

**SCF Physical Therapist Assistant
Student Handbook
2024 – 2025**

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Welcome Letter

Dear Student Physical Therapist Assistant:

On behalf of the Faculty and Staff, we welcome you to the Physical Therapist Assistant (PTA) Program at State College of Florida, Manatee-Sarasota. You are about to embark on a journey filled with new experiences and learning moments.

The faculty team is dedicated to providing a complete and comprehensive learning experience as you work toward achieving the competencies of an entry-level PTA. It is your responsibility to meet the objectives required to complete the program and become eligible to take the PTA licensure examination.

As a student PTA (SPTA), your feedback is a highly valued part of the program's ongoing assessment and commitment to the program outcomes and accreditation standards established by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The PTA Student Handbook has been designed to offer guidance on program expectations, policies, and procedures. SCF SPTAs are expected to review and abide by the policies and procedures of this handbook. Additionally, all SCF SPTAs are subject to regulations outlined in the SCF College Catalog, the SCF Student Handbook, and The SCF Health Professions Division Handbook.

I wish you success during your studies in becoming a PTA and offer my sincere commitment to assist you in your professional journey.

Warm regards,

Dr. Meredith Butulis, DPT, OCS, CSCS
Interim Program Director – Physical Therapist Assistant Program
State College of Florida, Manatee-Sarasota

PTA Faculty, Staff & Administration

SCF President	Dr. Tommy Gregory
Executive Vice President and Provost	Dr. Todd Fritch
Assistant Dean of Health Professions	Dr. Kim Bastin, EdD, CDA, EFDA, CRDH
PTA Interim Program Director	Dr. Meredith Butulis DPT, OCS, CSCS
PTA Academic Clinical Education Coordinator (ACCE)	Dr. Jennifer Trinidad, DPT
PTA Adjunct Faculty	Ryan Deckinga, PTA Lisa Hicks, MPT April Tardiff, PTA, M.Ed. Jordan Vasquez, PTA
OTA PTA Department Secretary	Judy Barber
PTA Program Information	http://SCF.edu/PTA Phone: 941-752-5346

Accreditation

State College of Florida, Manatee-Sarasota, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate and baccalaureate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of State College of Florida, Manatee-Sarasota.

The Physical Therapist Assistant Program at The State College of Florida, Manatee-Sarasota, is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 800-999-2782. Accreditation@APTA.org. Website: www.CAPTEonline.org

Further accreditation information can be obtained from the following entities:

The American Physical Therapy Association
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085
800-999-2782
www.APTA.org

The Florida Department of Health Board of Physical Therapy Practice
4042 Bald Cypress Way Bin #C05
Tallahassee, FL 32399-3255
850-245-4373
<http://FloridaPhysicalTherapy.gov>

Federation of State Boards of Physical Therapy
124 West Street South, Third Floor
Alexandria, VA 22314
703-299-3100
<http://FSBPT.org>

PTA Program Mission

The SCF Physical Therapist Assistant program, guided by measurable standards of excellence, seeks to meet the needs of the community by providing an accessible, engaging, and dynamic learning environment that results in competent practitioners with the knowledge, skills, and attitudes expected of an entry-level physical therapist assistant.

PTA Program Philosophy

The philosophy of the Physical Therapist Assistant Program reflects the mission of the State College of Florida, Manatee-Sarasota. The PTA program provides a learning environment that facilitates the achievement of educational, professional, and personal goals of students as they are prepared for the job market. The program is designed to incorporate concepts of prevention and wellness, assessment, and treatment of movement dysfunction with professional content to assist the student in obtaining the knowledge and skills required to promote the enhancement of the physical health and functional abilities of individuals across the lifespan.

The PTA works under the direction and supervision of a licensed physical therapist to improve the patient/client's ability to move, reduce or manage pain, restore function, and prevent disability. The goals of physical therapy are directed toward enhancing the ability of individuals across the lifespan to carry out those tasks and roles that provide quality of life in daily living. The PTA participates in selected assessments as part of the plan of care (POC) established by the physical therapist. The PTA provides interventions and patient/client/caregiver education related to prevention, treatment, and rehabilitation of musculoskeletal, neuromuscular, and other pathologic dysfunctions as directed by the physical therapist.

The PTA provides services to those individuals whose abilities to cope with tasks of daily living are threatened or impaired by disability, injury, disease, or dysfunction. Acknowledging the dignity, worth, and the right of all persons to have their health needs met, the PTA utilizes specialized knowledge and skills to empower patients/clients to meet those needs.

The PTA program facilitates student learning of scientific principles, critical thinking, clinical decision-making, and regard for and understanding of patient safety within the context of professional practice standards. Learners in the PTA Program are initiative-taking adults, diverse in cultural, religious, and educational backgrounds and experiences. To best meet the learners' needs, the teaching-learning process should be

flexible, individualized, and collaborative. Learning occurs when it is perceived as relevant by the student and has concurrent application.

Education for the physical therapist assistant is lifelong and dynamic, and includes goal-directed experiences from the cognitive, affective, and psychomotor domains. The faculty's role is to facilitate learning through many opportunities and experiences. The student's role is to seek and develop the knowledge, skills, and attitudes to prepare themselves for professional practice. Evaluation of student learning is formative and summative.

The practice of the PTA graduate reflects critical thinking, clinical accountability, professionalism, caring and a commitment to life-long learning. This practice can take place in various health care settings where policies and procedures exist, and resources are available. As a member of the discipline, the PTA practices within an ethical and legal framework and is accountable for making professional decisions within their scope of practice. As a professional, the PTA graduate is expected to assume responsibility for continued growth in self-awareness and clinical competence.

