



ACADEMIC HANDBOOK  
for  
PTA PROGRAM STUDENTS

Genesee Community College  
State University of New York  
Batavia, NY

2026

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## **WELCOME TO THE PHYSICAL THERAPIST ASSISTANT PROGRAM!**

Congratulations on your acceptance into the Physical Therapist Assistant (PTA) program at Genesee Community College (GCC). We are pleased that you have decided to pursue a career as a PTA with us. We hope that you will enjoy the next two years as you gain new perspectives, learn new skills, forge new friendships, and develop into a caring, competent healthcare professional. This is an exciting time in your life.

As your instructors, we feel that it is a privilege to facilitate your learning and guide you through this metamorphosis. We fully support you in this endeavor; however, we cannot do it for you. Working as a team, we will go the extra mile **with** you, but not **for** you. Setting yourself up for success in this program requires that you take responsibility for your learning. This may start with dedicating enough study time, finding study strategies that work well for you, and striving to maintain open lines of communication with your instructors. Full-time employment is extremely difficult during this program. Students are encouraged to determine if they have adequate financial resources that allow them to complete the program, including 600 hours of clinical internship (15 weeks total) over three distinct periods.

We have prepared this handbook to answer some of your questions about the PTA program. Please refer to the GCC catalog and the Student Rights and Responsibilities Handbook for college-wide information at [www.genesee.edu](http://www.genesee.edu).

Looking back on their experience with us, our graduates have said that these two years were the most academically challenging, enjoyable, rewarding and personally fulfilling years of their lives. Congratulations as you embark on your new career with us!

Sincerely,

The PTA Program Faculty

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## **FACULTY TEACHING PTA COURSES**



### **Christopher Caputi PT, DPT, Cert. MDT**

Professor / Director of PTA Program

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Dr. Caputi received a Master's degree in physical therapy from D'Youville College in Buffalo, NY and earned a Doctorate of Physical Therapy from Upstate Medical University in Syracuse. Dr. Caputi currently teaches a variety of classes in physical therapy techniques and Applied Kinesiology. In 2025, he earned the rank of Full Professor at GCC. He received the 2015 S.U.N.Y. Chancellor's Award for Excellence in Teaching at GCC. Since joining GCC in 2007, Chris has served as the advisor to the PT Assistant Club. He has been active in the American Physical Therapy Association and advocates for PTAs, lecturing on best practices for collaboration between PTs and the Physical Therapist Assistant.

Dr. Caputi holds certification in the McKenzie approach to mechanical diagnosis and treatment of the spine and is a certified Spider Tech Taping therapist. In 2015, he gained certification from the Titleist Performance Institute in Golf swing analysis and physical assessment of the golfer. He continues his clinical practice through Pro Bono work, private consultation, and as Director of the Go Baby Go program, facilitating mobility and sociability for children with disabilities through adaptive ride-on electric vehicles.



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John graduated from the State University of New York @ Cortland with a BA in Biology. He then graduated with his MS PT from Drexel University College of Nursing and Health Professions where he was awarded the William McBeth Research Award. His clinical experience in developmental centers; preschools; Early Intervention; outpatient, inpatient, and rehabilitation practice at the University of Rochester's Strong Memorial Hospital have provided him with a background to develop teaching expertise in the areas of pediatric, inpatient, outpatient, and neurological rehabilitation. John was awarded Board Certified Specialist in Neurologic physical therapy by the American Physical Therapy Association. His teaching background includes six years of development and teaching for the Nazareth University Physical Therapy program and additional instruction for the Ithaca University Physical Therapy program. John has been a presenter for national and statewide educational conferences including rehabilitation interventions and Safe Patient Handling techniques. He remains clinically active as a consultant for people with developmental challenges at Ontario ARC and also at EquuStrong, Inc. for staff instruction of postural control as it relates to horse-based therapies.

**FIRST SECTION:  
PTA PROGRAM & COURSE**

**GENESEE  
COMMUNITY COLLEGE  
STATE UNIVERSITY OF NEW YORK**

## ACCREDITATION STATUS

Genesee Community College is accredited by the Middle States Commission on Higher Education. The Middle States Commission on Higher Education is one of the six regional accrediting agencies recognized by the United States Department of Education and by the Council for Higher Education Accreditation (CHEA). If needing to contact the PTA Program/Genesee Community College directly, please call 585-345-6822 or email [cdcputi@genesee.edu](mailto:cdcputi@genesee.edu).

Genesee Community College (GCC) is authorized by the Board of Regents of the University of New York to award the degrees of Associates in Arts, Associate in Science and Associated in Applied Science. The PTA program offered at GCC is registered by the New York State Education Department. The college is fully credentialed to award students the Associate in Science Degree upon successful completion of its Physical Therapist Assistant (PTA) program.

The PTA program at GCC is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Graduation from an accredited PTA program is a requirement for registering to take the national PTA licensing exam. Graduates wishing to work as a PTA in New York State, or any other US state, must take and pass the national PTA licensing exam.

### **Requirements for licensure or certification of physical therapist assistants**

New York State prides itself in the high quality of its licensed and certified professionals. For the protection of its citizens, each license and certificate have requirements that individuals must meet in order to be licensed or certified in New York State. GCC's academic programs leading to licensure or certification are carefully designed to meet and exceed these New York State requirements. This is a role SUNY plays in protecting the public. However, other states frequently have their own requirements.

Genesee Community College **cannot determine** whether its educational program curriculum for Physical Therapist Assistant, A.A.S., that if successfully completed, is sufficient to meet the licensure and certification requirements for practicing in Physical Therapy in States and U.S. territories other than New York. Enrolled students and prospective students are strongly encouraged to contact their state's licensure entity (if not practicing in New York) to review all licensure and certification requirements imposed by their state(s) of choice.

We encourage you to talk to your program director if you plan to practice in a state other than New York after graduation.

### **Filing a complaint about a program with CAPTE**

CAPTE considers complaints about programs that are accredited, or are seeking accreditation by CAPTE, and complaints about CAPTE itself.

### **Formal complaints about programs**

CAPTE has a mechanism to consider formal complaints about physical therapy education programs (PT or PTA) that allege a program is not in compliance with one or more of CAPTE's <https://www.capteonline.org/faculty-and-program-resources/complaints> (for complaints about events occurring before December 31, 2015) or the Standards and Required Elements (for complaints

addressing events occurring January 1, 2016 and thereafter) or has violated any of CAPTE's expectations related to academic integrity. CAPTE will consider two types of complaints: those that involve situations subject to formal institution/program due process policies and procedures and those that involve situations not subject to formal due process procedures:

- If the complainant is involved with an institution/program grievance subject to formal due process and procedure, CAPTE requires that the process be completed prior to initiating CAPTE's formal complaint process, unless the complaint includes an allegation that the institution/program process has not been handled in a timely manner as defined in the institution/program policy, in which case CAPTE will consider the complaint prior to completion of the grievance process. Evidence of completion of the institutional process or of the untimely handling of such must be included in the complaint materials.
- If the complaint is related to situations that fall outside of formal due process policies and procedures, the complaint may be filed at any time.

CAPTE will not consider complaints that fall outside its jurisdiction/authority as expressed in the Evaluative Criteria (or Standards and Elements, as appropriate) and the academic integrity statements. When appropriate, complainants will be referred to other organizations to pursue 2 their concern(s).

CAPTE will not intervene on behalf of individuals or act as a court of appeal for faculty members or students in matters of admission, retention, appointment, promotion, or dismissal. CAPTE will take action only when it believes practices or conditions indicate the program may not be in compliance with the Evaluative Criteria for Accreditation (or the Standards and Required Elements, as appropriate) or the statements listed above.

In order for CAPTE to consider a formal complaint, several conditions must be met:

- The complaint must be specifically linked to the relevant Evaluative Criteria (or Standards and Elements, as appropriate) (PT or PTA) or to the integrity statements.
- The complainant must have exhausted all remedies available through the institution, if appropriate.
- The complaint must be submitted in writing, using the format prescribed by CAPTE, and must be signed by the complainant.
- The event(s) being complained about must have occurred at least in part within three(3) years of the date the complaint is filed.

In reviewing and acting on a complaint, CAPTE cannot and does not function as an arbiter between the complaint and the institution. Should CAPTE find that a complaint has merit and that the program is out of compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate) or the integrity statement(s), CAPTE can only require the program to come into compliance with the Evaluative Criteria (or the Standards and Elements, as appropriate). CAPTE cannot force a program into any specific resolution of the situation that resulted in the complaint.

**To obtain the materials necessary for submitting a complaint, contact the APTA Accreditation Department at 703/706-3245 or at [accreditationsupport@apta.org](mailto:accreditationsupport@apta.org).**

Complaints will ordinarily be reviewed at the next meeting at which complaints may be reviewed (late January, mid-April, late July/early August, early November) following receipt of the complaint. In order for the process to be completed in time for considered review by CAPTE, complaints must be received no later than ninety (90) days prior to a meeting. At its discretion,

CAPTE may choose to consider complaints between its regularly scheduled meetings. Ordinarily, such consideration will occur only when delay in consideration of the complaint could have a serious adverse effect on either the complainant or the institution.

## **ANONYMOUS COMPLAINTS ABOUT PROGRAMS**

Complaints that are submitted anonymously are not considered to be formal complaints and will not be reviewed by CAPTE. Depending on the circumstances and severity of the complaint, it may or may not be forwarded to the program for information purposes only. The decision to forward is made by the Director of the Accreditation Department. A record of anonymous complaints will be maintained by the Department of Accreditation.

## **COMPLAINTS ABOUT CAPTE**

Anyone may file a signed complaint about the agency with CAPTE. Complaints about the agency's criteria, its procedures or other aspects of the agency's work, including its staff and volunteers, will be considered by CAPTE. To be considered as a formal complaint against CAPTE, however, a complaint must involve issues other than concern about a specific program action.

Complaints must be submitted in writing. The event(s) being complained about must have occurred at least in part within one (1) year of the date the complaint is filed. The complaint must be identified as a complaint and submitted independent of any other documentation submitted to CAPTE. The complaint must 1) set forth and clearly describe the specific nature of the complaint, 2) provide supporting data for the charge, 3) specify the changes sought by the complainant, and 4) identify the person making the complaint.

Complaints are submitted to the Department of Accreditation, APTA, 3030 Potomac Ave. Suite 100 Alexandria, Virginia, 22305-3085. CAPTE acts on these types of complaints at its next regularly scheduled meeting following receipt of the complaint.

## **PTA PROGRAM POLICY FOR HANDLING COMPLAINTS FROM THE PUBLIC**

The Physical Therapist Assistant Program at Genesee Community College welcomes feedback from the public with regards to the program. A statement on the program webpage located beneath the CAPTE logo to verify accreditation of the program specifies the following: 'If anyone in the public has an issue or complaint regarding this program, please contact the Program Director, Dr. Christopher Caputi. Those submitting complaints should not fear any form of retaliation or retribution from the program.' The program policy for handling complaints from anyone in the public that fall outside the realm of due process is to ask the complainant to submit a written statement to the program director, who will respond back to the complainant within seven business days. After obtaining the information from the complainant, the program director is responsible for following up on the complaint by communicating with the appropriate personnel at the college in order to resolve the issue. The program director will act as an advocate for accessing the appropriate supervisor according to the "chain of command" and college policy in order to resolve the issue at the lowest level first, then proceeding to higher levels as needed. The program director will provide the complainant with written notification of follow-up measures taken by the institution every seven business days until the issue is resolved. Throughout the entire process, there will be no retaliation against the complainant or organization that he/she represents. The program director will maintain a written record of the complaint and documentation of the institution's response in a locked filing cabinet located in the program office.

# **COLLEGE MISSION, VISION & STRATEGIC PRIORITIES**

## **Mission**

As an inclusive, accessible, student-centered community college, we foster exceptional teaching and learning opportunities that support equitable intellectual and social growth, a commitment to diversity, and economic advancement, and engaged citizenship, while focusing on individualized service.

## **Vision**

GCC will be the college of choice, known for its highly innovative, flexible, and individualized educational experiences, life-long learning opportunities, and ability to empower those in our community to thrive in a changing world.

## **Strategic Priorities**

### **1. Student Support & Success**

Commit to the success of every student; provide programs and services designed to assist our diverse student body in achieving individual educational goals.

### **2. Teaching & Learning**

Provide dynamic educational experiences that afford all members of the college community flexible opportunities to meet their career, educational, and personal enrichment goals.

### **3. Diversity & Inclusive Excellences**

Nuture a community that fosters respect and values global citizenship and social justice. Reinforce our commitment to diversity, equity, and wellness throughout all endeavors.

### **4. Fiscal, Operational & Infrastructure Sustainability**

Maintain efficient, effective operations; identify and pursue additional sources of revenue and financial support; improve campus infrastructure; foster a safe environment.

### **5. Campus & Community Engagement**

Value our collegial, open and transparent environment that inspires creativity and innovation. Foster meaningful relationships with community partners to elevate the profile of GCC

## **PTA PROGRAM MISSION, GOALS & OBJECTIVES**

### **MISSION STATEMENT:**

The Physical Therapist Assistant (PTA) program at Genesee Community College (GCC) is an integral part of the State University of New York (SUNY) system, which is committed to the motto “To learn – to search – to serve.” The PTA program at GCC, in synergy with SUNY and the GCC Strategic Plan, provides its students with a high quality, supportive learning environment which connects and empowers students to grow personally and professionally. Students are recognized as being unique individuals and are encouraged to explore and evolve their aptitudes.

The PTA program strives to immerse its students in a variety of learning experiences that help develop flexibility, creativity, confidence, knowledge, and skills towards self-actualization. The program will endeavor to produce highly competent professional Physical Therapist Assistants capable of excelling in all aspects of a diverse and changing world.

