number
Angela Frey 244 Schroeder Complex, Dean's office, College of Health Sciences	414-288-0656

Safety Marshals

Names	Room # and office/dept	Desk phone number
Jen Klump	220 Schroeder Complex, Dean's office, College of Health Sciences	414-288-2193
Barb Burja	244 Schroeder Complex, Dean's office, College of Health Sciences	414-288-6633
Jaquese Hyatt	346 Schroeder Complex, Physical Therapy	414-288-7194
Cindy Swiatlowski	346 Schroeder Complex, Physical Therapy	414-288-3138
Fiona Foley	333B Schroeder Complex, Biomedical Sciences	414-288-3176
Cassie Schroeder	446 Schroeder Complex, Biomedical Sciences	414-288-6567
Chuck Coutts	480A, Schroeder Complex, Biomedical Sciences	414-288-4749
Austin Fritsch	5 th floor Schroeder Complex, Animal Care	414-288-6654
Erika Johnson	5 th floor Schroeder Complex, Animal Care	414-288-4611

Evacuation Locations – **AWAY FROM OUR BUILDING** – fire or hazmat issue

Office/Department/Floor	PRIMARY MEETING LOCATION (greater than 100 feet away)	SECONDARY MEETING LOCATION (greater than 100 feet away)
- Dean's office, College of Health Sciences (2nd floor) - Medical Laboratory Science (2nd floor) - Physical Therapy and Biomedical Sciences (3rd floor) - Biomedical Sciences (4th floor) - Animal Care (5th floor)	front of Joan of Arc Chapel	Entry Lobby Area of Wehr Chemistry

Shelter in Place Locations – **INSIDE OUR BUILDING** – tornado, severe thunderstorms, active shooter

Office/Department/Floor	SEVERE WEATHER meeting location(s) INSIDE our building	SAFE HAVEN areas Suggested places to HIDE if leaving building is not an option
- Dean's office, College of Health Sciences (2nd floor) - Medical Laboratory Science (2nd floor) - Physical Therapy and Biomedical Sciences (3rd floor) - Biomedical Sciences (4th floor) - Animal Care (5th floor)	Lower floor hallway Schroeder Complex	Offices, Classrooms, Conference Rooms

Appendix D

Guidelines Professional Behavior Requirements

Professional Communication Requirements

Email

Students must prioritize checking their email daily, Monday – Friday. Email is the preferred method of communication for all information transmitted within the program. Students are often overstimulated with multiple modes of communication; however, it is essential that students can read and identify emails that contain actionable items for them to complete. Emails that request something of students need to be acknowledged in a reasonable timeframe.

Sample email with an action item request

Good morning, Student

My name is Professor Blank, and I will be your PT advisor. *Could you please take a moment to schedule a meeting with me during weeks 1 or 2 of advising?*

Use of learning platforms

Marquette University uses D2L and Microsoft Teams as additional learning platforms. Please refer to your class syllabus or communicate with your instructor for communication expectations and frequency of use with each platform.

In-Person Communication

The appropriate way to address faculty members will vary; however, if a faculty member does not permit you to address them by their first name, the expectation is that students will address faculty by last name with the appropriate title (professor, Doctor, Mr., Ms., etc.). If in doubt, please ask for clarification

Communication in the event of an emergency

Emergencies, unfortunately, do happen, and these are things that we often do not plan for. It is important that students still notify the class instructor if the emergency will interfere with student attendance or ability to perform at a satisfactory level in the class moving forward from the incident. Students are not expected and are not required to go into detail about emergent situations; however, they are expected to inform faculty promptly.

Sample language: “Professor ____ I am experiencing a (personal, medical, family, etc) emergency that will limit, prevent, hinder my ability to (attend class, participate in class). I am currently working to resolve the situation and will update you if I believe it will continue to impact my performance in your class in the future.”