Estimated Physical Therapist Assistant Program Costs

Required General Education Courses

Course #	Course Name	Credit Hours	Term	Lab Fees	In-state Tuition	Out - of - State Tuition
BSC 2085	Anatomy & Physiology I	4	NA	\$45.00	\$409.92	\$1,546.08
BSC 2086	Anatomy & Physiology II	4	NA	\$50.00	\$409.92	\$1,546.08
Math	Area II, A.S. mathematics	3	NA		\$307.44	\$1,159.56
PSY 2012	General Psychology	3	NA		\$307.44	\$1,159.56
DEP 2004	Human Development: Life Span	3	NA		\$307.44	\$1,159.56
ENC 1101	Written Communication I	3	NA		\$307.44	\$1,159.56
POS 1041 or AMH 1020	American Government or U.S. History II	3	NA			
Humanities	Area IV, A.S./Category A	3	NA		\$307.44	\$1,159.56
	Total General Education Credits/Costs	26		\$95.00	\$2,664.48	\$10,049.52

PTA Program-Specific Courses

Semester Hours	Gen Ed.	Fall I	Spring I	Fall II	Spring II	Totals
Cr. Hrs.	26	11	15	11	11	74
App. Fee	\$35.00					\$35.00
Tuition*	\$2,664.48	\$1,127.28	\$1,537.20	\$1,127.28	\$1,127.28	\$7,583.52
CPR	\$60.00					\$60.00
CastleBranch, Physical Exam & Titer/Immunizations	\$500.00			\$60.00		\$560.00
Books & Supplies		\$530.00	\$ 00.00	\$200.00		\$930.00
Lab Fees	\$95.00	\$35.50	\$27.00	\$15.50	\$50.00	\$223.00
Access Fee	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$200.00
Uniform		\$46.00				\$46.00
APTA Membership		\$ 0.00		\$80.00		\$160.00
Graduation Fee					\$20.00	\$20.00
Licensure Fees					\$750.00	\$750.00
Total by Term	\$3,394.48	\$1,858.78	\$1,804.20	\$1,522.78	\$1,987.28	
Total Cost for Program*						\$10,567.52

* Tuition for the program is computed on in-state tuition of \$102.48 per credit hour for Florida residents. Non-Florida residents' tuition rate is \$386.52 per credit hour. Costs are estimated and subject to change. Please reference the institution website for updates.

SCF PTA Program Curriculum

		Weeks	Lecture Hrs/wk	Lab Hrs/wk	Credits
Spring Semester					
BSC 2085 C/L	Anatomy & Physiology I*	**	3	3	4
ENC 1101	Written Communications I*	**	3	0	3
PSY 2012	General Psychology*	**	3	0	3
Math	Area II, A.S.*	**	3	0	3
TOTAL					13
Fall Semester					
BSC 2086 C/L	Anatomy & Physiology II	**	3	3	4
PHT 1007 C/L	Introduction to Physical Therapy & Patient Care	**	3	6	5
PHT 1124 C/L	Applied Anatomy & Kinesiology	**	4	6	6
TOTAL					15
Spring Semester					
PHT 1211 C/L	Disabilities and PT Procedures I	11	6	9	6
PHT 2337 C/L	Disabilities and PT Procedures II	11	6	5	5
PHT 1800 L	Clinical Experience I	4	0	40	4
TOTAL					15
Fall Semester					
POS 1041 or AMH 1020	American Government or U.S. History II	**	3	0	3
DEP 2004	Human Development – Lifespan	**	3	0	3
PHT 2321 C/L	Disabilities & Procedures III	10	6	8	5
PHT 2810 L	Clinical Experience II	6	0	40	6
TOTAL					17
Spring Semester					
Humanities	Area IV, Category A, A.S.	**	3	0	3
PHT 2820 L	Clinical Experience III	7	0	40	8
PHT 2931	Trends in Physical Therapy	10	3	0	3
TOTAL					14
TOTAL CREDITS					74

*These courses must be completed at the time of PTA program application

**These courses are based on the standard 16-week term

PTA Program Objectives

Upon successful completion of the PTA program, the graduate will be able to:

1. Use knowledge and skills to provide optimal physical therapy services for culturally diverse clients throughout the lifespan.
 1. Assist the physical therapist in gathering assessment data through the use of interviewing skills, screening mechanisms, and testing procedures.
 2. Collaborate with the client, significant others, therapist, and other members of the health team to develop an individualized plan of care.
 3. Implement the plan of care correctly and safely, by engaging clients in prevention, treatment intervention, rehabilitation, and client and family education related to disability or dysfunction.
 4. Identify individual client needs and use available resources to assist in meeting those needs.
 5. Participate with the client, significant others, therapist, and other members of the health team in evaluating the individual's progress toward meeting identified goals.
2. Use the processes of communication, organization, and collaboration to assist in managing physical therapy services.
 1. Establish positive professional relationships in the health care setting.
 2. Use communication skills in interacting with clients and their significant others to foster the individual's progress toward meeting identified goals.
 3. Communicate orally and document in writing, client responses to treatment interventions.
 4. Demonstrate effective management skills in planning and implementing physical therapy programs.
3. Incorporate values and attitudes congruent with the profession's standards and ethics.
 1. Maintain confidentiality of client information.
 2. Use the APTA Code of Ethics for the Physical Therapist Assistant to guide professional practice.
 3. Follow the Guide to Physical Therapist Practice.
 4. Assume responsibility for making professional decisions and practicing within the ethical and legal framework for the physical therapist assistant.
4. Use resources for continued personal and professional growth.

Student Schedules & Attendance

Punctual and regular attendance is expected of all students in all components of the PTA program as a hallmark of professionalism. Any class, clinical, or laboratory experience missed, regardless of cause, reduces the opportunity for learning and may adversely affect the grade the student achieves in the course. A student's final course grade may be lowered for each episode of absence, tardiness, extended break times within a session, or leaving early.

In the event of rare and extenuating circumstances that result in inability to attend all or part of a scheduled session, students are expected to communicate with the course instructor at least an hour prior to the course start, or as soon as safely possible. During clinical experiences, students should contact both the ACCE and Clinical instructor. Students should utilize the communication channels established by each course instructor.