**PROGRAM INCLUSION STATEMENT:** The PTA program is committed to creating a safe and welcoming environment for all students. We embrace the principles of Justice, Equity, Diversity, and Inclusion (JEDI) and expect student conduct to reflect respect for every student and employee at GCC. This commitment extends to the clinical environment where students employ the same commitment to providing quality care for all.

### **PROGRAM GOALS & OBJECTIVES:**

- 1). Admit, Retain, Develop and Graduate entry-level Physical Therapist Assistants in alliance with the American Physical Therapy Association’s Standards of Ethical Conduct for the Physical Therapist Assistant.
- 2). Admit, Retain, Develop and Graduate entry-level Physical Therapist Assistants that demonstrate entry-level clinical knowledge, skills, and behaviors in accordance with contemporary physical therapy practice.
- 3). Support and develop PTA program faculty and instructors who demonstrate a variety of inclusive and learning-centered student educational experiences of excellence.
- 4). Maintain efficient and effective operations to supply and resource the requisite staffing, learning modalities, and educational experiences commensurate with clinical health academia.
- 5). Foster opportunities for student, faculty, and community engagement as it relates to the enrichment of creative, innovative and diverse learning.

## ALIGNMENT OF PROGRAM GOALS WITH COLLEGE STRATEGIC PRIORITIES

College Strategic Priority	Supporting PTA Program Goal (s)
1. Student Success	1, 2, 4, 5
2. Teaching & Learning	3, 4, 5
3. Diversity, Equity, Inclusion, Wellness	1, 5
4. Fiscal, Operational, Infrastructure Sustainability	4
5. Campus & Community Engagement	3, 5

### **PROGRAM LEARNING OUTCOMES:**

Upon completion of the GCC Associate's in Physical Therapist Assistant program degree, graduates will:

1. Demonstrate ethical and professional behavior, consistent with the American Physical Therapy Association's Code of Ethics for the Physical Therapy Profession, in academic, clinical, and professional settings.
2. Apply entry-level clinical knowledge, skills, and behaviors to deliver safe, effective, and evidence-informed physical therapy interventions under the supervision of a licensed physical therapist.
3. Engage in professional development activities, diverse learning experiences, and activities that promote best practices in physical therapy and lifelong learning.
4. Utilize available resources and technologies to support effective communication, collaboration, documentation, billing, and decision-making in academic and clinical environments.
5. Participate in activities that promote engagement with diverse communities and contribute to the advancement of creative, innovative, and culturally responsive physical therapy practice.

## Is PTA A GOOD CAREER CHOICE FOR YOU?

### 1. **Understanding the Role of the Physical Therapist Assistant**

Do you know the work responsibilities of a PTA? Are you familiar with the many settings in which PTAs may work? Do you understand the difference between the roles of a PTA and a PT? Do you possess the Essential Functions for Employment as a PTA (see following page)?

### 2. **Adequate resources for successful completion of the PTA Program include:**

- **Aptitude** - Fundamental skills needed for successful employment as a Physical Therapist Assistant?
- **Financial Resources** - See documents regarding academic and clinical internship expenses
- **Time** – Classroom, Lab, Exam preparation, and study time (12 college credits is considered full-time student status and fairly equivalent to a 40-hour work week in terms of time required in class and in preparing for classes.)
- **Commitment** - The PTA is a licensed healthcare professional dedicated to high standards of clinical practice. The PTA Program at GCC is an intense, academically rigorous program and requires dedicated, hardworking students with solid support systems. In order to pass the challenging national licensing exam and achieve the skill set necessary for excellence in clinical practice, students can expect a demanding course load, robust study, considerable practice of treatment techniques research and collaborative project work outside the scheduled class hours.

### 3. **Moral character** – Students must possess good moral character and willingness to abide by the APTA Standards of Ethical Conduct for the Physical Therapist Assistant. PTAs are called to serve others and often place your patient's needs ahead of your own. Each state may have their own statues related to

### 4. **Background information for professional licensure\***– Are you a US citizen? Has any professional licensing authority refused to issue or renew your license? Have you been found guilty of a crime? Are charges pending against you for any sort of professional misconduct? Do you have any child support obligations that have not been met? NOTE: While criminal background is not utilized for the purpose of admissions to the PTA program, clinical partners may require a criminal background check for students wishing to complete a clinical internship at their facilities. The PTA Program Clinical Education Manual further outlines details on this process.

### 5. **Critical thinking, reading proficiency, and test taking skills** – Students must possess strong reading comprehension and critical thinking skills, so as to apply academic knowledge to real patients. Written tests and competency demonstration exams are frequent throughout the curriculum. Licensure is attained through successful completion of a computerized, 180 multiple-choice question exam completed at a testing center.

### 6. **Interpersonal Skills** – PTAs must be expert communicators, personable, and provide excellent customer service. They must also be great collaborators with other health care professionals. The PTA must enjoy interacting with people, educating, and possess compassion for others.

## **Physical Demands and Essential Functions for PTA**

The field of physical therapy is physically demanding, therefore the educational preparation for students to successfully meet the high standards of the field is highly structured and carefully regulated. All program students receive thorough instructions in infection control, pathogen exposure, proper body mechanics for lifting, HIPAA, advisement on recommended vaccinations for healthcare workers, and other pertinent topics prior to attending clinical education courses in the curriculum.

Bending, lifting, twisting, balancing, demonstrating exercise, and operating equipment are common. Visual demands and ability to observe elements of patient safety, monitoring of patients, and reacting within safe timelines are critical elements of safe patient care. For a fuller list of job demands and functions, students are referred to a Department of Labor resource at <https://www.onetonline.org/link/summary/31-2021.00> Support for those with limitations is covered in the section on GCC Non-discrimination policy below. The GCC Office of Access and Accommodations can assist in determining possible accommodations for education and clinical education participation.

# **APTA – Code of Ethics for the Physical Therapy Profession**

## **1. Respect**

Physical therapists and physical therapist assistants shall respect the inherent dignity and rights of all individuals.

### **Standards of Conduct:**

- 1.1 Physical therapists and physical therapist assistants shall not discriminate against any person.
- 1.2 Physical therapists and physical therapist assistants shall protect patients' and clients' confidential information and not disclose that confidential information except as authorized by the patient or client or as permitted or required by law.

### **Aspirational Illustrative Examples:**

- 1.A Physical therapists and physical therapist assistants shall strive to acknowledge and respect an individual's known identity and culture.
- 1.B Physical therapists and physical therapist assistants shall strive to recognize their explicit and implicit personal biases.

## **2. Integrity**

Physical therapists and physical therapist assistants shall act with professional integrity and responsibility, and fulfill their respective legal and ethical obligations.

### **Standards of Conduct:**

- 2.1 The physical therapist shall retain full responsibility for all physical therapist services provided under the provisions of the physical therapist's license, including all aspects of the evaluation and management of the patient or client.
- 2.2 Physical therapists and physical therapist assistants shall obtain ongoing informed consent after providing information that is understandable, honest, and necessary to allow the patient or client or their surrogate to make informed decisions about participation in physical therapist services or research.
- 2.3 Physical therapists and physical therapist assistants having knowledge that, in their reasonable judgment, raises a substantial question as to whether a colleague is unfit to perform their professional responsibilities with competence and safety shall report this information to the appropriate authorities.
- 2.4 Physical therapists and physical therapist assistants shall address known illegal or unethical acts by physical therapy personnel or that affect physical therapist services.
- 2.5 Physical therapists and physical therapist assistants shall comply with applicable mandatory reporter laws for suspected cases of abuse, neglect, or exploitation involving children or vulnerable adults.
- 2.6 Physical therapists and physical therapist assistants involved in research shall comply with accepted standards governing the protection of research participants.

**Aspirational Illustrative Examples:**

- 2.A Physical therapists and physical therapist assistants shall strive to discourage misconduct by any physical therapy personnel or other health care professionals and make appropriate reports of known illegal or unethical acts, including verbal, physical, emotional, or sexual harassment.
- 2.B Physical therapists and physical therapist assistants shall strive to demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.
- 2.C Physical therapists and physical therapist assistants shall strive to ensure that they take appropriate action to address known illegal or unethical acts by physical therapy personnel or that affect physical therapist services, such as by speaking directly to the individual, consulting with mentors, or reporting the misconduct to a supervisor or relevant legal authority.

**3. Accountability**

Physical therapists and physical therapist assistants shall be accountable for making sound professional judgments and decisions within the scope of practice established by laws and regulations.

**Standards of Conduct:**

- 3.1 Physical therapists and physical therapist assistants shall not exceed their professional, jurisdictional, and personal scopes of practice and shall communicate with, collaborate with, or refer to a peer or other health care professionals when necessary.
- 3.2 Physical therapists and physical therapist assistants shall practice without impairment from substance misuse and without impairment from cognitive deficiency or mental illness that, even with appropriate reasonable accommodation, adversely affects their practice.
- 3.3 Physical therapists and physical therapist assistants shall comply with applicable local, state, and federal laws and regulations, including any duty to report when concerned about the safety of other individuals.

**Aspirational Illustrative Examples:**

- 3.A Physical therapists shall strive to demonstrate independent and objective professional judgment and make decisions in the patient's or client's best interests in all settings.
- 3.B Physical therapists shall strive to make professional judgments and decisions that are informed by professional standards, evidence, provider knowledge and experience, and patient and client values.
- 3.C Physical therapist assistants shall strive to make decisions in the patient's or client's best interests, in consultation with the physical therapist.
- 3.D Physical therapists and physical therapist assistants shall strive to be accountable for the accuracy and truthfulness of information they disseminate, including in the use of emerging technologies, such as social media and artificial intelligence.

## Maintaining Professional Relationships

Physical therapists and physical therapist assistants shall respect the boundaries of professional, therapeutic, organizational, and personal relationships to promote a safe environment.

### **Standards of Conduct:**

- 4.1 Physical therapists and physical therapist assistants shall not abusively exploit persons over whom they have supervisory, evaluative, or other authority (e.g., patients and clients, students, supervisees, research participants, and employees).
- 4.2 Physical therapists and physical therapist assistants shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
- 4.3 Physical therapists and physical therapist assistants shall not harass anyone verbally, physically, emotionally, or sexually.
- 4.4 Physical therapists shall provide reasonable notice and information about alternative sources for obtaining care if the physical therapist terminates the provider relationship while the patient or client continues to need physical therapist services.

### **Aspirational Illustrative Examples:**

- 4.A Physical therapists and physical therapist assistants shall avoid initiating or entering into sexual relationships with individuals over whom they have significant influence on patients' and clients' care decisions and should refer patients and clients to other providers if an existing close personal or sexual relationship with such a person might influence or impinge on the integrity of the relationship between the provider and patient or client.
- 4.B Physical therapists and physical therapist assistants shall strive to collaborate with patients and clients to empower them in making decisions about their health care.
- 4.C Physical therapists and physical therapist assistants shall strive to create an inclusive and civil work environment that strives to promote each colleague's sense of belonging.
- 4.D Physical therapists and physical therapist assistants shall strive to, as appropriate, encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.

## **5. Compassion and Trust**

Physical therapists and physical therapist assistants shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

### **Standards of Conduct:**

- 5.1 Physical therapists and physical therapist assistants shall provide the information necessary to allow patients and clients, or their surrogates, to make informed decisions about physical therapist services or participation in clinical research, including ensuring that information regarding the authorship of clinical documentation, patient education materials, publications, and presentations is truthful, accurate, and relevant.
- 5.2 Physical therapists and physical therapist assistants shall address barriers to communication and comprehension with recipients of services, caregivers, students, and research participants.

**Aspirational Illustrative Examples:**

- 5 A. Physical therapists and physical therapist assistants shall strive to demonstrate care and compassion in the provision of physical therapist services.
- 5.B Physical therapists and physical therapist assistants shall strive to be responsible and accountable for the use of respectful, accurate, and truthful written, verbal, and nonverbal communication in all forms, including social media.
- 5.C Physical therapists and physical therapist assistants shall strive to recognize the public trust placed in them as health care professionals and maintain professional responsibility when information is disseminated using current and emerging technologies, including but not limited to social media and artificial intelligence.

**6. Responsible Business and Organizational Practices**

Physical therapists and physical therapist assistants shall promote accountable and truthful organizational behaviors and business practices.

**Standards of Conduct:**

- 6.1 Physical therapists and physical therapist assistants shall provide information about their services that is truthful and accurate and shall not make misleading representations in any forms of communication, including billing.
- 6.2 Physical therapists and physical therapist assistants shall ensure that documentation for physical therapist services accurately reflects the provider, nature, and extent of the services provided.
- 6.3 Physical therapists and physical therapist assistants shall disclose any conflicts of interest and not permit any conflicts of interest to interfere with professional judgments and decisions.
- 6.4 Physical therapists and physical therapist assistants shall not, at any time, accept gifts or other considerations that influence or give an appearance of influencing their professional judgment and decision-making.
- 6.5 Physical therapists and physical therapist assistants shall fully disclose any financial interest they have in products or services that they recommend to patients and clients or to the public.
- 6.6 Physical therapists shall ensure that patients and clients are informed of their financial obligations prior to incurring charges so that shared decision-making can be incorporated into the treatment plan.
- 6.7 Physical therapists and physical therapist assistants shall not knowingly enter into or continue any employment or other arrangements that prevent them from fulfilling professional and ethical obligations to patients and clients.

**Aspirational Illustrative Examples:**

- 6.A Physical therapists and physical therapist assistants shall strive to provide relevant and truthful information to current and prospective patients and clients about the services to be provided.
- 6.B Physical therapists and physical therapist assistants shall strive to promote environments that support independent and accountable professional judgment as well as ethical and accountable decision-making.
- 6.C Physical therapists and physical therapist assistants shall strive to seek compensation that supports the provision of legal, safe, and effective physical therapist services.