Response Time Guidelines

Please use this as a guideline to help improve communication expectations between faculty and students

- Faculty-to-student or student-to-faculty general communication: **24–72 hours**
- Acknowledging time-sensitive requests: **within 24 hours**
- Emergencies: **as soon as safely possible**

Email nonresponse: Follow-up etiquette

In some cases, faculty members may miss email correspondence due to high workload, inbox volume, or simple oversight. It is important for students to develop a professional strategy for follow up communication that allows for respectful communication and accountability to be maintained. It is acceptable to follow up with a second email if no response is received within 3-5 business days. If the matter is time sensitive, follow up after 48 hours. If the matter is urgent follow up after 24 hours and consider placing a clear label in the subject heading (e.g., “Time sensitive: Need response by Wednesday”).

Sample follow up email

Good morning, Professor Blank

I hope you are doing well; I am writing to follow up on the message I sent on (date) regarding (request). I want to be sure it didn't get lost in your inbox, whenever you have a moment, I would appreciate your guidance on the subject matter.

Punctuality

Please refer to the uniform expectations section for expectations for a full overview of the University and PT department attendance requirements. It is expected that students will arrive in class on time and remain attentive until the end of class. Packing up class materials prior to the conclusion of presented material can be disruptive to the learning environment and is discouraged by the department. Chronic tardiness to class is not an acceptable behavior in the department. Coming to class late disrupts the learning environment for other students and is often viewed as disrespectful to the presenting faculty. It is expected that students will communicate with faculty in advance if they will arrive late or miss class before the day of class. If students are struggling with adjusting to new schedules, it is recommended that students seek help from an advisor, the chair of the academic committee, or the coordinator of student success and engagement.

Clinical Documentation Requirements

Students are required to submit all clinical requirements on time. Failure to submit required documentation or provide notice of barriers to timely completion will result in students being placed on a learning and behavioral contract with requirements focused on timely completion and submission of assignment which is to be upheld throughout the duration of their time in the program.

Class Engagement

It is expected that, to the best of each student's ability, they are attentive and engaged in both lecture and lab. Students are not required to volunteer in most lab or lecture situations; professors within the department will do their best to have all students engage in the learning process. Not participating in group activities or engaging in class material usually prompts concern from professors. Although students may not find all course content interesting, they must engage in the learning process, as this is the expectation for students when completing clinical placements in different settings. It is not acceptable for students to "check out" if they are taking a course in which they have minimal interest.

Professional Attire Requirements

Professional clinical attire, most commonly business casual clothing, is expected for all clinical experiences, including the occasional visits made to clinical settings as part of regular classroom activities. Professional attire may be required in undergraduate internship experiences. Clinic and professional attire will range from scrubs with or without a lab coat, business casual, and business attire. In some cases, athletic clothing may be expected. In most cases, employers will have a list of requirements related to clothing and personal appearance. When in doubt, students should ask instructors, supervisors, or mentors for clarification. The following list provides some guidance.

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- Avoid T-shirts and other attire with evocative, suggestive, and/or political messaging.

The guidelines in this document can't cover all contingencies. Faculty, staff, and students are expected to use their best judgment in addition to these guidelines to discern appropriate professional behavior and to make clothing and grooming choices that reflect respect for others and pride in our profession.

Escalation Pathway

Students who demonstrate a continued pattern of behavioral misconduct or take part in egregious behavioral offenses will

be subject to placement on a professional behavioral contract or program dismissal in extreme cases (academic dishonesty, inappropriate touching, as examples). In the majority of cases, students should expect the following escalation pathway to address behavioral concerns.

1. First: Behavior is identified by faculty and discussed with student
2. If behavior continues: Student meets with Professional Behavior Lead & if behavior can impact academic performance, the student may also meet with the Chair of the Academic Standards Committee.
3. If behavior persists: Student is placed on a professional learning and behavioral contract
 - a. Students are required to attend a formal professional behavior meeting prior to being placed on contract.
4. Failure to adhere to terms of professional learning and behavioral contract will result in dismissal from the program

Required Attestation for Student Handbook and Technical Standards

Link: [Marquette University Doctor of Physical Therapy Program - Attestation Class of 2032 – Fill out form](#)

or use QR code



Due date Monday October 19, 2026 before 10pm.