Poor attendance may result in the student being placed on academic probation and lead to program dismissal. Some examples of poor attendance include but are not limited to:

- Recurrent episodes of absence, tardiness and/or leaving class early regardless of notifying the faculty.
- Failure to attend a scheduled lecture, lab, or clinical experience without notification (no call, no show)
- Failure to participate in lecture or laboratory activities

Students are responsible for all content covered in lecture and lab when absent or tardy. Students may not trade lab sessions, practical examination times, or clinical experiences with another student without prior course instructor approval. Students needing to miss a lab session are not allowed to attend a different lab session for the day without prior instructor approval; such allowances are rare and determined by multiple factors including the nature of the activity and amount of supervision necessary as determined by the course instructor.

Graded Assessment Make-ups Due to Absence

If a student cannot attend class on the day of a graded written exam or practical, prior notification with instructor approval is required. Students must complete the exam the next day the student is on campus. Students will have a maximum of seven calendar days from the originally scheduled assessment date to complete the instructor-specified version of the make-up exam, subject to the instructor and college's availability. Failure to do so will result in a score of zero for the exam.

Students who fail to notify the course instructor prior to a scheduled missed written or practical will receive a grade of zero for the missed exam and be placed on academic probation for a failed exam.

In the event of being late to class, or missing part of a class during which a graded assessment takes place, course instructors are not required to offer assessment duration extensions. If the missed assessment is a quiz, assignment, or graded in-class activity, instructors are not required to offer make-up opportunities.

Clinical Experience Placement & Attendance

Students must meet clinical placement pre-requisites such as required health screenings and fingerprinting as outlined in the Health Division Handbook. Students are responsible for the associated pre-requisite costs.

Students are assigned to clinical facilities based on available sites and student learning needs. Students will be assigned to three clinical experiences during the program. Every attempt will be made to give students experiences in inpatient and outpatient settings. Students are discouraged from affiliating with sites of previous or current employment, shadowing, interning or other professional relationships. The program has contracts with a variety of clinical education sites in and around its service areas. The program makes efforts to provide clinical education experiences within a normal one-way drive time of up to 60 minutes. Students are responsible for their own transportation and housing arrangements.

The clinical education courses are full-time experiences. Students will adhere to clinical education site hours of operation. Some clinical facilities may have flexible hours; however, students are responsible for completing a full-time (40 hour) clinical week.

Students are expected to follow the program's overall attendance policies as outlined in the section above. In the clinical experience setting, days of attendance and schedules align to that of the clinical site and clinical instructor, as well as required hours required for each clinical experience.

In the event of clinical site tardiness or absence, students must personally report the situation to both the clinical instructor and the ACCE no less than one hour prior to normal start time, or as soon as feasibly safe. The ACCE may request and verify documentation to support the reason for the absence. Absences of > 2 hours in a clinical experience may require an entire day or more of remediation.

All remediation or makeup days must be pre-approved by the ACCE and Clinical Site. Failure to make up required days or specified remediation activities will result in a grade of “I” (Incomplete) or a failing grade in the clinical course. When graded “I,” the grade must be changed to a passing grade prior to continuation in the program. Failure to complete the clinical experience within the preapproved remediation period or earning a failing grade will result in student withdrawal from the program.

Financial Remuneration

Under no circumstances will students be paid for their services while enrolled in clinical experience courses. If a student chooses to work outside their program, clinical hours must be kept separate.

Students are advised against trying to complete the program while working full-time. Doing so may adversely impact the student’s ability to successfully complete all academic and clinical requirements of the PTA program. Information on financial aid resources is available through the SCF Financial Aid Office.

Performance Standards

Successful participation and completion of the Physical Therapist Assistant Program requires that a candidate meet the program's demands. Physical Therapist Assistant students must be able to perform academically, safely, competently, and efficiently in classrooms, laboratory, and clinical situations. The student must demonstrate behaviors, skills, and abilities to comply with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, skills, attitudes, and behaviors needed throughout the physical therapist assistant’s professional career. Those abilities that the physical therapist assistant must possess to practice safely are reflected in the standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

Standard	Behavior	Examples
Critical Thinking	Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.	<ul style="list-style-type: none"> - Applies critical thinking processes to work in the classroom, laboratory, and the clinic. - Exercises sound judgment in class, laboratory and in clinic. - Follows safety procedures established for each class, laboratory, and clinic. - Demonstrates ability to self-evaluate. - Demonstrates ability to identify problems and offer possible solutions.

Interpersonal	Demonstrates the ability to relate to other people beyond giving and receiving instructions. Cooperates with others.	<ul style="list-style-type: none"> - Demonstrates interest in classmates, faculty, and patients/clients. - Demonstrates the ability to get along with and cooperate with others. - Demonstrates ability to relate to other people beyond giving and receiving instructions. - Demonstrates ability to maintain poise and flexibility in stressful or changing conditions. - Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual or gender orientation, and cultural backgrounds.
Communication (Includes: speech, language, nonverbal, reading, writing and computer literacy.)	Demonstrates the ability to communicate clearly with patients/clients, physicians, others health professionals, family members, significant others, care givers, community or professional groups and colleagues.	<ul style="list-style-type: none"> - Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms. - Responds to patient calling or any other warning call and machine alarm. - Participates in group meetings to deliver and receive information and respond to questions from various sources. - Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction, and intervention.
Motor Skills	Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients.	<ul style="list-style-type: none"> - Moves around in classroom, laboratory, patient/client's room, therapy/treatment area. - Walks to and from departments to patient/client's rooms. - Provides for patient/client safety and well-being in all therapeutic or transporting activities. - Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions. - Performs CPR.
Hearing	Demonstrates functional use of hearing to monitor and assess health needs.	<ul style="list-style-type: none"> - Demonstrates ability to obtain appropriate information directly from instructors and classmates in laboratory simulations and examinations. - Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client or guardian. - Responds to monitor alarms or cry for help.
Visual	Demonstrates visual acuity and perception sufficient for observation and assessment.	<ul style="list-style-type: none"> - Demonstrates ability to observe lectures, and laboratory demonstrations. - Receives information via observation from patients/clients, e.g., movement, posture, body mechanics, etc. necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.