**7. Direction and Supervision**

Physical therapists and physical therapist assistants shall provide appropriate and timely direction to and communication with anyone over whom they have legal supervisory responsibility.

**Standards of Conduct:**

- 7.1 Physical therapists shall ensure that all duties directed to other physical therapy personnel are congruent with the credentials, qualifications, competencies, and legal scope of practice or scope of work of the individual.
- 7.2 Physical therapist assistants shall provide physical therapist services under the direction and supervision of a physical therapist and shall communicate with the physical therapist when the patient's or client's status requires modification to the established plan of care.
- 7.3 Physical therapists shall exercise primary responsibility for the supervision of physical therapist assistants and support personnel.
- 7.4 Physical therapist assistants shall support and respect the supervisory role of the physical therapist to ensure quality of care and promote patient and client safety.
- 7.5 Physical therapist assistants shall take responsibility to communicate in a timely manner to the supervising physical therapist any areas in which they do not have the necessary level of knowledge and skill to practice safely and effectively.

**Aspirational Illustrative Example:**

- 7.A Physical therapists and physical therapist assistants shall strive to take responsibility to mentor learners in order to help the learners develop knowledge, skills, behaviors, and attitudes that will enable them to provide safe and effective care while embodying professionalism.

**Professional Expertise**

Physical therapists and physical therapist assistants shall enhance their expertise and competency through career-long acquisition and refinement of knowledge, skills, abilities, and professional behaviors.

**Standards of Conduct:**

- 8.1 Physical therapists shall recognize and practice within the limits of their skills and competence and refer a patient or client to another health care professional when it is in the best interests of the patient or client.
- 8.2 Physical therapists and physical therapist assistants shall practice consistent with accepted current standards of care.

**8. Aspirational Illustrative Examples:**

- 8.A Physical therapists and physical therapist assistants shall strive to develop and maintain competence and exercise appropriate care in using current and emerging technologies, including but not limited to social media and artificial intelligence.

- 8.B Physical therapists and physical therapist assistants shall strive to engage in professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.
- 8.C Physical therapists and physical therapist assistants shall strive to evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice, as appropriate to their professional roles.
- 8.D Physical therapists and physical therapist assistants shall strive to cultivate and support practice environments that support professional development, career-long learning, and excellence.
- 8.E Physical therapists and physical therapist assistants shall strive to reflect on and take action needed to maintain their own physical, emotional, and mental health, and seek outside assistance when needed.

### **Societal Responsibility**

Physical therapists and physical therapist assistants shall participate in efforts to meet the health needs of people locally, nationally, and globally.

### **Aspirational Illustrative Examples:**

- 9.A Physical therapists and physical therapist assistants shall strive to provide resources to assist those who they believe are in harm's way.
- 9.B Physical therapists and physical therapist assistants shall strive to recognize and address the multiple determinants of health that impact an individual's ability to optimize their own health and shall strive to provide appropriate suggestions to patients and clients of available community resources.
- 9.C Physical therapists and physical therapist assistants shall strive to advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
- 9.D Physical therapists and physical therapist assistants shall strive to recognize and respect the unique roles of other health professions and engage in interprofessional collaboration to meet the individual needs of people as well as improve access to appropriate services.
- 9.E. Physical therapists and physical therapist assistants shall strive to provide pro bono physical therapist services or support organizations that meet the needs of people who are economically disadvantaged, uninsured, or underinsured.
- 9.F Physical therapists and physical therapist assistants shall strive to be responsible stewards of health care services and advocate for just utilization of those services, including taking action to reduce barriers to access.
- 9.G Physical therapists and physical therapist assistants shall strive to educate the public about the scope of practice and benefits of physical therapy as part of interprofessional collaborative practice to protect and advance the health and well-being of individuals, communities, and populations.
- 9.H Physical therapists and physical therapist assistants shall strive to be good stewards of limited resources and take action to avoid unnecessary waste of those resources.

## **JOB/CAREER OPPORTUNITIES**

The PTA program utilizes the Remind App to communicate job openings that have been shared with us by clinical partners. Graduates of the program will receive notices via text message of job openings. The program director serves as a liaison between employers and graduates, facilitating employment and career advancement. During the course of schooling, students have many opportunities to engage with area employers through conferences, lunch and learn events, and various recruitment events. Three clinical internships completed at three different facilities also commonly lead to job offers for our students.

### **Career Office Statement of Purpose:**

In support of Genesee Community College's mission and vision, Career Services is committed to providing assistance in navigating career and educational planning. Our office develops and sustains positive relationships with students, alumni, faculty, staff, employers, and our community members. These meaningful partnerships, in addition to customized educational experiences, are designed to coach, prepare, and support individuals to become career confident citizens in a global work environment.

Services include career exploration, career assessment, one-on-one counseling, interview preparations, resume reviews, and professional workshops. Students may meet with GCC staff and department of labor representatives on campus

Physical therapy is a very rewarding career that makes a positive difference in the lives of people. As a physical therapist assistant (PTA), you can do things such as relieve pain and help your patients learn to walk. Our graduates are acquiring good jobs with this highly portable degree which leads to eligibility to take the national licensing exam (PTA-NPTE) and apply for licensure in any state.

### **Career Opportunities**

PTAs are listed as an occupation projected to have strong growth into the future according to the Bureau of Labor Statistics. The GCC Career Office assists in career placement, interviewing skills, resume preparation, and job placement.

### **Employment Rates of Program Graduates (average for graduating classes of 2023 & 2024):**

**100%** of our graduates who sought employment were employed as a PTA within one year of graduation

**Program Acceptance and Matriculation Rate (average for 2024 & 2025):** 100% of all applicants who met the minimum academic prerequisite score (in math, biology and chemistry/physics) and submitted a complete application were offered acceptance into the program. 69% of accepted students matriculated by enrolling in the program. A new class of up to 30 students starts the technical course sequence every fall semester. Applicants are advised to complete the three academic prerequisite courses (math, biology and chemistry/physics) by the end of the fall semester, so they will have a complete application by January 15th of the same year they desire to start the technical course sequence. Qualified applicants will be accepted into the summer if spots remain open after the January 15th application review..

**Program Graduation Rate (average for 2024 & 2025 graduating classes):**

71% of the students who started the program completed the program within a two-year period. If nonacademic reasons, such as family/health issues and deciding a career change, are excluded from the two-year average calculation, then the two-year average graduation rate is 80%.

**Pass Rates of Program Graduates on National PTA Licensing Examination (average for 2023 & 2024):**

97.4% of our graduates who took this exam have passed it. (89.5% of our graduates have passed this exam on the first attempt. The score to pass this exam is set nationally, but each state has separate registration requirements.

Please visit [www.fsbpt.org](http://www.fsbpt.org) for information on specific state requirements. **Program Accreditation Status**

The PTA program at Genesee Community College is accredited by the:

Commission on Accreditation in Physical Therapy Education

3030 Potomac Ave., Suite 100

Alexandria, Virginia 22305-3085

telephone: 703-706-3245

email:[accreditation@apta.org](mailto:accreditation@apta.org)

bsite:

<http://www.capteonline.org>

<http://www.capteonline.org>

If needing to contact the PTA Program/Genesee Community College directly, please call (585) 345-6822 or email [cdcputi@genesee.edu](mailto:cdcputi@genesee.edu)

**Genesee Community College  
Physical Therapists Assistant Program  
Financial Fact Sheet**

The data applies to students experiencing the program between Jan. 1, 2025 – Dec. 31, 2025.

Length of Program which includes all student instruction/interaction (including classroom, laboratory, exams, and clinical education). Include the total number of weeks where either full or partial attendance is required.

Length of Program in Weeks excluding breaks:       77      

Length of Program in Weeks including breaks:       91      

**Clinical Education**

Does this program have a requirement for all students to complete at least one clinical education experience for which the students would be required to seek alternative housing or travel accommodations to attend     Yes       X     No  

Note: Students are responsible for costs associated with housing, travel and food during clinical education. Programs should add any additional comments about clinical education here.

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**Student Costs**

Note: Year 1 are costs experienced by students who enrolled in the program for the first time between Jan. 1, 2025 – Dec. 31, 2025. Annual costs for subsequent years are estimates based on the program’s historical annual percentage increase of **[insert here the average % increase over the last 3-5 years]**. Students should contact the program for further information related to costs.

	Year 1	Year 2	Total
Annual Tuition Public Institution, In-district or In-state student:	<b>5904</b>	<b>5250</b>	<b>11,154</b>
Annual Tuition Public Institution, Out-of-district or Out-of-state student:	<b>6579</b>	<b>5850</b>	<b>12,429</b>
Annual Tuition Private Institution student:	<b>N/A</b>	<b>N/A</b>	<b>-----</b>
Annual institutional fees for a full-time student in the technical phase of the program [Includes general institutional fees, i.e., health insurance, recreation, etc.]	<b>710</b>	<b>650</b>	<b>1360</b>
Total expected cost of other program- related expenses [Includes: required texts, laboratory fees, and other program costs for the entire technical program.]	<b>1350</b>	<b>944</b>	<b>2294</b>
Total Cost of the Program [Includes: tuition, fees, other program costs for the entire technical program.]	<b>14,808 In-State</b>	<b>16,083 Out of State</b>	<b>N/A Private</b>

Note: Students are encouraged to explore the cost of living for areas where they may choose to live. One possible website: <https://livingwage.mit.edu/>

Does the institution offer financial assistance specific to PTA students?     Yes       X     No  

Does the program/institution offer scholarships specific to PTA students?   X     Yes       No    

Does the program offer federal work-study positions specific to PTA students?     Yes       X     No  

Note: Other opportunities may exist at the institution for FINANCIAL SUPPOR. Please contact the program for further information.

**APTA student members are encouraged to visit the APTA Financial Solutions Center at <https://www.apta.org/your-career/financial-solutions-center>.**

## **PROGRAM AND CAREER EXPENSES:**

\$1,300 for required textbooks in all PTA courses throughout entire two years. (Additional funds will be required for textbooks in required courses that do not begin with the 'PTA' prefix, such as English.)

\$185 Professional membership, and licensing exam practice materials (exams & review course)

NOTE: \$730 additional fees will be required after graduation for NYS registration and national licensing exam registration fees.

## **CLINICAL INTERNSHIP EXPENSES:**

Students should be aware of additional expenses associated with the clinical education experience. Please review the following list of required (R) and potential (P) clinical expenses and plan your budgets accordingly. Additionally, the required minimum attendance of 37.5 hours/week in clinic may preclude many students from working or sharply reduce their income during clinical periods. **Full-time employment during the clinical internship is highly discouraged, as this may pose a safety risk for both students and clients.**

(R) \$300.00 for a health physical exam(s), lab work, immunizations (Your insurance policy may pay for all or part of the cost.)

Due to the timing of the clinical internship courses, you may need either one or two health physical exams.

(R) \$0-1,200 Health Insurance is required for any student participating in the clinical education component of the curriculum. This coverage may represent a considerable expense for students. Students are advised to consult with their employer for options or state government sponsored programs for eligibility and costs. Due to recent changes in health care, the school no longer offers a health insurance program for students. Proof of medical insurance including hospitalization is required prior to each clinical affiliation.

(R) \$36 For Malpractice Insurance

(R) \$15.00 Student name tag required by state law

(P) \$50.00-\$200.00 for tolls and/or parking fees

(P) \$50.00 for special footwear, depending on the dress code at the facility

(P) \$7-10/day for lunch, if purchased at the facility

(P) \$50.00-200.00 for appropriate professional attire such as dress clothes, scrubs, or other uniforms.

(P) \$0-150 Criminal Background Check, fingerprinting and drug testing

(P) \$5-50 Electronic Medical Record user fee

(P) Extra childcare expenses to accommodate additional time away from the house

## **OUTSIDE EMPLOYMENT DURING CLINICAL AFFILIATIONS**

Keep in mind clinicals require full-time 36-40 hours/week attendance.

**Full-time employment during the clinical internship is not allowed for safety reasons.**

This may mean a drastic reduction in income during the three internship periods.

## WHERE TO GO FOR FINANCIAL AID INFORMATION

Please click on the following link [Financial Aid - Genesee Community College](#) for the GCC Financial Aid web page. To be considered for college-based financial assistance, students must be enrolled or accepted for admission. Students are strongly encouraged to complete the Free Application for Federal Student Aid (FAFSA) after October 1st of each year. By filing this form, students will be considered for various types of financial assistance offered directly by the College. FAFSA data received after February 1 may be too late for campus-based assistance for that year.

In accordance with federal regulations, the New York State Human Rights Law, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, Genesee Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran status, national origin, disability, or sexual orientation in educational programs, activities, admissions, or employment.

Financial Aid  
Student Success Center  
One College Rd  
Batavia, NY 14020  
P: 585-345-6900  
F: 585-343-6726  
[financialaid@genesee.edu](mailto:financialaid@genesee.edu)  
GCC Federal Code: 006782 GCC TAP Code: 2252

## TUITION AND FEES

Genesee Community College is one of the most affordable colleges in the northeast, with an undergraduate tuition that is competitive with community colleges across the country.

Visit the [SUNY Net Price Calculator](#) to estimate how affordable GCC is for you. The net price calculator provides students and parents an estimate of the total annual cost of attending Genesee Community College. Please note that the provided quote is a **broad** estimate and includes both direct and indirect costs. Actual out-of-pocket cost may be significantly less than the estimate. For example, if the student plans to live at home with parents, then the room and board cost provided by the calculator could be excluded after the estimate is given.