		- Receives information from treatment environment.
Tactile	Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.	- Senses changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner.
Self-Care	Maintains general good health and self-care not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical setting.	- Maintains hygiene. - Demonstrates safety habits and work area neatness. - Maintains a healthy lifestyle.
Intellectual Abilities	Demonstrates the ability to read, write, speak, and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.	- Demonstrates ability to comprehend and follow verbal and written instructions. - Demonstrates ability to perform simple and repetitive tasks. - Can learn to reconcile conflicting information - Written communication: Demonstrates ability to use proper punctuation, grammar, and spelling; work is neat and legible.
Commitment to Learning	Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.	- Completes readings, assignments, and other activities outside of class hours. - Demonstrates initiative, motivation, and enthusiasm. - Demonstrates ability to complete all work without evidence of cheating or plagiarism. - Attends all class/ laboratory/clinicals as assigned. - Is consistently punctual to all class, laboratory, and clinical assignments.
Affective Learning Skills (behavioral & social attitudes)	Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom one interacts in	- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, which occur within set time constraints. - Demonstrates willingness to accept challenges. - Open to feedback. - Listens actively. - Follows guidelines and rules for the program and college.

	the academic and clinical setting. Acknowledges and respects individual values and opinions to foster harmonious working relationships with colleagues, peers, and patients/clients.	
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If a student cannot demonstrate the skills and abilities identified above, it is the student's responsibility to request accommodation with the College. The College will provide reasonable accommodation if it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

Communication

Communication is essential for success in the PTA program. PTA program communication channels include Canvas, SCF email, telephone, and in-person. Program faculty review their Canvas and SCF emails daily during work hours; program faculty will make every effort to return communications within one business day. The PTA students can help support their success by checking their SCF emails daily.

Academic Advising

Upon acceptance into the PTA program, students will be assigned a PTA Program faculty member as a faculty advisor. Students will meet once each semester with their faculty advisor to review progress in the program. During clinical experiences, the Academic Coordinator of Clinical Education (ACCE) or clinical faculty mid-term visits may be utilized as a faculty advisor meeting. Students may also request additional meetings with advisors or program faculty as needed. Faculty office hours are listed on course syllabi and posted on each core faculty member's office door. Appointments should be made through the Department Secretary unless the instructor has provided specific alternative scheduling methods. Information shared between the faculty advisor and student will remain confidential. If a problem should arise during a clinical experience, students should follow the proper lines of communication as indicated during each ACCE-led clinical orientation.

Academic Dishonesty

The College and the PTA Program do not condone academic dishonesty. The program follows the SCF College policies as outlined in the [Student Code of Conduct](#). Expulsion, suspension, or any lesser penalty may be imposed for academic dishonesty (including plagiarism, cheating, undisclosed utilization of artificial intelligence, replication of a quiz/exam in whole or in part, and discussion of assessments and practicals with students who have not yet completed a particular assessment).

Confidentiality & Student Records

Once accepted to the program, student records, including general student information, signed consent forms, competency documentation, student meetings, etc., are maintained and stored to support maximal student confidentiality. All program filing cabinets containing student information are locked in a designated records room and only accessible to program staff and faculty. Students may request review of any materials in their file via the Department Secretary or Program Director. The records is locked when the building is closed or when there are no faculty/staff in the office area.

Student medical records are maintained electronically through a third-party vendor. This allows students unlimited access to their own personal medical records with information housed on third-party external protected servers. If a hard copy is presented to the department, they are stored in the student's file as noted above.

Instructional Facilities

The OTA/PTA Building, located on the northeast corner of the SCF Bradenton Campus, is Building #28. The building contains the OTA classroom/laboratory, (#28-121) the PTA classroom/laboratory (#28-120), and the OTA/PTA faculty offices. The telephone number is 941-752-5346. Building hours are generally 8:00 AM to 4:30 PM Monday through Friday. Additional dedicated lecture and laboratory spaces are located in the Nursing Education Building (#29-136/137). Students have access to numerous Health Professions Division study spaces including #29-135, #29-139. Students also have access to institution study spaces in the campus libraries, student union, and Tutoring & Academic Resource Center.

Student Lockers

Lockers are available in the public restrooms in Building 28. These lockers are for students in the OTA and PTA programs only. Students will select the locker number they wish to use and request that this locker be assigned to them for the academic year with the Department Secretary. Students are responsible for providing their own locks. All locks must be removed, and lockers must be emptied at the end of each semester. If lockers are not emptied, the lock may be removed, and any items left in the locker may be discarded. If a lock is placed on an unassigned locker, the lock will be removed, and the contents of the locker discarded. SCF faculty/staff are not responsible for any items placed in these lockers.

PTA Classroom & Laboratory Rules

Attire

Students are expected to wear clothing that facilitates the practice of the course skills. Typical lab clothing includes shorts and a tank top or T-shirt. Shoes and sandals are generally not allowed on the treatment table unless the instructor has provided specific permission to facilitate a particular technique. Students are expected to wear their program uniforms during practicals and guest presentations. Students should be dressed for lecture and/or lab at the session's scheduled start time. Failure to align to the dress code without prior instructor approval may result in inability to fully participate

in the class session, as well as a point deduction related to professional behaviors and participation.

Food, beverage, and allergens

Students should refrain from bringing chewing gum and food into the lecture and laboratory spaces without explicit instructor permission. Beverages should be in a closed container to prevent spills. When allergens have been identified among faculty, staff, students, or guests, all are asked to refrain from bringing known allergens into the lecture, laboratory, and study spaces.

Equipment

Equipment and supplies are to be used for lab sessions, practicals, and student practice sessions only. Under no circumstances will equipment be used for the treatment of other individuals. PTA students may practice skills taught in class on each other, OTA students, or PTA/OTA faculty.

Equipment and supplies will be used only according to course sequence. Students may not use equipment and supplies for which they have not yet been trained in during their coursework in the SCF PTA program.

Students are responsible for the organization/storage of the equipment and the lab's cleanliness. Students will be assigned lab clean-up, soiled/clean linen rotation, and equipment checks posted in the lab on a scheduled and rotating basis. Students must initial that they have completed these assigned responsibilities. Failure to do so may reduce course participation and professionalism points.

Equipment can only be removed from designated laboratory spaces with explicit instructor permission.

Safety & privacy

Student privacy and identity verification is supported by the online learning management system (LMS), Canvas, which requires students to log in utilizing an individually unique username and password. Students are prohibited from sharing their log-in credentials. Doing so will be considered a violation of Program policy and may be grounds for dismissal from the program.

The PTA program expects all students to protect the privacy and dignity of each other by using appropriate communication, draping and/or closing the curtains if the potential for personal exposure exists.

Prior to practicing techniques, students are responsible for clarifying any questions they may have on risks, benefits, precautions, and contraindications. If a student feels an activity could present personal risk, the student is responsible for voicing concerns with the instructor prior to attempting the technique.

Open Lab

Open Lab hours provide additional practice time; they occur in the department and Institution's study spaces. Students must sign in and out with the Department Secretary when using the department's practice spaces. When practicing in the library or the Tutoring & Academic Resource Center, students are expected to follow the policies and procedures of the respective buildings. In all practice spaces, students must follow the general lecture and laboratory classroom rules except food. Students should follow the food/beverage/gum policies specified by the practice space's regulations.

Open labs are not typically directly supervised by program faculty unless practice involves a modality such as ultrasound, traction, electrical stimulation, vasopneumatic compression, the mechanical lift, the tilt table, or other equipment as specified by the course faculty. In these instances, students are expected to clarify the level of faculty supervision necessary prior to practicing. In many cases, practice with these modalities require prior faculty approval and direct PTA faculty member supervision.

Student Evaluation

Faculty provide students feedback regarding academic performance throughout the semester. Typical graded assessments include assignments, quizzes, written examinations, skill checks, and lab practicals. Administration formats include digital via the institution's Learning Management System (LMS), in-person paper-based, and in person activity-based.

Students may access their digital submissions and grades via their personal unique login for the institution's LMS. When paper-based grading formats are used, students can review their individual submissions. The paper-based quizzes and exams are typically available for review within three business days from the quiz/exam date for two weeks. Such assessments must stay within the PTA building, and they may not be replicated (in whole or in part) in any manner. Any form of replication or partial replication will be considered under the institution's policies and procedures for academic misconduct.

If a student wishes to request re-grading of an item, regardless of the items administration format, they must submit the request in writing or via email to the instructor within one week of the exam/quiz date. The request should include course-specific cited references and rationale to support their answer as the best option compared to other options for the item in question.

If a student does not satisfactorily meet the course objectives for a didactic, laboratory, or clinical course as outlined below, the student may be offered a formal remediation plan and probation. A student who does not show baseline required competency, as outlined below, cannot progress in the curriculum. Students may reapply to the program one time by following the guidelines and policies for readmission outlined in this handbook.

Didactic & Laboratory Courses

Physical therapy is a profession in which adequate field-specific knowledge and safety are pre-requisites for patient/client safety. As such, minimum standards have been established to ensure performance aligned to graduate competency. Each PTA course syllabus outlines the evaluative elements and requirements. A grade of 70% ("C") or better is required to complete courses satisfactorily and progress through the PTA program. To help ensure a requisite level of knowledge, students are also required to complete specific grading categories with a 70% or higher average as follows:

1. The final average of all quizzes must be $\geq 70\%$.
2. The final average of all assignments must be $\geq 70\%$.
3. The final average of all unit exams must be $\geq 70\%$
4. Written exams designated as Mid-Term or Final must each be $\geq 70\%$
5. Practicals must each be $\geq 70\%$

Clinical Experiences

Clinical Experiences are scheduled in the PTA program curriculum's second, third, and fourth semesters. Clinical grades and assignments are based on practical, behavioral, objective, and competency-based evaluations. The student and clinical instructor complete the Clinical Performance Assessment Tool (CPAT), which is then reviewed by the ACCE at mid-term and final for each clinical rotation. Expected levels of student performance for each CPAT criterion are outlined in the SCF PTA Clinical Educator's Handbook. The ACCE conducts a student orientation session to review the CPAT, expectations, and related course syllabi with each student before each clinical experience.

Final clinical grades are calculated by the ACCE. Grades will be determined by an average of the following:

1. Graded student assignments, which may include clinical presentations
2. Information provided by the clinical instructor on the Clinical Performance Assessment Tool, (CPAT)

A minimum overall score of 70% is required to pass each clinical education experience. Students who fail to meet this requirement will receive a failing grade in the course (D or F) and will not be allowed to progress through the PTA program.

Remediation

As part of the ongoing professional behavior of reflective learning, students are encouraged to participate in a continuous improvement process to gain further knowledge and refine study methods. Students can actively engage in this process by checking for knowledge gaps and utilizing key course resources such as the textbook and LMS materials to identify evidence-based answers. When knowledge, skill, or ability gaps remain after completing this process, the student is encouraged to proactively present evidence-informed questions to the course faculty. As part of this process, students and instructors may recognize the need for remediation. Remediation is the acknowledgement that 70% of content was not mastered at the point of assessment.

Recommended additional remediation

The final course average in **each** category of quizzes, assignments, unit exams must be 70% or higher to pass the course. Students who do not achieve $\geq 70\%$ on a quiz, assignment or unit exam are strongly encouraged to seek assistance from course faculty. Since averages are not final until the end of a course, it is strongly recommended that the instructor and student develop a remediation plan to better align performance to meet or exceed scores needed for program progression.