**GCC - Estimated Yearly Cost of Attendance (2025-2026)**

Please note that the provided costs are an estimate for the 2025-2026 year and may vary from a student to student basis. For example, books and supplies cost may vary based on courses taken.

<b>Expense</b>	<b>Living at Home</b>	<b>Not Living at Home</b>
Full time tuition	\$5,250	\$5,250
Mandatory fees	\$650	\$650
Loan fees (average)	\$57	\$57
Books and supplies	\$1,540	\$1,540
Personal	\$1,530	\$1,530
Room	\$0	\$7,050
Board	\$2,060	\$2,685
Transportation	\$1,998	\$813
<b>Total</b>	<b>\$13,085</b>	<b>\$19,575</b>

**GCC General Tuition and Fees**

*(for the 2025-2026 academic year)*

**ANNUAL COLLEGE TUITION AND FEES:**

**Full or part time student**

<b>Cost</b>	<b>Expense</b>
\$5,250	for full-time student (for NYS residents)
\$5,850	for full-time student (out-of-state)
\$650	mandatory fees for full-time student
\$218	tuition per credit hour for part-time student (NYS resident)
\$243	tuition per credit hour for part-time student (out-of-state)
\$27	mandatory fees per credit hour for part-time student

## Tuition and fees (2025-2026)

Tuition and fees are subject to change without notice.

Rates are per semester.

\*Double tuition is charged to NYS residents that fail to provide a valid [Certificate of Residence](#) each academic year.

### Full Time Student (Fall or Spring, 12 or more credits)

<b>Expense</b>	<b>NYS Resident</b>	<b>Non-NYS Resident</b>	<b>NYS Resident w/o Certificate*</b>
Tuition	\$2,625	\$2,925	\$5,250
College fee	\$200	\$200	\$200
Technology fee	\$100	\$100	\$100
Academic support fee	\$25	\$25	\$25
<b>Total (per semester)</b>	<b>\$2,950</b>	<b>\$3,250</b>	<b>\$5,575</b>

### Part Time Student (Fall or Spring, less than 12 credits)

<b>Expense</b>	<b>NYS Resident</b>	<b>Non-NYS Resident</b>	<b>NYS Resident w/o Certificate*</b>
Tuition	\$218/credit hour	\$243/credit hour	\$436/credit hour
College fee	\$17/credit hour	\$17/credit hour	\$17/credit hour
Technology fee	\$8/credit hour	\$8/credit hour	\$8/credit hour
Academic support fee	\$2/credit hour	\$2/credit hour	\$2/credit hour

### Summer or Winterim Student (No full time rates available)

<b>Expense</b>	<b>NYS Resident</b>	<b>Non-NYS Resident</b>	<b>NYS Resident w/o Certificate*</b>
Tuition	\$218/credit hour	\$243/credit hour	\$436/credit hour
College Fee	\$17/credit hour	\$17/credit hour	\$17/credit hour
Technology fee	\$8/credit hour	\$8/credit hour	\$8/credit hour
Academic support fee	\$2/credit hour	\$2/credit hour	\$2/credit hour

### Additional Fee Information

<b>Expense</b>	<b>Cost</b>
<a href="#">BookSmart</a>	\$23/credit hour
Online learning fee	\$10/online credit hour
Allied Health student intern malpractice insurance	\$18/semester
Transcripts	\$10/transcript
Applied Music Fee	\$400/course
Nursing clinical fee	\$25/semester
Sewing Kit Fee	\$100/course

#### Contact

Student Accounts

Student Success Center - G127 Phone: 585-345-6805

Fax: 585-345-6885

[studentaccounts@genesee.edu](mailto:studentaccounts@genesee.edu)

#### Forms

- [Certificate of Residence Form](#)
- [Permanent Address Change Form](#)

## Policies on Tuition Refunds

Course registration creates a financial obligation to GCC. A tuition refund is only effective upon formal (written) withdrawal. The student can withdraw in writing in the Record's Office or at any campus center location. They can also withdraw online through their myGCC account. **Please be aware that non-attendance is NOT withdrawal.**

For further information on academic withdrawal, please contact the Record's Office at (585) 343-0055 ext. 6218.

## SUNY Tuition Refund Policy

The SUNY Board of Trustees approved a resolution standardizing the refund policy for all New York State community colleges as of the Fall semester 1998. A student is eligible to receive a 100% refund of tuition charges up **until the day before** the semester begins. After that date, the student is charged in accordance with the policy:

<b>Date of Withdrawal Regular Fall/Spring Semester</b>	<b>Refund</b>
Prior to first day of the term	100%
During first week	75%
During second week	50%
During third week	25%
After third week	0%
<b>Courses Twelve Weeks in Duration</b>	
Prior to first day of the term	100%
During first week	60%
During second week	30%
After second week	0%
<b>Courses Seven Weeks or Less in Duration</b>	
Prior to first day of the term	100%
During first week	25%
After first week	0%

For a full list of GCC-specific withdrawal dates, visit our [Tuition Refunds](#)

## **RULES FOR STUDENT USE OF THE PTA LABORATORY**

1. Unless instructed otherwise, all students must come to lab prepared with lab clothes. **All lab clothes should allow students freedom to move without indecent exposure.**
2. Appropriate dress is as follows: Sneakers, shorts and a short-sleeved or sleeveless top. ***Yoga pants or stretch pants are NOT acceptable.*** Removing your shirt may be required for certain labs which deal with the upper extremities. Appropriate draping and gowns will be provided.
3. All students must abide by all safety guidelines and precautions (such as rules for electrical safety) which will be specified clearly in their course materials.
4. If a student is unsure of what they should be doing, they should stop and ask an instructor before proceeding.
5. All students should respect the dignity and privacy of their fellow students, such as by using the curtain and draping when appropriate, refraining from inappropriate sexual remarks and behavior, not questioning a fellow student for specifics as to why their medical limitation prevents them from fully participating in an activity, and display other behaviors interpreted as demonstrating respect.
6. All students are responsible for maintaining order in the lab by returning supplies, taking equipment back to its proper place, and cleaning their workspace.
7. Students who are absent for a lecture are not allowed to participate in the laboratory activities which apply to the missed lecture material, unless they have spoken to the lab instructor before the lab session.

***Working together, we can create a positive learning environment that is safe and conducive to practicing the professional role of a Physical Therapist Assistant. Inappropriate and unsafe behavior in the PTA Laboratory will not be tolerated***

## **PTA PROGRAM POLICY FOR SAFETY INSPECTION OF PTA LABORATORY EQUIPMENT**

All equipment in the PTA program laboratory must be checked for safety at least once a year. Electrical therapy equipment in the lab shall be inspected by a qualified medical equipment technician at the beginning of every academic year. In addition to verifying the safety of the lab equipment, the medical equipment technician shall provide preventative equipment maintenance services and recalibrate equipment, as indicated. The medical equipment technician shall be an employee of a reputable healthcare equipment company that will provide documentation to validate the safety of the lab equipment and notify the program director if any equipment fails the safety inspection.

Program laboratory equipment will be inspected by the core faculty during annual inventory check and in preparation for lab. Any equipment problems detected during this inspection will be addressed in a timely manner. If equipment malfunction is suspected while using the therapy equipment in the lab during the semester, all program faculty and students are responsible for immediately ceasing use of the equipment and notifying the program director of the situation.

Only equipment that has passed all safety inspections will be available for student use in the program laboratory. Unsafe or malfunctioning equipment must be marked with an 'UNSAFE – DO NOT USE' sign and promptly removed from the program laboratory. Students are not allowed to use any electrical equipment that lacks a valid safety inspection sticker or that is marked as 'UNSAFE – DO NOT USE'. The program director is responsible for securely affixing a dated 'UNSAFE – DO NOT USE' sign on all program laboratory equipment that fails a safety check. The program director is also responsible for making arrangements to repair or discard/replace any program laboratory equipment that has failed a safety inspection. The GCC equipment inventory shall be updated annually in order to accurately account for changes in lab equipment that has been discarded or replaced.

GCC DEPARTMENT OF CAMPUS SAFETY

**ONE NUMBER DOES IT ALL:**

**(585) 345-6500**

**(X6500 FROM AN INSIDE PHONE)**

Or visit us at B-118, between the Forum  
and the Cafeteria

## **CAMPUS SAFTY**

The office of Campus Safety responds to all criminal or emergency calls on the Batavia campus. All full-time officers have completed an A.A.S. degree or better and have experience in the field of law enforcement. All officers must be licensed by the State of New York under the Security Act, attend on the job training, first aid, CPR and AED training, and receive a minimum of 40 hours of continuous training each year to update their skills. Campus safety is responsible of enforcement of all federal, state, county laws as well as all college regulations. Each Campus Center has its own set of safety precautions. We are open 24 hours a day, 7 days a week.

In the event of a fire or evacuation emergency, all students, faculty, and staff must follow the emergency instructions offered via announcement or emergency personnel instruction.

In case of Fire or explosion: Call 911, Pull alarm, evacuate and alert others, stay low and shout if trapped.

Bomb or suspicious object: Call Campus Safety (585) 345-6500 or x6500 from a campus phone. Don't touch anything, evacuate area, be aware – there may be others.

Medical Emergency: Call Campus Safety (585) 345-6500 or x6500 from a campus phone. Clear area around injured person. Do not move the injured person unless necessary.

### **Contacting Campus Safety**

Campus Safety may be contacted in a variety of ways:

For all calls to Campus Safety, call x6500 from any office phone, or call 585-345-6500 from off-campus or from your cell phone.

For 24/7 service outside of the Batavia campus building, Emergency Blue Light Phones are available and are directly connected to campus safety's emergency phone line. There are eight emergency blue light phones located in high-traffic areas of the Batavia Campus.

By email: [GCCSEC@genesee.edu](mailto:GCCSEC@genesee.edu)

Campus Website: <https://www.genesee.edu/about/offices-departments/campus-safety/>

The campus safety webpage contains information for incident reporting, crime prevention, services provided, policies and procedures, and the campus emergency alert program.

## **POTENTIAL HEALTH RISKS STUDENTS MAY ENCOUNTER IN THE PROGRAM**

College and program policies are in place to protect the health, well-being and safety of students in the classroom, lab and clinical internship sites while engaged in activities enrolled in the program.

If these rules are not followed, the potential exists for students to incur injuries and bodily harm.

Intentional or unintentional misuse of lab equipment could cause burns, ligamentous sprains, musculoskeletal injury, rashes or skin wounds. Strict supervision requirements are adhered to in order to provide a student to faculty ratio that is conducive to learning and maintaining the safety of students while in the lab. Course syllabi specify the lab safety rules which are reinforced in lab in order to protect students.

Students who have medical conditions that are a contraindication to a particular treatment are excused from the role of a patient so all students can safely participate in lab demonstrations, lab practice and lab practical exams.

All program students will receive thorough instructions in infection control, pathogen exposure, proper body mechanics for lifting, HIPAA and other OSHA mandated topics prior to attending clinical education courses in the curriculum. Students will also be required to have a complete physical exam for health clearance to safely participate in clinical internship activities, along with required vaccinations mandated by NYS health department, prior to attending clinical internship courses. The Clinical Education Manual and clinic send-off sessions specify the program policies that are in place to protect students from contracting an infectious disease, musculoskeletal injuries, or other types of bodily injuries that could occur while participating in their clinical internship. A contract with the clinical affiliation sites is in place that legally obligates the affiliating health care facility to provide medical care to students in the case of emergency during the clinical fieldwork experience.

Students are referred to the document entitled ‘Essential Functions for Employment as a PTA’ for a self-assessment of their abilities to perform the fundamental job duties of a PTA. Students who are lacking in these areas may have difficulty meeting program requirements or gaining employment as a PTA.

## **STUDENT RESPONSIBILITIES IN THE PTA PROGRAM**

The following lists responsibilities of students enrolled in the PTA program. This list was written to help ensure your success by addressing problems, should they arise, early enough so there is time to effectively address them. Working as a team, your instructors will go the extra mile with you, but not for you. Setting yourself up for success in this program requires that you take responsibility for your learning and financially plan ahead so that you don’t have to work too many hours while in school. Dedicating enough study time, finding study strategies that work well for you and striving to maintain open lines of communication with your teachers are also critical components of success in this program.

1. Prepare for classroom and laboratory learning experiences.
2. Appear on time for classroom and laboratory learning experiences.
3. Actively participate in the classroom and laboratory learning experiences. This includes acting as a patient by allowing your classmates to practice their PT skills on you, unless you have a medical condition that is a contraindication to a particular treatment and have discussed this situation with your teacher.
4. Follow all safety rules.
5. Report any incidents of absence and tardiness to the instructor, as specified in the course syllabus.
6. Seek direction from your instructor when any learning difficulties arise.
7. Abide by the policies and procedures set forth in the Academic Handbook for PTA Students.
8. In the event of withdrawal from the PTA program prior to completion, complete an interview with the Program Director.

## PTA Program Grading Practices

The PTA program utilizes course grading that is consistent with the college grading system but may require higher minimum scores to earn a particular letter grade. In PTA titled courses, a minimum of letter grade of “C” is required to pass the course and remain in good standing in the program. PTA uses 75% as the minimum score to earn a letter grade of “C”. Program faculty specify all grading practices within the course syllabus, clearly indicating course requirements. Additionally, several PTA courses utilize lab examinations to demonstrate mastery of critical skills. The practice of the program is to provide three total attempts to attain 90% mastery level on any particular lab exam. Failure to attain mastery level by the third attempt, results in a course letter grade of “F”, regardless of the student’s current course average. The program also utilizes comprehensive lab final exams in PTA 101 and PTA 102 with mastery level requirements of 75% and 80% respectively, allowing two attempts. The final course of the curriculum is PTA 223 Clinical Experience 3. In addition to Entry-level performance in the clinical setting, the program utilizes the Academic PEAT exam to ensure that students are performing at an “On-Track” level, reflective of entry-level academic knowledge. Students will receive an In-Progress (IP) grade in this course, until such time as they can demonstrate attainment of the “On-Track” requirement. There is potential to delay student graduation or eligibility for limited permit and PTA-NPTE Board exam eligibility.