Required additional remediation

Since mid-term examinations, final examinations, and practicals each have a 70% average satisfactory academic progress minimum in didactic/lab courses, students scoring $< 70\%$ on any of these elements will be required to formulate a personalized remediation plan in cooperation with the course instructor. Additionally, on a lab practical, failure of a critical element or failure of a skill section will require remediation. This plan is designed to facilitate actions that align toward assessment and course success.

During clinical experiences, if a student, CI, or ACCE note concerns regarding the ability to achieve clinical course-specific outcomes during the clinical experience, the ACCE

and student will be required to formulate a personalized remediation plan to realign actions toward successful clinical experience completion.

The specific required remediation process for didactic courses, laboratory practicals, and clinical education experiences is outlined below. Failure to complete a required remediation may result in further actions including program dismissal.

Remediation that occurs at the end of a course may result in a grade of “I” (Incomplete) and/or inability to proceed to the next sequential course as scheduled. This may affect the student’s ability to continue in the program and will be considered on a case-by-case basis by the Program Director.

Required remediation procedures

Didactic & laboratory course work

A time-bound remediation plan will be established by the instructor and student with support from the Program Director. The plan will be added to the student’s academic file and a copy will be provided to the student. A remediation may include activities such as student advising, tutoring, supplementary assignments, and/or a retake of the failed quiz, assignment, exam, or practical to support the goal of knowledge acquisition in the deficient content area(s).

When successfully completing one or more remediation plans for quizzes, unit exams, or assignments in a course, a student may be awarded a one-time score elevation tied to the specific quiz, assignment, or unit exam score. For students with multiple remediations on quizzes, assignments, and/or unit exams within a course, the student and instructor must decide by the end of the course which assessment the one-time grade elevation will be attributed to.

When remediation is required for a written or practical midterm and/or final exam, a student may also be awarded a score elevation tied to each of the related exams. Remediation-related gradebook score elevations must meet the following criteria within a course:

1. Successful completion (grade $\geq 70\%$) of the related remediation plan
2. A maximum of one score elevation on each of the following within a course:
 - a. one quiz
 - b. one assignment
 - c. one unit exam
 - d. one written midterm exam score
 - e. one written final exam score
 - f. practical midterm score

- g. one practical final score
3. Score elevation is capped at a maximum of 70% for the item receiving the score elevation, except for cases of practicals where the student scored > 70% on the original attempt with the need to remediate an exam component. In this situation, the student may retain the original score earned once the skill has been successfully remediated.

Clinical education experiences

Since clinical experiences offer students the opportunity to apply education concepts in a clinical environment with real patients, a minimum level of competency must be exhibited.

If student performance is lower than expected as noted by professional behavior, CPAT element, or course objective assessment deficit, students will be required to complete remediation relevant to the competency deficit.

A time-bound remediation plan will be established by the ACCE, clinical instructor, and student with support from the Program Director. The plan will be added to the student's academic file and a copy will be provided to the student. A remediation may include activities such as student advising, tutoring, supplementary assignments, and/or additional clinical hours to support knowledge, skill, and ability demonstration in the deficient content area(s).

Probation

Probation is the formally documented acknowledgement that student performance is not aligning to the satisfactory academic progress and/or professional behaviors for successful course completion and program progression. A student may be placed on probation for:

1. Failure to make satisfactory progress in meeting course requirements for the lecture, laboratory, or clinical courses.
2. Failure to follow program, division, college, or clinical site policies and procedures.
3. Failure to demonstrate acceptable professional behaviors.
4. Behaviors and/or actions in the clinical setting that could put a patient at risk.

The PTA program follows the Health Division guidelines & procedures as outlined in the Health Division Handbook.

During the probation period, defined by the course instructor in collaboration with the student and Program Director, the student will be given the opportunity to correct

deficiencies and demonstrate at least satisfactory performance. Students will be offered the probation opportunity only if there is adequate time left within the semester to remediate the gap between currently exhibited performance and satisfactory performance.

In enacting the Health Divisions processes, a PTA student will be given written notice of probation within two business days of the triggering event. A faculty member will meet with the student to ensure understanding of the plan. A faculty member will also work with the student to monitor progress. Probation notices will be filed in the student record, and students will be provided a copy.

If a student is not able to demonstrate the necessary competencies within the specified time frames, further actions (which may include program dismissal) will follow.

Academic Failure & PTA Program Administrative Withdrawal

A student who earns a failing grade in a didactic, laboratory or clinical course will be dismissed from the program. Dismissal based on academic failure will result in the student earning a grade of a (D) or (F) based on performance in the failed course and subsequent administrative withdrawal from all other co-requisite PTA courses in which the student is enrolled. The student must also withdraw from any future PTA courses they are enrolled in. Administrative withdrawal may be utilized in instances where a student has violated program rules, policies, or procedures regardless of current academic standing. Following academic failure and/or administrative withdrawal, the student may be eligible for application for readmission per the program policy.

Readmission Policy & Procedures

Readmission without advanced standing

Physical Therapist Assistant (PTA) students who withdraw from the program before completion may reapply. Reapplicants not seeking or not qualified for advanced standing should complete the PTA program application and follow the admissions process. Reapplicants will be considered along with the other applicants based on the program admission selection criteria at that time.

Readmission with advanced standing

Students who have completed at least one course in the first semester of the PTA program may alternatively seek readmission with advanced standing by meeting all the following criteria:

Advanced standing applicant pre-requisites:

1. Be within two years of program withdrawal.
2. Have completed at least one of the courses in the first of the four professional PTA course terms.
3. Be in good academic standing.
4. Meet the current program applicant criteria.

Advanced standing applicants satisfying pre-requisites should follow the advanced standing applicant process outlined below:

1. Obtain a PTA Program Advanced Standing Application from the Program Director.
2. Write a letter to the Program Director explaining the reason for program withdrawal and actions taken to facilitate success if re-admitted.
3. Submit the Advanced Standing Application and letter to the Program Director via e-mail or in person.
4. Following application submission, students must demonstrate competence for any previously completed professional PTA courses that they do not wish to repeat. Competence can be demonstrated by passing written and lab practical re-entrance examinations with a score of at least 70%. Students will be offered this opportunity if there is an anticipated seat open for the semester that the student wishes to restart.

Advanced standing readmissions are based on seat availability. In the case of significant curriculum revision, advanced standing may not be an option due to course content changes. Advanced standing applicants who have completed their pre-requisites and applicant process will be notified of seat availability no later than two weeks prior to the intended semester start. Students re-admitted with advanced standing must meet with the Program Director before the start of the semester to establish an individualized education plan.

Additional requirements for all readmissions

All re-admitted students must also fulfill the following requirements:

1. **Health Certification:** Must be completely redone if the student has been out of the PTA program for two or more semesters.
2. **CPR Certification:** Proof of certification in Basic Life Support for the Health Care Provider through the American Heart Association (or equivalent). The student must maintain a current CPR certification while enrolled in the PTA program. Certification is good for two calendar years. If the current certification expires prior to the anticipated graduation date, the student must complete another CPR course while in the program. Failure to maintain a current CPR certification may result in immediate withdrawal from all clinical courses.
3. **Background Check:** Must be completely redone if the student has been out of the PTA program for two or more semesters.

Readmitted students (with or without advanced standing) who return to the program will be held to the policies and procedures of the college catalog and student handbook that is in place for the semester in which they are returning. Students may only be readmitted to the program one time.

Readmission is not guaranteed and may not be permitted in cases where a student has been involved in ethical concerns, when patient safety is of concern, or when academic dishonesty has occurred.

Basic Life Support (CPR/BLS)

Students enrolled in health professions programs must hold current CPR certification in Basic Life Support with AED from the American Heart Association (or equivalent provider). The certification must be valid while enrolled in the program and through graduation. This requirement can be achieved through courses offered through SCF or by another CPR BLS with AED provider. Students are responsible for the cost of their certification/re-certification.

Use of Photography, video, and audio recording

The PTA program and/or other departments within the institution may obtain photographs and/or audio-visual recordings of student activities. These images may be used as part of various college and program related publications, presentations, and instructional purposes. Regarding student-generated recording and images, students are to follow the college policies outlined in the course syllabus and SCF Student Handbook.

Professional Organization

Students may become members of the [American Physical Therapy Association](#) (APTA) and the Florida Chapter ([Florida Physical Therapy Association](#)). The APTA student membership is at a significantly reduced cost. These organizations offer current journals, updates on physical therapy practice, continuing education courses, employment opportunities, professional networking, and many other benefits.

Appendix: Forms

Except for the “Performance Standards & Professional Behaviors” Form, students must sign and submit copies of all forms to the Program Director as part of the PTA Program Orientation process. Signature indicates receipt and understanding of the program’s policies, procedures, and rules to which PTA students will be held accountable.

Performance Standards & Professional Behaviors

This form provides students an opportunity for self-assessment and advisor feedback regarding the performance standards and professional behaviors outlined in the PTA Student Handbook.

Student name: _____

Date: _____

Semester: _____

Evaluator: _____

Rating scale			
6	Beyond entry-level performance		
5	Entry-level performance		
4	Advanced intermediate performance		
3	Intermediate performance		
2	Advanced beginner performance		
1	Beginner performance		
N/A	Not observed		
Performance standard	Student self-rating	Evaluator rating	Comments
Critical Thinking			
Applies critical thinking processes in class/clinic			
Exercises sound judgment in class/clinic			
Follows established safety guidelines for each class/clinic			
Demonstrates ability to self-evaluate			
Demonstrates ability to identify problems & offer possible solutions			
Interpersonal Relationships			
Demonstrates interest in classmates, faculty, patients/clients			
Demonstrates the ability to get along with and cooperate with others			
Demonstrates ability to relate to other people beyond giving and receiving instructions			
Demonstrates ability to maintain poise and flexibility in stressful or changing conditions			
Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, gender orientation or preferences, and cultural backgrounds			
Communication			
Exhibits clear and legible written communication			
Demonstrates effective inter-departmental multi-disciplinary communication			

Responds to potentially urgent situations promptly			
Participates in group meetings or activities requiring synthesis of information from multiple sources			
Communicates effectively with classmates in simulated laboratory activities			
Motor Skills			
Demonstrates effective and efficient functional mobility to navigate within classroom, laboratory, or clinical environments.			
Demonstrates safety related to mock patient, patient and/or equipment transportation			
Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, data collection and interventions.			
Demonstrates ability to perform CPR and/or CPR simulations			
Auditory Information Acquisition			
Demonstrates ability to obtain appropriate information from instructors and classmates in laboratory simulations and examinations			
Demonstrates ability to obtain appropriate medical history and data collection from the patient/client or guardian			
Responds to signals requiring urgent attention			
Visual Information Acquisition			
Demonstrates ability to acquire key information from lecture, laboratory, or clinical setting observation			
Gather observation-based information necessary for comparison to normal standards			
Gather observation-based information necessary to assess intervention responses			
Acquires information from treatment environment			
Tactile Information Acquisition			
Senses changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner.			
Self-Care			
Maintains appropriate levels of hygiene for a healthcare provider			
Demonstrates ability to organize work area			
Exhibits appropriate body mechanics			

Intellectual Abilities			
Demonstrates ability to comprehend and follow verbal and written instructions			
Demonstrates ability to perform simple repetitive tasks			
Demonstrates initiative to reconcile conflicting information			
Commitment to Learning			
Completes readings, assignments, and other activities outside of class hours			
Demonstrates initiative, motivation, and enthusiasm toward learning			
Demonstrates ability to complete all work within the guidelines for academic conduct			
Attends all assigned class, lab, and clinic hours			
Is consistently punctual for class, lab, and clinic hours			
Affective Learning Skills			
Demonstrates mental and emotional stability			
Demonstrates willingness to constructively work with challenging situations			
Open to feedback.			
Demonstrates active listening			
Follows guidelines and rules for the program, division, and college consistently			
Additional comments			

Faculty Signature(s): _____ Student Signature: _____

Review Date: _____

Rev. 7/01, 5/03, 5/2006, 6/2022, 7/2023, 06/2024

Release of Information

STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA PHYSICAL THERAPIST ASSISTANT PROGRAM

Under the Citizen's Right to Privacy Act, it is necessary to have a signed consent to release any information in the form of a recommendation. This applies to practicing therapists changing jobs and to students seeking jobs or pursuing advanced degrees after completing the PTA program.