## GCC - GRADING PRACTICES

Grades are used to assess student achievement and report on student progress. Instructors will inform students (in clear performance terms) at the beginning of each course what constitutes minimal requirements for each letter grade applicable to the course.

Grade points are assigned to letter grades as follows:

### Existing Grading System

Grade	Description
A	4.00 points per credit hour
A-	3.67 points per credit hour
B+	3.33 points per credit hour
B	3.00 points per credit hour
B-	2.67 points per credit hour
C+	2.33 points per credit hour
C	2.00 points per credit hour
C-	1.67 points per credit hour
D+	1.33 points per credit hour
D	1.00 points per credit hour
D-	0.67 points per credit hour
F	0.00 points per credit hour

Other notations may also be used:

Grade	Description
H	Honors level course
J	Not yet graded by faculty member
S	Satisfactory completion (used only in non-credit courses)
U	Unsatisfactory completion (used only in non-credit courses)
W	Withdrawal from course The "W" grade is recorded for students who officially withdraw from a course after the census date (end of the third week of a full-semester course) and before the end of the ninth week. For summer and special sessions, the "W" grade is recorded for students who officially withdraw after the census date and prior to completion of 9/16 of the course. It is the student's responsibility to officially withdraw from a class by the designated deadline.
IP	In process The "IP" grade may be given only in emergency or unusual circumstances at the discretion of the instructor to students who have made good faith progress in courses but who have not completed course requirements by the end of any term (regular semester or special session). The designation "good faith progress" means that the student must have satisfactorily completed most of the course requirements. An "IP" grade is recorded only if it is accompanied by an "IP" contract signed by both the student and faculty member. An "IP" grade is changed automatically to an "F" grade if the Records Office does not have a change of grade by the last day of class of the twelfth week of the first full semester following the session in which the "IP" grade as earned. The responsibility to present a change of grade to the Records Office is shared by the student and faculty member. Any student accepting an "IP" cannot graduate until the end of the term in which the "IP" is completed and graded.
CR	Credit earned by examination
AU	Course registration by audit If a student wishes to audit a course, he/she must register for the class prior to the end of the third week of classes. The student must obtain a request to audit form from the Records Office, have the instructor sign the form, and return it to the Records Office Students are expected to pay the standard tuition fees appropriate for the class to be audited.
TR	Credit transferred from another institution of higher education

### Withdrawal from a Course

Students may officially withdraw from a course through the ninth week of classes during a full semester course and prior to the completion of 9/16 of a course during the summer or special classes. Withdrawal deadlines are published each semester. In order to officially withdraw, a student may withdraw online (through [myGCC](#)) or by submitting a registration change form to the [Records Office](#). It is the student's responsibility to properly withdraw. Withdrawal grades will be assigned as follows:

Official withdrawals received by the Records Office prior to the census date (i.e. the end of the third week of classes) will result in the course being deleted from the student's record and no grade will be recorded

Official withdrawals received by the Records Office after the census date and prior to the end of the ninth week (specific date published each semester) will result in a grade of "W"

Formal withdrawal may not be initiated after the ninth week of classes (specific date published each semester). Failure to complete course requirements will result in a grade of "F"

Refunds are not given without advanced withdrawal notice from the student. Refund and charge reductions are determined by the date of written withdrawal notice. The policy regarding refund of tuition and fees is detailed

in the "Admissions and Financial Aid" section of this catalog

#### Withdrawal from the College

Students finding it necessary to withdraw from the College before the end of a term in which they are enrolled must follow established withdrawal procedures. Withdrawals may be completed online (through [myGCC](#)) or in person in the [Records Office](#). Refunds are given on a pro rata basis and are not given without advance withdrawal notice from the student. The student should contact the Business Office immediately if he/she is considering withdrawal from the College.

#### Repeating Courses

Students may repeat a course for which credit has been received with a grade of A- or lower. If a higher grade is earned upon repeating a course, only the higher of the two grades will be computed to determine a cumulative grade point average (GPA), although both grades will be recorded on transcripts. A student may not repeat a course for which he or she has already received an "A" grade.

No course may be repeated solely in order to increase the number of credits earned in courses where the credit hours have been changed. The course will only be counted once toward graduation requirements and computation of total hours earned.

Full-time students who elect to repeat a course for which credit has already been received should register for 12 credit hours relevant to their degree program in addition to the repeated course in order to remain eligible for TAP awards. Full-time students who register for remedial courses should also register for at least six credits of non-remedial credit courses. However, during the first term of funding, a full-time student need only register for at least three credits of non-remedial credit courses. Students at community colleges are eligible for a total of six semesters of TAP funding.

To be awarded the appropriate associate degree or certificate, a student must complete the program's minimum credit hour requirement.

To graduate, a student must have a cumulative grade point average (GPA) of 2.0 (a "C" average) or better and meet all the requirements of the program in which he/she is matriculated and all other requirements of the College.

## Drop-Add

A student may drop or add a course through the College website, in person, by fax, or email.

- All add and drop activities should be completed during the first week of the semester.
- Under special circumstances, a student may add or drop a course in the second or third week.

Adding a course after the first week of class requires the signature of the professor.

If a student withdraws from a course after the census date and prior to the completion of 9/16 of the course, a “W” grade is entered on the transcript. Students should talk to the [Business Office](#), the [Financial Aid Office](#), and their advisor regarding the effect of this withdrawal on tuition payment and financial assistance.

## Academic Dishonest

Cheating is obtaining or intentionally giving unauthorized information to create an unfair advantage in an examination, assignment, or classroom situation.

Plagiarism is the act of presenting and claiming words, ideas, data, programming code or creations of others as one’s own. Plagiarism may be intentional – as in a false claim of authorship – or unintentional – as in failure to document information sources using MLA (Modern Language Association), APA (American Psychological Association), Chicago or other style sheets or manuals adopted by faculty at the College. Presenting ideas in the exact or near exact wording as found in source material constitutes plagiarism, as does patching together paraphrased statements without in-text citation. The purchasing or sharing of papers or projects between students or the re-use of papers or projects submitted for more than one assignment or class also constitutes plagiarism.

Examples of academic dishonesty include but are not limited to the following:

- Taking an exam for another student.
- Having another student take an exam for you.
- Paying someone to write a paper to submit as your own work.
- Writing a paper for another student.
- Submitting the same paper for grading in two different courses without permission.
- Arranging with other students to give or receive answers by the use of signals.
- Arranging to sit next to someone who will let you copy from his or her exam.
- Copying from someone’s exam.
- Allowing another student to copy from you during an exam.
- Obtaining answers, information, translations or material from a source (ex. the Internet) without appropriate citation.
- Getting questions or answers from someone who has already taken the exam.
- Working on homework with other students when the instructor does not allow it.
- “Padding” – adding items on a works cited page that were not used.
- Unauthorized use of information stored in the memory of an electronic device (ex. programmable calculators and cell phones) on a test or assignment. No information stored in any electronic devices may be used without explicit permission.
- Altering or forging an official document.

Disciplinary action may include a failing grade on an assignment or test, a failing grade for the course, suspension, or expulsion from the College, as described in the [Genesee Community College Student Code of Conduct](#)

## **ARTIFICIAL INTELLIGENCE (AI) -PTA program position on use of AI**

The PTA Program acknowledges the strong potential for positive impact of Artificial Intelligence in PTA academia and in the clinical practice of physical therapy. As such, some AI use is permitted; however, use must be disclosed. You may use AI tools only for assignments where specific permission has been granted and in a manner consistent with instructor approved use for that assignment. You must acknowledge your use of AI tools in this course. This program policy remains consistent with the following institutional statements on the topic of AI:

GCC's statement on 'Academic Dishonesty' describes plagiarism as the act of "presenting and claiming words, ideas, data, programming code or creations of others as one's own. Plagiarism may be intentional – as in a false claim of authorship (including AI generated work)..."

The GCC Student Code of Conduct regarding Academic Dishonesty prohibits "Using Artificial Intelligence or AI (such as ChatGPT) without the express permission of the instructor. The student must divulge its use for anything including generation of ideas, creation of text, and/or reporting the sources. The use of generative AI must be appropriately acknowledged and cited, and it is each student's responsibility to assess the validity and applicability of any generative AI product used and submitted."

Violations related to AI and academic dishonesty will follow the processes outlined in the Student Handbook and are supervised by the Dean of students.

## **REQUIREMENTS FOR CONTINUING ENROLLMENT IN THE PTA PROGRAM**

Students must earn a grade of “C” or higher in all courses which are directly applicable to the PTA program (such as courses beginning with a PTA, BIO or MAT prefix) and at least a 2.0 GPA in all courses which are required in the PTA Program in order to maintain enrollment in the PTA curriculum. A final course grade of C- or lower is insufficient mastery for the course to count towards the degree requirements.

## **READMISSION INTO THE PTA COURSE SEQUENCE**

In the event that a student does not meet the requirements to continue in the PTA Program, a student may apply for readmission into the PTA Program. Readmission to the PTA Program is not automatic nor guaranteed. A student’s request for readmission will be considered only after the applicant has had an exit interview with the Program Director and submitted a letter requesting readmission. An applicant’s letter should identify the reasons for his/her inability to continue in the program and propose a realistic plan of action to address effectively the area(s) of concern. The letter and interview requirements need to be met by December 1 for reacceptance into the Spring term, and May 1 for reacceptance into the Fall term. Under no circumstances is readmission into the PTA Program guaranteed, but it will be offered on a space available basis to candidates who are likely to be successful.

The Program Director will notify candidates of their reacceptance status after the conclusion of the term in which the candidate has applied. The Program Director or designee will send the applicant an acknowledgement of changes in the applicants’ reacceptance status prior to the beginning of the new term.

Upon readmission to the PTA Program, students are expected to perform at the same level as continuing students in the clinical and academic portions of the curriculum. The returning student is responsible to review materials from previous courses to ensure an entry level similar to that of other students beginning the course. Upon re-entry into the PTA course sequence, students will be required to retake the course(s) in which they previously earned a grade of less than a “C”. Students are permitted to repeat a particular PTA course only once throughout the entire PTA curriculum

## **TIME LIMITS FOR COMPLETION OF THE PTA COURSES**

The sequence of PTA courses must be completed within five years after completing PTA 101.

## EXIT INTERVIEW -GCC PTA PROGRAM

The Program Director completes this section separately, upon notification of student leaving the program. This section will be maintained with Exit Interview Survey completed by the student.

Part A: Complete by \_\_\_\_\_, Program Director

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

When did the student drop out of the PTA course sequence? (Check one)

\_\_\_\_\_ during the semester \_\_\_\_\_  
(Specify which semester and year)

\_\_\_\_\_ after a semester has been completed  
(Specify which semester and year)

Reason for leaving the PTA program?

- (Check all that apply)
- \_\_\_\_\_ did not meet academic standards
  - \_\_\_\_\_ did not meet clinical standards
  - \_\_\_\_\_ health issues
  - \_\_\_\_\_ family issues
  - \_\_\_\_\_ changed mind about career choice
  - \_\_\_\_\_ student died or was severely disabled
  - \_\_\_\_\_ other (please specify) \_\_\_\_\_

Primary Reason:

\_\_\_\_\_ Academic

\_\_\_\_\_ Non-academic

Secondary/contributing factor(s): \_\_\_\_\_



**Part B: Student Section (Also available via Microsoft Teams Survey)**

Are you tentatively planning on reapplying for acceptance back into the PTA course sequence?

- No
- Not sure
- Yes – Tentative Action Plan for remediation based on meeting with Program Director

**PROGRAM ASSESSMENT**

Using the scale and terms provided, please indicate the extent of your agreement with the following statements.

**STATEMENTS:**

**1. The GCC Student Handbook, PTA Academic handbook, and Program policies and procedures were accessible?**

Disagree / Somewhat Disagree / Neutral / Somewhat Agree / Agree / N/A

**2. (If applicable) The program policy regarding readmission to the PTA course sequence was clearly explained to me and any questions that I had were fully answered.**

Disagree / Somewhat Disagree / Neutral / Somewhat Agree / Agree / N/A

**3. The program admission process and required course prerequisites are fair and reasonable.**

Disagree / Somewhat Disagree / Neutral / Somewhat Agree / Agree / N/A

**4. Work, family, or other outside factors interfered with my performance this semester. (true /false)**

True / False – Comments: \_\_\_\_\_

**5. The program information and / or orientation session provided a realistic expectation of time and resources needed to be successful in the PTA program.**

Disagree / Somewhat Disagree / Neutral / Somewhat Agree / Agree / N/A

**6. I was made aware of supports at the college such as the Learning Center, Student Success Center, tutoring, counseling, and career services.**

Disagree / Somewhat Disagree / Neutral / Somewhat Agree / Agree / N/A

## **DUE PROCESS**

### **Student Academic Appeals**

Students having a complaint concerning an academic matter (for example, a course grade, graduation requirements, transfer credit) may grieve the complaint as follows. (Academic probation status appeals use a separate appeals process.)

Before the appeal process begins the student must discuss the complaint with the faculty or staff member whose action prompted the complaint. If the complaint is not resolved at this point, the student must then discuss the complaint with the appropriate academic director or supervising dean. When a complaint is not resolved to the student's satisfaction, (s)he may appeal to the Academic Standards Committee of the Academic Senate for a decision on the complaint (The appeals chair will verify that these discussions have taken place or facilitate them.)