I, _____ {print your name}, do / do not {circle one} give my consent for the State College of Florida Physical Therapist Assistant Program, Bradenton, Florida, to release, either in writing or verbally, any information regarding my performance as a physical therapist assistant or physical therapist assistant student. I understand that no information may be released without my consent.

This consent form is valid from the date below until a new Release of Information Form is received in writing from the person whose signature is indicated below.

Signature

Date

Student Agreement & Release:

Terms & Conditions for Participation in College Sponsored Activities & Trips

STATE COLLEGE OF FLORIDA PHYSICAL THERAPIST ASSISTANT PROGRAM

Student's Name: _____

Academic Years: 2024 – 2026

Activity: All college sponsored activities and trips

Students accepted to participate in an SCF-sponsored activity or trip must be mature persons who want to participate because of a genuine interest in the educational experiences offered. Each participant has personal responsibility for the success of the trip, and each must exercise good judgment, respect the rights and feelings of others, and subscribe to the rules and regulations of State College of Florida, Manatee-Sarasota and site-specific rules. This agreement is designed to protect all participants: students, faculty advisors and chaperons, and agencies and individuals cooperating with the activity or trip. All students must sign this form to indicate they have read this entire agreement and will abide by it.

In consideration of my voluntary participation, I agree as follows:

I agree to release State College of Florida, Manatee-Sarasota, its agents, employees, representatives, faculty advisors, and chaperons from any and all liability, loss, costs, claims, damages and expenses, including attorney's fees, arising or claimed to have arisen out of personal injury to me, or property damage or loss sustained by me, as a result of my voluntary participation, including travel to and from the activity site, even if such injury or damage is caused by the rendering of emergency medical procedures or treatment, if any.

In the event of illness or injury, I authorize the faculty advisor or chaperon to activate the emergency medical system and I assume the cost of such treatment.

I understand that State College of Florida, Manatee-Sarasota may not have insurance coverage specifically applicable to the activity or trip or for any resulting injury or damage to person or property. I represent that, in the event of accident or injury, I acknowledge that payment for emergency or medical treatment is my responsibility.

I understand that State College of Florida, Manatee-Sarasota has reserved the right to advise my parent(s) or guardians(s) of any situation in which I am involved, if the college deems such situation worthy of parental involvement.

I understand that all participants are subject to State College of Florida, Manatee-Sarasota rules, regulations, and policies and I agree to strictly adhere to such rules, regulations, and policies. I further understand that the faculty advisor or chaperon may send me home at his or her sole discretion if my continued presence poses a danger to me, to other persons, or to property or is an ongoing threat of disruption to the trip or program, or if I engage in activities or conduct in violation of State College of Florida, Manatee-Sarasota rules, regulations or policies. If I am sent home from the activity or trip, I will be responsible for the cost of being sent home and will not be entitled to reimbursement for the cost of participating in the trip.

I have read and understand this document and agree that it will legally bind me.

Student signature: _____

Date: _____

Reasonable Cause Drug Screening Acknowledgement

SCF Health Professions Programs

I, _____, have received, reviewed, and understand the reasonable cause drug screening policies and procedures outlined in the Health Professions Program Handbook (2024-2026, pg 11-13). I am aware of and accept my responsibilities to both the college and the program in regard to this policy and procedure.

Signature: _____ Date: _____

Print name: _____

Program of enrollment:

Dental Hygiene

Nursing

OTA

PTA

Radiography

PTA Program Alumni Database & Directory Consent

I, _____, agree upon my graduation from the PTA program at State College of Florida, to have my demographic information published in the SCF PTA Alumni Database and Alumni Directory. This information will be used exclusively by the Program and other program alumni for the purposes of remaining in contact with and alerting alumni of select events. Database and Directory information will not be shared or disseminated to third parties.

Signature: _____ Date: _____

Print name: _____

Acknowledgment of Incomplete Co-requisite Courses

Students may be admitted to the SCF PTA Program before completing General Education Co-requisite courses. Some of the co-requisites are also pre-requisites for progression within the PTA program. Students are responsible for completing these courses prior to the time frames noted below.

Course	Must be completed by
BSC 2086 C/L Anatomy & Physiology II lecture & lab	December 2024
DEP 2004 Human Development: Life Span	December 2025
Humanities Area IV, Category A, A.S.	December 2025
POS 1041 American Government or AMH 1020 U.S. History 1877 - Present	December 2025

For students who have not yet completed all eight of the PTA program's General Education courses, this form formally acknowledges the student's responsibilities to help support program progression. Failure to complete the required coursework with a minimum score of a "C" within the specified time frame will result in academic progress review, which may include program enrollment termination.

I (print name), _____, acknowledge that I must successfully complete the following program co-requisite course(s): _____ by _____. I am aware of and accept my responsibility to successfully complete all required general education courses by established deadlines to graduate from the PTA program.

Signature

Date

Acknowledgment of SCF PTA Student Handbook Policies & Procedures

I (print name), _____, have received, reviewed, and understand the contents of the PTA Program Student Handbook. I am aware of and accept my responsibility to abide by the policies and procedures outlined in this handbook. Furthermore, I understand that this Handbook is subject to revision. Any revisions will be updated in writing and will become effective upon notification.

Signature

Date