1. The student must initiate contact with the Academic Standards Committee by submitting a Request to Appeal form either electronically via the Genesee Community College website or by U.S. mail addressed to: Office of the Associate Vice President for Student Success, ATTN.: Academic Standards Committee. The form can be found at <http://faculty.genesee.edu/senate/appeal.htm>, or a copy may be obtained from the Office of the Associate Vice President for Student Success. A copy of the appeal form will be forwarded to the Academic Standards Committee Appeals Chair, the Executive Vice President for Academic Affairs, and the course instructor. There is a fifteen day statute of limitations to initiate contact with the Academic Standards Committee on all student academic appeal issues. This statute of limitations period begins on the first day of the next full semester (Fall or Spring) following the post date of the disputed grade. Exceptions to this statute of limitations may be made on a case by case basis. This decision will be made by the appeals chair.
2. The student will be contacted by the Academic Standards Appeals Chair and the appeal process will begin. Copies of the appeal procedure details are available in the Office of the Vice President of Student and Enrollment Services.
3. Decisions of the Academic Standards Committee may be appealed by the student to the Executive Vice President for Academic Affairs. The decision by the Executive Vice President for Academic Affairs will be final.

### **Student and Employee Grievance Procedures Related to Discrimination**

The purpose of this grievance procedure is to provide prompt and equitable investigation and resolution of allegations of unlawful discrimination based on race, color, national origin, religion, age, sex, disability, or marital status. This procedure covers grievances brought under Title IX of the Education Amendments of 1972, which forbids sex discrimination in educational programs and activities receiving federal financial assistance; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990, which forbids discrimination on the basis of handicapping conditions in any program or activity of the College.

This procedure may be used by any student or employee of Genesee Community College. It is not intended to replace or duplicate existing grievance procedures such as those in the GCCESPA

contract, the GEA contract, the Sexual Harassment Procedure, or the Academic Standards Committee, and it does not deprive a grievant of the right to file a complaint with enforcement agencies external to the College such as the New York State Division of Human Rights, the Equal Employment Opportunity Commission, the Office of Civil Rights, or the Wages and Hours Division of the Department of Labor. This procedure provides an additional mechanism through which the College may identify, correct, and eliminate incidents of unlawful discrimination in a timely manner.

**GCC Non-Discrimination Policy 1020.1:**

Policy Genesee Community College is committed to fostering a diverse community of faculty, staff and students that ensures equal educational and employment opportunities and access to service, programs, and activities without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, sexual orientation, familial status, pregnancy, predisposing genetic characteristics, military status, domestic violence, victim status, or criminal conviction.

Employees, students, applicants, or other members of the college community (including vendors, visitors, and guests) may not be subject to discrimination or harassment that is prohibited by law or treated adversely or retaliated against based upon any characteristic protected by law.

Furthermore, Genesee Community College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. The College will provide a notice of nondiscrimination to all students, employees, and applicants for admission and employment.

Inquiries about Title IX may be referred to Genesee Community College's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. Genesee Community College's Title IX Coordinator is the Executive Director of Human Resources, One College Road, Batavia, NY 14020, [hr@genesee.edu](mailto:hr@genesee.edu), 585-345-6808. Genesee Community College's nondiscrimination policy and grievance procedures can be located at <https://www.genesee.edu/title-ix/>. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://www.genesee.edu/title-ix/>.

This college prohibits retaliation for reporting, objecting to, or cooperating with a discrimination/sexual harassment investigation. Genesee Community College complies with all applicable federal and state laws and regulations prohibiting discrimination and harassment. It is also the college's policy to provide reasonable accommodations in accordance with the Americans with Disabilities Act. When appropriate, further accommodations may be provided to individuals with caregiver status, disabilities, religious practices, who have pregnancy or childbirth related conditions, or who are victims of domestic violence/stalking/sex offenses.

### **Conditions for Filing a Grievance**

The grievance must be filed, in writing, with the College's Affirmative Action officer within 45 days of the alleged illegal act of discrimination. The statement must contain the grievant name, the date of the alleged act, and a description of the alleged act.

Time limits within this procedure may be extended by mutual agreement of the grievant and the president or his/her designee, with the exception of the 45-day limit for initial filing of the grievance.

Failure by the College to respond within the designated time limit will permit the grievant to proceed to the next step in the process.

Failure by the grievant to respond within the designated time limit will be deemed a withdrawal of the grievance. When a complaint is filed with a state or federal enforcement agency or when court action is initiated, internal grievance procedures need not be used. Grievances must be filed with EEOC or OCR within 180 days of the alleged violation; complaints must be filed with the Division of Human Rights within 365 days of the alleged violation.

For additional information regarding procedural steps, contact the Affirmative Action officer. In all grievance cases, the Affirmative Action officer will advise the grievant of the procedural steps involved, advise the grievant of the various internal and external options available to him/her, assist in the definition of the charges made, and will seek a timely resolution. It is the responsibility of the grievant to meet all the conditions for filing a grievance.

Note: There are also grievance and appeal procedures that relate to grades, academic standing, dispute over billing, behavior on campus, parking violations, etc. For information on such appeals, consult the Student Rights and Responsibilities Handbook or access this information on the Genesee Community College website, following the instructions given above.

# GENESEE COMMUNITY COLLEGE STUDENT CODE OF CONDUCT

<https://www.genesee.edu/assets/file/policies/GCC-Student-Code-of-Conduct.pdf>

-See Appendix in hard copy-

Genesee Community College is committed to providing a safe and orderly environment where students may receive, and college personnel may deliver quality educational services without disruption or interference. Appropriate behavior is essential to achieving this goal on college property and at all college sponsored events off-campus. It is the responsibility of all Genesee Community College students to become aware of and to remain familiar with campus policies and procedures.

The official and most current version of the Student Code of Conduct is always found online. Updates to the Student Code of Conduct may be made whenever necessary to comply with applicable law or policy and when the information presented here can be made clearer. The Genesee Community College handbook enables all students to learn in an environment which promotes academic achievement by setting core principles, rules, and values.

The Dean of Students serves as the primary administrator of student conduct and has the responsibility of holding students accountable to the Genesee Community College Student Code of Conduct. All students who are enrolled at Genesee Community College agree to adhere to this Code and all College policies and procedures.

In any organized group of people, it is essential to define the rights and responsibilities in that group. In defining the rights and responsibilities of individuals, Genesee Community College adheres to the 1967 Joint Statement on Rights and Freedoms of Students, the 1940 AAUP Statement on Principles of Academic Freedom, and subsequently approved Interpretive Comments (1970). Nothing contained herein shall be construed to be in conflict with the aforementioned documents. These rules are not intended to repeal, supersede, or preclude any other rules related to the same subject matter except to the extent that they are inconsistent therewith.

# STUDENT CONSENT FORM

## Genesee Community College Physical Therapist Assistant Program

I have accessed the electronic document, Academic Handbook for PTA Students, and carefully read the Student Responsibilities section. I have had an opportunity for my questions regarding this handbook to be addressed by program faculty. My signature below indicates that I agree to abide by the list of Student Responsibilities and am aware of the PTA Program Policies, including that a criminal background check, drug testing and/or fingerprinting may be required prior to beginning my clinical internship assignment(s).

### STUDENT RESPONSIBILITIES

- Prepare for classroom and laboratory learning experiences.
- Appear on time for classroom and laboratory learning experiences.
- Actively participate in the classroom and laboratory learning experiences. This includes acting as a patient by allowing your classmates to practice their PT skills on you, unless you have a medical condition that is a contraindication to a particular treatment and have discussed this situation with your instructor. \*\*There is inherent risk in any physical activity and human subject participation. By signing below, you acknowledge this risk and voluntarily agree to participate in all such activities.
- Complete assignments on time.
- Report any incidents of absence and tardiness to the instructor, as specified in the course syllabus.
- Seek direction from your instructor when any learning difficulties arise.
- Abide by the policies and procedures set forth in the Academic Handbook for PTA Students.
- In the event of withdrawal from the PTA program prior to completion, complete an exit interview with the Program Director.

**Student's Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

**Student's Printed Name** \_\_\_\_\_

## **GCC - Student Handbook**

The Student Handbook outlines student rights, responsibilities, and specific policies for handling a wide variety of student related issues. The entire handbook is available on-line at <https://www.genesee.edu/resources/current-students/student-handbook/> , including The Student Code of Conduct, Student Bill of Rights, and many other details.

**SECOND SECTION:  
PTA PROGRAM CURRICULUM**

**GENESEE COMMUNITY COLLEGE  
STATE UNIVERSITY OF NEW YORK**

## 2026 COURSE SEQUENCE

### PTA Technical Spine

- Note\* Does not include other required Non-PTA courses 1ST YEAR COURSE SEQUENCE

<u>Semester 1</u>	<u>Christmas Break</u>	<u>Semester II</u>	<u>Clinic 1A</u>	<u>OR</u>	<u>Clinic1B</u>
FALL		SPRING	June -4 weeks		August-4 weeks

#### Fall - Semester 1 and Lab

**PTA 101** Interventions 1 and lab - (5 credits)

C. Caputi, Instructor

**BIO 152** - Anatomy and Physiology (4 credits)

**PTA 106** – Introduction to Physical Therapy

C. Caputi, Instructor (2 credits)

#### Major Topics Covered

-Transfer and Lift

-Goniometry

-Assistive Devices

-Massage

-Heat and Cold Modalities

#### Spring - Semester 2

**PTA 102** Interventions 2 and Lab - (5 credits)

C. Caputi, Instructor

-Therapeutic Exercise

- Ultrasound

-Documentation

-Traction

-Intermittent Compression

**PTA 110** Kinesiology and Lab - (3 credits)

Love and C. Caputi, Instructors

-Functional Anatomy

-Biomechanics

**BIO 153** - Anatomy and Physiology - (4 credits)

#### Summer

**PTA 121**, Clinic 1, is 4 weeks full-time (37.5 hours per week) (3 credit)

end of May to mid-June or end of July to mid-August

## 2ND YEAR COURSE SEQUENCE

Semester 3 | Clinic 2 | Semester 4 | Clinic 3  
FALL      5 Weeks    SPRING    May - June

## GRADUATION

### **Fall - Semester 3**

**PTA 202** Applied Neurology - (3 credits)  
J. Love, Instructor

**PTA 203** PTA Interventions 3 and Lab - (5 credits)  
J. Love, Instructor

### **Early Spring semester start**

**PTA 222**, Clinic 2, is 5 weeks full-time - (4 credits)  
end of December to end of January

### **Spring - Semester 4**

**PTA 208** Interventions 4 and Lab - (5 credits)  
J. Love, Instructor

**PTA 223**, Clinic 3, is 6 weeks full-time May to June  
(5 credits)

### **Topics Covered**

- Basic neuroanatomy and neurophysiology
- Disorders of human nervous system
- Therapeutic rationale for PT treatments for abnormal neurological conditions
  
- Principles of Pain Control
- Electric Stimulation
- PT for wound care and burn therapy
- Cardiopulmonary rehabilitation
  
  
  
  
  
  
  
  
  
  
- Advanced Therapeutic technique for treating neurologically impaired patients

# PTA COURSE PLANNING WORKSHEETS

PREREQUISITES: College Level Math, BIO 104, and Chem or Physics

## SUGGESTED FIRST SEMESTER CREDITS

\_\_\_\_\_ PTA 101\* - Physical Therapy Interventions + Lab (PTALB1) = 5 credits

\_\_\_\_\_ BIO 152 - Anatomy & Physiology = 4

\_\_\_\_\_ SPE 108 – Public Speaking =3

\_\_\_\_\_ MAT 121 - Technical Math =3

\_\_\_\_\_ PTA 106\* - Introduction to Physical Therapy =2

## SUGGESTED SECOND SEMESTER CREDITS

\_\_\_\_\_ PTA 102\* - Physical Therapy Interventions + (PTALB2) = 5 credits

\_\_\_\_\_ PTA 110\* - Kinesiology + Lab (PTALB3) = 3

\_\_\_\_\_ BIO 153 - Anatomy & Physiology 2 = 4

\_\_\_\_\_ ENG 101 - College Composition = 3

## SUMMER SESSION

\_\_\_\_\_ PTA 121\* - CLINIC 1 (4 weeks - June OR August) = 3 credits

## SUGGESTED THIRD SEMESTER CREDITS

\_\_\_\_\_ PTA 203\* - Physical Therapy Interventions + Lab (PTALB4) = 5 credits

\_\_\_\_\_ HUS 124 – Gerontology = 3

\_\_\_\_\_ HUS 250 - Intro to Special Education = 3

\_\_\_\_\_ PSY 104 - General Psychology =3

\_\_\_\_\_ PTA 202\* - Applied Neurology = 3

## SUGGESTED FOURTH SEMESTER CREDITS

\_\_\_\_\_ PTA 222\* - CLINIC 2 (5 weeks) = 4 credits

\_\_\_\_\_ PTA 208\* - Physical Therapy Interventions + Lab (PTALB5) = 5 credits

\_\_\_\_\_ PTA 223\* - CLINIC 3 (6 weeks) = 5 credits

TOTAL = 66 CREDITS

## CATALOG DESCRIPTIONS OF TECHNICAL EDUCATION PTA COURSES

### [PTA101: Physical Therapy Interventions 1](#)

#### **3 Credits**

Introduces medical terminology, common pathologies, abbreviations, and documentation pertinent to the role of the physical therapist assistant. Develops skills for fundamental physical therapy treatments. Includes draping and positioning of patients, transferring and lifting of patients, palpation of anatomical landmarks, goniometry, massage, gait training with assistive devices, and utilization of selected thermal agents. Prerequisite: Acceptance into the PTA program. Corequisites: PTA 106 and PTA LB1.

### [PTA102: Physical Therapy Interventions 2](#)

#### **3 Credits**

Acquires cognitive and psychomotor skills in orthopedics, therapeutic exercises, vital signs, infection control practices, traction, intermittent compression, ultrasound and hydrotherapy. Integrates knowledge of clinically relevant pathological conditions into treatment of orthopedic patients with co-morbidities. Prerequisites: BIO 152, PTA101, PTALB1 and PTA 106 each with a grade of 'C' or higher. Corequisite: PTA LB2.

### [PTA106: Introduction to Physical Therapy](#)

#### **2 Credits**

Introduces students to the field of physical therapy and the role of the Physical Therapist Assistant (PTA). Explores interpersonal skills and professionalism relevant to the health care environment. Addresses interactions between PTA and patients, therapists, and other health care team members. Advances concepts of social and cultural competency, confidentiality, HIPAA, and professional responsibilities. Addresses state laws and professional therapy association positions and their integration into clinical policies and procedures. Covers computer literacy, on-line medical research, effective study skills, and continuing professional development. Prerequisite: Acceptance into the PTA program. Co-requisites: PTA 101 and PTALB1.

### [PTA110: Kinesiology](#)

#### **2 Credits**

Introduces mechanical concepts (e.g., force and torque) integral to the understanding of resisted exercise systems. Explores selected biomechanical principles, especially those related to musculoskeletal performance during exercise and gait. Includes regional functional anatomy, with emphasis on normal joint and muscle function, clinical pathologies, and acquisition of skill in palpating superficial anatomic structures. Prerequisite: BIO 152 with a grade of 'C' or higher. Corequisite: PTALB3.

### [PTA121: Clinical Experience 1](#)

#### **3 Credits**

The student will apply physical therapy procedures to patients, under the supervision of a licensed physical therapist or physical therapist assistant, at a physical therapy clinical affiliation site. Emphasis is placed on safe, professional, ethical, and competent treatment implementation and patient interactions. Students will

develop personal communication skills and take an active role and responsibility for their professional development. Prerequisites: PTA 102, PTALB2, PTA 110, PTA LB3 and BIO 153 each with a grade of "C" or better. Student must have current certification in Adult & Pediatric 1st Aid/CPR/AED or equivalent.

### **PTA202: Applied Neurology**

#### **3 Credits**

Provides a basic understanding of how the human nervous system works and explores common neuropathies that impair health and functioning. Presents clinically relevant aspects of normal neuroanatomy and basic neurophysiology as a background for understanding disorders of the human nervous system. Assists in comprehending important clinical concepts related to abnormal neurological conditions in order to substantiate therapeutic rationale for physical therapy treatment techniques taught in the PTA curriculum. One lecture and two seminar hours a week. Prerequisite: BIO152. Corequisite: PTA203 and PTALB4.

### **PTA203: Physical Therapy Interventions 3**

#### **3 Credits**

Explores the principles in the selection of procedural interventions, associated data collection, and communication, including written documentation associated with safe, effective, and efficient practice. Identifies common 'Red Flags' and their implications for the safe delivery of interventions, will be highlighted. Explores the clinical presentation of pain, integumentary pathologies (including burn trauma) and common pathologies/conditions of the pulmonary and cardiac systems. Application and clinical decision making of procedural interventions using electrotherapy, electromagnetic and light therapies, wound/burn care, and cardiopulmonary rehabilitation are explored. Reviews the biopsychosocial model to health and wellness and reviews the foundations of clinical decision making and the impact of related comorbidities within other body systems including the endocrine, metabolic, gastrointestinal, and lymphatic systems. Prerequisites: PTA102, PTALB2 and BIO 153 with grade of "C" or higher. Corequisites: PTA 202 and PTA LB4.

### **PTA208: Physical Therapy Interventions 4**

#### **3 Credits**

Explores principles of motor behavior in neurological rehabilitation throughout the lifespan. Emphasizes motor control, motor learning, locomotor training and neurological therapeutic exercises. Addresses architectural barriers, training in daily living activities, orthotics, and prosthetics. Integrates the biopsychosocial model and knowledge of clinically relevant pathological conditions into clinical decision making for the performance of data collection, selection of interventions, and related communications in treatment of neurological patients with co-morbidities. Highlights safe, effective, and efficient practice through delineation of common 'Red Flags' to terminate unsafe interventions or practice conditions. Prerequisite: PTA 203 and PTA LB4 with a grade of "C" or better. Corequisite: PTA LB5.

### **PTA222: Clinical Experience 2**

#### **4 Credits**

The student will apply physical therapy procedures to patients under the supervision of a licensed physical therapist or physical therapist assistant at a physical therapy clinical affiliation site. The student will be expected to expand on the skills developed during their first clinical experience. Emphasis is placed on safe, professional, and competent treatment implementation and patient interactions. Students will continue to develop personal communication skills and are responsible for continued professional development. Prerequisite: PTA 121, PTA 202, PTA 203, and PTALB4 each with a grade of 'C' or higher. Student must have current certification in Adult & Pediatric 1st Aid/CPR/AED or equivalent.

### **PTA223: Clinical Experience 3**

#### **5 Credits**

The student will apply physical therapy assessments and interventions to patients / clients under the supervision of a licensed physical therapist or physical therapist assistant at a physical therapy clinical affiliation site. The student will be expected to expand on the skills developed during their first two clinical experience and didactic instruction. Emphasis is placed on reaching entry-level performance in preparation for entrance into the work force. The student will educate clinic staff through a professional in-service on a topic appropriate for the clinical setting. Student must have current certification in Adult & Pediatric 1st Aid/CPR/AED or equivalent.

### **PTALB1: Lab for PTA101**

#### **2 Credits**

PTA LB1 is the application of didactic instruction for PTA101 and a required co-requisite. Skills and performance in PTA LB1 are assessed as a component of PTA 101 and therefore, must be successfully completed in addition to all the requirements for PTA101. Co-requisites: PTA101 and PTA106

### **PTALB2: Lab for PTA102**

#### **2 Credits**

PTA LB2 is the application of didactic instruction for PTA102 and a required co-requisite. Skills and performance in PTA LB2 are assessed as a component of PTA 102 and therefore, must be successfully completed in addition to all the requirements for PTA102. Co-requisite: PTA102

### **PTALB3: Kinesiology Lab**

#### **1 Credits**

PTA LB3 is the application of the didactic instruction for PTA110 and a required co-requisite. Skills and performance in PTA LB3 are assessed as a component of PTA110 and therefore, must be successfully completed in addition to all the requirements for PTA110. Co-requisite: PTA110

**PTALB4: Lab for PTA203**

**2 Credits**

PTALB4 is the application of didactic instruction for PTA203 and a required co-requisite. Skills and performance in PTALB4 are assessed as a component of PTA203 and therefore, must be successfully completed in addition to all the requirements for PTA203. Co-requisite: PTA203

**PTALB5: Lab for PTA208**

**2 Credits**

PTALB5 is the application of didactic instruction for PTA208 and a required co-requisite. Skills and performance in PTALB5 are assessed as a component of PTA208 and therefore, must be successfully completed in addition to all the requirements for PTA208. Co-requisite: PTA208.

# **CURRICULUM LEARNING OUTCOMES**

## **Course Learning Outcomes (CLOs) for all Technical Education Courses in the Physical Therapist Assistant Program**

**PTA Labs share Course Learning Outcomes with lecture portion of courses.**

### **PTA 101 Physical Therapy Interventions 1:**

Upon successful completion of this course, the student will be able to:

1. Identify in writing at least 100 prefixes, word roots, and suffixes used in medical terminology.
2. Interpret correctly at least 75 abbreviations used in medical records.
3. Document physical therapy (PT) interventions accurately utilizing the Subjective/Objective/Assessment/Plan (S.O.A.P.) format.
4. Produce accurate medical documentation in various formats commonly utilized in current practice, which may include proper formatting, appropriate content, electronic medical records, and utilization of proper terminology.
5. Discuss causes and associated impacts of at least 30 common pathologies encountered in contemporary physical therapy practice settings.
6. Demonstrate proper techniques in safe patient handling, which may include transfers, bed mobility, mechanical equipment and lifts, patient positioning, and wheelchair management.
7. Assess and define patient level of assistance and implement strategies for client and therapist safety, including lifting techniques, body mechanics, and appropriate devices.
8. Perform and interpret a variety of anthropometric and body measurements, including goniometric, limb length, circumferential, weight, and girth measurements.
9. Describe normal and abnormal joint range of motion, normal and abnormal end feels, motion restrictions, and qualitative characteristics of movement.
10. Instruct surrogate patients in safe ambulation with appropriate assistive devices at all levels of assistance, including stairs and various surfaces.
11. Demonstrate proper application of therapeutic modalities, which may include selected thermal agents.
12. Demonstrate safe, indicated, and proper application technique of therapeutic massage including soft tissue mobilization in various forms.
13. Describe methods of heat exchange, related physiological effects, indications, and contraindications for thermal and cryotherapy agents.
14. Describe methods of implementing and ensuring electrical safety which might occur in a PT practice.
15. Implement effective verbal and non-verbal communication strategies for patient questioning, instructing, monitoring, and treatment.

## **PTA 102 Physical Therapy Interventions 2:**

Upon successful completion of this course, the student will be able to:

1. Demonstrate the proper application of a variety of protective measures (sterile techniques, universal precautions, isolation procedures).
2. Explain the methods of transmission and impact on health care of various diseases, such as HIV; Hepatitis A, B, and C; TB.
3. Assess and document correctly vital signs and associated healthcare data, such as heart rate, respiratory rate, blood pressure, various arterial pulses, cyanosis, and absent or diminished sensation.
4. Describe how various factors affect vital signs (age, gender, physical activity, disease conditions).
5. Explain factors leading to the occurrence of pressure ulcers and their management.
6. Assess a patient's condition for characteristics of edema by applying anthropometric methods.
7. Engage in effective edema management techniques, which may include use of compression wraps, intermittent compression, patient education or body positioning.
8. Describe basic principles of wound care, which may include identification of viable tissue, abnormal integumentary changes, and wound measurement.
9. Discuss principles of sound propagation as they apply to the therapeutic use of ultrasound. (thermal vs. non-thermal, 3 Mhz vs. 1 Mhz, and penetration, reflection, absorption).
10. Conduct a safe and effective ultrasound treatment, incorporating patient feedback into the procedure.
11. Explain why aquatic physical therapy might be beneficial when used as an adjunct to therapeutic exercise in PT treatment.
12. Discuss the ways in which therapeutic exercise might be used in various domains of exercise (endurance, strength, range of motion, balance).
13. Design exercise programs that address balance, coordination, endurance, strength or range of motion deficits.
14. Review a variety of medical documents (therapy reports, medical records, lab values, and diagnostic tests) prior to implementing a physical therapy plan of care, using evidence-based resources to support clinical decision making.
15. Demonstrate proper technique in manual muscle testing.
16. Identify appropriate exercises based on a manual muscle test grade.
17. Identify the differences among acute, chronic and referred pain, and describe the various pain assessment tools which are available.
18. Discuss in writing the 3 phases of healing for connective tissue injuries.
19. Identify postural alignment deficiencies in standing and sitting while assessing a surrogate patient's posture.
20. Describe the three phases of tissue healing.
21. Describe common pathologies associated with appendicular and axial skeleton.
22. Demonstrate skill in mechanical traction of the cervical and lumbar spine.
23. Discuss the fundamental principles underlying the practice of peripheral joint mobilization, which may include the convex-concave rule, spin, roll and glide, distraction, types of mobilization, indications and contraindications.
24. Prepare a presentation addressing a current orthopedic topic utilizing health care literature.

25. Provide sound, physiological rationale for modification of treatment sessions to produce optimal results with orthopedic patients who have secondary diagnoses involving the metabolic, endocrine, gastrointestinal and multi-system involvement.

## **PTA 106 Introduction to Physical Therapy**

Upon successful completion of this course, the student will be able to:

1. Communicate effectively (in writing, verbally, or non-verbally) with patients and other stakeholders.
2. Identify health disparities and outcomes impacted by cultural or socioeconomic differences and relate to concepts of justice, equity, diversity, and inclusion (JEDI).
3. Reflect on personal development of metacognition strategies (good study habits, time and stress management techniques) and methods to excel as a lifelong learner.
4. Discuss ways in which patient and family interactions are affected across the lifespan, including those with disability and disease.
5. Access current health care literature and evidence-based resources via electronic sources (Internet and on-line journals) as well as hard copy resources.
6. Explain the PTA's role, including required levels of supervision, when practicing in various settings (acute care, SNF, home care and pediatric) as per the NYS Practice Act.
7. Discuss national, state and district American Physical Therapy Association (APTA) organization and its role in the oversight of the physical therapy profession.
8. Identify the multidisciplinary team concept and the various professional roles and responsibilities in today's health care system.
9. Utilize the on-line APTA resources for professional development purposes, such as the identification of preferred PT / PTA relationships, decision making algorithms, practice guidelines, and implementation of JEDI in various healthcare settings.
10. Implement APTA Values Based Behaviors framework to determine appropriate actions in addressing hypothetical ethical dilemmas, consistent with the APTA's Code of Ethics for Physical Therapist Assistants.
11. Identify key principles of reimbursement specific to physical therapy settings (private insurance, managed care, Medicare, Medicaid, and worker's compensation).
12. Interpret the PT plan of care and access resources to guide in selecting treatment options, treatment progression, and need for further PT consultation.
13. Describe the PTA scope of practice, which could include NYS Practice Act, rules for the clinical education process, and career opportunities such as specialization.
14. Identify strategies for the identification and protection of vulnerable populations and conditions for reporting cases of suspected abuse or neglect.
15. Utilize the International Classification of Functioning, Disability, and Health (ICF) terminology to accurately describe a client's impairments, activity, or participation limitations.
16. Describe various aspects of a health care organization including hiring /staffing, reimbursement considerations, financial and operational planning related to physical therapy.

## **PTA 110 Kinesiology**

Upon the successful completion of this course, a student will be able to:

1. Categorize parts of the body (specific bones, joints, and muscles, etc.)
2. Explain different ways of optimizing strengthening during exercise, taking into consideration various muscle strength factors.
3. Identify relevant characteristics (innervation, origin, insertion, primary action, etc.) of at least 80 skeletal muscles throughout the body.
4. Palpate superficial anatomic structures (joint spaces, tendons, muscles, ligaments, arteries, bony prominences, etc.).
5. Explain various mechanical and biomechanical concepts including, but not limited to force, torque, mechanical advantage, Newton's three laws of motion, center of gravity, base of support, stability, force systems (linear, parallel and concurrent), classes of levers, etc.
6. Identify components of normal and abnormal gait utilizing human gait analysis techniques.
7. Describe possible causes of observed human gait deviations.

## **PTA 121 Clinical Experience 1**

This course utilizes an on-line student evaluation tool that was developed in conjunction with the American Physical Therapy Association (APTA) for use in evaluating Physical Therapist Assistant student performance in the clinical setting; APTA Clinical Performance Instrument for PTAs 3.0 (CPI Web). This evaluation is completed by a Clinical Instructor, serving in the role as clinical faculty.

### **COURSE LEARNING OUTCOMES:**

1. Each student will have achieved, at minimum, "Advanced Beginner" status on the CPI Web for all the following 11 criteria.
2. Ethical Practice: Practice according to the Guide for Conduct; demonstrates respect for self, the patient/client, and colleagues in all situations.
3. Legal Practice: Practice according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
4. Professional Growth: Accept and is receptive to feedback; participate in planning and/or self-assessment to improve clinical performance; contribute to the advancement of the clinical setting through educational opportunities; seek out opportunities to improve knowledge and skills.
5. Communication: Demonstrate professional verbal and nonverbal communication with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues); adapt to diverse verbal and nonverbal communication styles during patient/client interactions; utilize communication resources (e.g., translators) as appropriate; incorporate appropriate strategies to engage in challenging encounters with patients/clients and others; facilitate ongoing communication with physical therapist regarding patient/client care.
6. Inclusivity: Deliver physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; Provide equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics (e.g., ethnicity, socioeconomic status).
7. Clinical Reasoning: Strategically gather, interpret, and synthesize information from multiple sources to make effective clinical judgments; apply current knowledge and clinical judgement while supporting the physical therapist with clinical activities; ensure patient/client safety during the episode of care; present a logical rationale for clinical decisions with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues).
8. Therapeutic Exercise and Techniques: Perform selected therapeutic exercises, manual therapy techniques, airway clearance, and integumentary repair and protection techniques in a competent manner.
9. Mechanical and Electrotherapeutic Modalities: Apply selected mechanical and electrotherapeutic modalities in a competent manner.
10. Functional Training and Application of Devices and Equipment: Perform functional training in self-care and home management, including therapeutic activities; perform application and adjustment of devices and equipment in a competent manner.
11. Documentation: Produce quality documentation that includes changes in the patient's/client's status, a description and progressions of specific interventions used, and communication among providers; maintain organization of patient/client documentation.
12. Resource Management: Participate in the efficient delivery of physical therapy services; demonstrate appropriate understanding of time management and appropriate use of clinical supplies and equipment when supporting physical therapy services.

## **PTA 202 Applied Neurology**

Upon the successful completion of this course, a student will be able to:

1. Label structures in the human nervous system (neuron, spinal cord, brainstem, brain, etc.).
2. Differentiate between structural components of the central nervous system (CNS) and the peripheral nervous system (PNS).
3. Identify relationships among various neurological structures (neuron, glia, spinal cord, brainstem, diencephalon, cerebrum, cerebellum, etc.).
4. Describe the physiological functions and interrelatedness of important neurological structures (neuron, glia, spinal cord, brainstem, diencephalon, cerebrum, cerebellum, etc.).
5. Describe the role and interaction of the nervous system in sensation, perception, cognitive function, and movement.
6. Describe abnormal signs and symptoms associated with common neurological pathologies.
7. Identify and practice some basic clinical tests or measures related to neurologic function.
8. Integrate academic knowledge of the neurologic system into the clinical decision-making process for proposal of basic therapeutic intervention.

### **PTA 203 Physical Therapy Interventions 3**

Upon successful completion of this course, the student will be able to:

1. Explain concepts (physiological effects, indications, and contraindications) required for effective implementation of various physical agents commonly used in physical therapy practice for the purpose of tissue repair, pain management, muscle tone management, or motion restrictions which may include biofeedback, electrotherapy, compression, or light therapy.
2. Implement effective physical agent treatments on a surrogate patient, which may include analysis of collected data and application of biofeedback, compression, electrotherapy, or light therapy.
3. Practice observation and the administration of a sample of screening tools, tests and measures which may include pain rating, sensory assessment, integumentary status, and postural deviations.
4. Outline pathophysiology of prominent integumentary, pulmonary, and cardiac conditions commonly treated in physical therapy.
5. Analyze data and explore concepts (physiological effects, indications, and contraindications) required for effective implementation of integumentary healing and care skills post burn and ulceration including, but not limited to wound dressings, stretching, compression, locomotor training, and physical agents.
6. Analyze data and explore concepts (physiological effects, indications, and contraindications) required for effective implementation of pulmonary rehabilitation skills which may include patient education in breathing, coughing techniques, incentive spirometry, sputum analysis, pulmonary hygiene techniques, and percussive techniques.
7. Analyze data and explore concepts (physiological effects, functional capacity, indications, and contraindications) required for effective and safe implementation and monitoring of cardiac and pulmonary rehabilitation exercise and locomotor activities.
8. Collect and analyze data in order to adjust physical therapy interventions within the plan of care in response to changes in the patient's status, using professional resources and evidence-based practice to support clinical decisions.
9. Describe the physiological rationale for modification of treatment to produce optimal results with patients who have co-morbidities involving the metabolic, endocrine, and gastrointestinal systems.

## **PTA 208 Physical Therapy Interventions 4**

Upon successful completion of this course, the student will be able to:

1. Outline typical neurodevelopmental growth including motor learning and formulation of motor control. Compare and contrast typical and atypical movement behaviors, communication, and mentation.
2. Summarize the pathophysiology and clinical manifestation of common neurologic and neurodevelopmental disorders, traumas including limb loss, and diseases treated in physical therapy.
3. Sequence, in proper order, the neurodevelopmental milestones humans attain during development of motor skills.
4. Move an individual physically through the developmental sequence using safe and appropriate handling skills, which must include body alignment, facilitation of weight shifting, adjustment of assistance, and effective hand placement.
5. Identify and delineate movements, signs, and symptoms typical for common disorders of impaired postural control and balance.
6. Perform and interpret commonly utilized tests and measures used for data collection with persons having impaired neurodevelopment, trauma, or disease of the nervous system.
7. Accurately assign an individual's level of functioning using a variety of tests and measures commonly used in physical therapy within the International Classification of Functioning (ICF) levels.
8. Apply accurate and safe motor learning strategies, therapeutic exercise, guided functional movement skills, proprioceptive facilitation, and locomotor training to a variety of patient scenarios and surrogate patient simulations working towards functional goals.
9. Demonstrate adjustment to treatment techniques and surrogate patient handling, based upon simulated or real-time biopsychosocial challenges, co-morbidities and/or performance feedback, including state of arousal, mentation, or cognition.
10. Provide instructions and demonstrate to a surrogate patient activities of daily living skills, mobility techniques, and safe patient handling for simulated scenarios.
11. Identify and list architectural barriers and safety hazards commonly occurring in various settings such as home, community, and work environments.
12. Propose strategies, adaptive equipment, orthotic/prosthetic options to optimize accessibility within these identified environments from collected observations and data.

## **PTA 222 Clinical Experience 2**

This course utilizes an on-line student evaluation tool that was developed in conjunction with the American Physical Therapy Association (APTA) for use in evaluating Physical Therapist Assistant student performance in the clinical setting; APTA Clinical Performance Instrument for PTAs 3.0 (CPI Web). This evaluation is completed by a Clinical Instructor, serving in the role as clinical faculty

### **COURSE LEARNING OUTCOMES:**

1. Each student will have achieved, at minimum, "Intermediate" status on the CPI Web for all the following 11 criteria.
2. Ethical Practice: Practice according to the Guide for Conduct; demonstrates respect for self, the patient/client, and colleagues in all situations.
3. Legal Practice: Practice according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
4. Professional Growth: Accept and is receptive to feedback; participate in planning and/or self-assessment to improve clinical performance; contribute to the advancement of the clinical setting through educational opportunities; seek out opportunities to improve knowledge and skills.
5. Communication: Demonstrate professional verbal and nonverbal communication with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues); adapt to diverse verbal and nonverbal communication styles during patient/client interactions; utilize communication resources (e.g., translators) as appropriate; incorporate appropriate strategies to engage in challenging encounters with patients/clients and others; facilitate ongoing communication with physical therapist regarding patient/client care.
6. Inclusivity: Deliver physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; Provide equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics (e.g., ethnicity, socioeconomic status).
7. Clinical Reasoning: Strategically gather, interpret, and synthesize information from multiple sources to make effective clinical judgments; apply current knowledge and clinical judgement while supporting the physical therapist with clinical activities; ensure patient/client safety during the episode of care; present a logical rationale for clinical decisions with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues).
8. Interventions: Therapeutic Exercise and Techniques: Perform selected therapeutic exercises, manual therapy techniques, airway clearance, and integumentary repair and protection techniques in a competent manner.
9. Interventions: Mechanical and Electrotherapeutic Modalities: Apply selected mechanical and electrotherapeutic modalities in a competent manner.
10. Functional Training and Application of Devices and Equipment: Perform functional training in self-care and home management, including therapeutic activities; perform application and adjustment of devices and equipment in a competent manner.
11. Documentation: Produce quality documentation that includes changes in the patient's/client's status, a description and progressions of specific interventions used, and communication among providers; maintain organization of patient/client documentation.
12. Resource Management: Participate in the efficient delivery of physical therapy services; demonstrate appropriate understanding of time management and appropriate use of clinical supplies and equipment when supporting physical therapy services.

## **PTA 223 – Clinical Experience 3**

This course utilizes an on-line student evaluation tool that was developed in conjunction with the American Physical Therapy Association (APTA) for use in evaluating Physical Therapist Assistant student performance in the clinical setting; APTA Clinical Performance Instrument for PTAs 3.0 (CPI Web). This evaluation is completed by a Clinical Instructor, serving in the role as clinical faculty.

### **COURSE LEARNING OUTCOMES:**

1. Each student will have achieved, at minimum 'Entry Level' on the Clinical Performance Instrument (CPI Web) for 10 of the 11 criteria, while the minimum score on the remaining criterion must be at least Advanced Intermediate status for all the following 11 criteria.
2. Ethical Practice: Practice according to the Guide for Conduct; demonstrates respect for self, the patient/client, and colleagues in all situations.
3. Legal Practice: Practice according to legal and professional standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
4. Professional Growth: Accept and is receptive to feedback; participate in planning and/or self-assessment to improve clinical performance; contribute to the advancement of the clinical setting through educational opportunities; seek out opportunities to improve knowledge and skills.
5. Communication: Demonstrate professional verbal and nonverbal communication with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues); adapt to diverse verbal and nonverbal communication styles during patient/client interactions; utilize communication resources (e.g., translators) as appropriate; incorporate appropriate strategies to engage in challenging encounters with patients/clients and others; facilitate ongoing communication with physical therapist regarding patient/client care.
6. Inclusivity: Deliver physical therapy services with consideration for patient/client diversity and inclusivity for all regardless of age, disability, ethnicity, gender identity, race, sexual orientation, or other characteristics of identity; Provide equitable patient/client care that does not vary in quality based on the patient's/client's personal characteristics (e.g., ethnicity, socioeconomic status).
7. Clinical Reasoning: Strategically gather, interpret, and synthesize information from multiple sources to make effective clinical judgments; apply current knowledge and clinical judgement while supporting the physical therapist with clinical activities; ensure patient/client safety during the episode of care; present a logical rationale for clinical decisions with all stakeholders (e.g., patients/clients, caregivers, intra/interprofessional colleagues).
8. Therapeutic Exercise and Techniques: Perform selected therapeutic exercises, manual therapy techniques, airway clearance, and integumentary repair and protection techniques in a competent manner.
9. Mechanical and Electrotherapeutic Modalities: Apply selected mechanical and electrotherapeutic modalities in a competent manner.
10. Functional Training and Application of Devices and Equipment: Perform functional training in self-care and home management, including therapeutic activities; perform application and adjustment of devices and equipment in a competent manner.
11. Documentation: Produce quality documentation that includes changes in the patient's/client's status, a description and progressions of specific interventions used, and communication among providers; maintain organization of patient/client documentation.
12. Resource Management: Participate in the efficient delivery of physical therapy services;

demonstrate appropriate understanding of time management and appropriate use of clinical supplies and equipment when supporting physical therapy services.

\* Student placement over their 3 clinical experiences should enable the student to participate in a sufficient preponderance of therapy interventions. **Students should seek opportunities to complete as many CLOs within the Interventions domain over the entirety of their three clinical experiences.**