



School of

PHYSICAL & OCCUPATIONAL
Therapy



McGill School of Physical and Occupational Therapy

B.SC. (REHABILITATION SCIENCE); MAJOR IN PHYSICAL THERAPY:

RULES AND REGULATIONS 2024-2025

EXCELLENCE THROUGH GROWTH



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A. INTRODUCTION

The goal of the undergraduate [Bachelor of Science \(Rehabilitation Science\) in Physical Therapy](#) program in the School of Physical and Occupational Therapy (SPOT) is to provide the student with a basic health sciences foundation and undergraduate level courses specific to the practice of Physical Therapy. The Physical Therapy curriculum emphasizes clinical reasoning, diagnostics, evidence-based practice, community rehabilitation, teamwork and professionalism as essential components for the development of a humanistic, ethical, knowledgeable, competent critical thinking and problem-solving physical therapist. It also provides students with the opportunities and resources to develop and demonstrate the skills, knowledge, attitudes, and behaviours required to progress to the entry level [Master of Science \(Applied\) in Physical Therapy](#).

B. CODE OF STUDENT CONDUCT

The [Code of Student Conduct and Disciplinary Procedures](#), as outlined in the [University Policies and Regulations](#), is considered the basic university requirements and applies to all students registered on a part-time or full-time basis.

“The integrity of university academic life and of the degrees the University confers is dependent upon the honesty, integrity and soundness of the teacher-student learning relationship and, as well, that of the assessment process. Conduct by any member of the university community that adversely affects this relationship or this process must, therefore, be considered a serious offence.” (Academic Offences, para. 1)

Each student is advised to be familiar with the contents of the [University Policies and Regulations](#), including the disciplinary procedures that will be taken as academic offences.

The Physical Therapy (PT) program has rigorous ethical and professional standards of conduct. Professional behaviour is expected of students throughout their education, whether in a class or clinical setting, PT students therefore must comply with the [Code of Conduct \(Faculty of Medicine and Health Sciences\)](#). Students are expected to [read and sign](#) the Code of Conduct at the start of every academic year.

C. ACADEMIC INTEGRITY

C.1. INTEGRITY AND HONEST WORK

“McGill places a great deal of importance on [honest work](#), the art of scholarship, and the fair treatment of all members of the university community, and demands a rigid insistence on giving credit where credit is due. Offences such as [cheating](#) and breaches of [research ethics](#) undermine not only the value of our collective work, but also the academic integrity of the University and the value of a McGill degree.” (<https://www.mcgill.ca/students/srr/academicrights/integrity>)

C.2. PLAGIARISM

[Plagiarism](#) is considered an academic offence in the [Code of Student Conduct and Disciplinary Procedures](#) which states (see article 16):

“Plagiarism” means the representation of another’s work, as one’s own or assisting another in representing another’s work, published or unpublished, as their own.

- a) No student shall represent another person’s work, published or unpublished, as their own in any writing, such as an essay, thesis, research report, project or assignment submitted in a course or a program of study, or represent as their own the work of another, whether the material so represented constitutes a part or the entirety of the work submitted.
- b) No student shall contribute any work to another student with the knowledge that the latter may submit the work in part or whole as their own. Receipt of payment or other forms of compensation for work contributed shall be cause for presumption that the student had such knowledge.

Plagiarism includes careless or sloppy work, errors resulting from inexperience, intentional academic deceit, or the submission of one’s own work a second time.

Examples of plagiarism are work that is:

- purchased from an organization.
- extensively copied from other sources.
- has been removed from another person’s file, computer or office.
- written by another individual.

Plagiarism is regarded as an [academic offence](#) resulting in severe penalties such as a grade of F (0) for the plagiarized work and/or a failure in the course.

If a student has any doubt as to what might be considered plagiarism in preparing an essay or term paper, he/she should consult the course instructor to obtain appropriate guidelines and refer to the Office of the Dean of Students’ [Academic integrity tutorial](#). A McGill student guide to avoid plagiarism is also found online: [Keeping it Honest](#)

C.3. ACADEMIC OFFENCE

For information on what constitutes an academic and non-academic offence, students should refer to the [Code of Student Conduct and Disciplinary Procedures](#) as outlined in the [University Policies and Regulations](#). Academic or non-academic offences are also considered unprofessional behaviour.

In the event of an allegation of a violation of the Code of Student Conduct and Disciplinary Procedures (e.g. suspected breach of academic integrity in a student's work), the [Disciplinary process](#) outlined by the University will be followed.

D. PROFESSIONAL BEHAVIOUR

D.1. MISCONDUCT

Misconduct includes unethical or unprofessional behaviour, dishonesty, drug or substance abuse, criminal conviction, and academic offences, such as plagiarism or cheating (see Academic Integrity). Lack of professional behaviour will result in the student being placed on probationary standing or withdrawn from the Program.

D.2. RESPECT AND COURTESY

Collaborative learning and diversity are both highly valued and respected at SPOT. Students, faculty, and staff are expected to treat one another with respect and courtesy and to address and refer to others using that person's preferred name and pronouns. Students should address faculty members and clinical instructors using their official title and surname, unless otherwise instructed.

For more information on gender and pronouns language, please refer to the [PT IDEAL Recommendation \(Program\) – Gender and Pronouns](#) and [PT IDEAL Recommendation \(Clinical\) – Gender and Pronouns](#) documents.

D.3. COURSE ATTENDANCE

Students are expected to be present for all teaching activities in the program. Attendance is required, and will be documented, for all laboratory and small group sessions, workshops, seminars, site visits and professional activities. It is the responsibility of each student, at the time of registration, to ensure that no scheduling conflicts exist between their courses.

If a student is unable to attend a course activity, it is the student's responsibility to communicate this to the course instructor as soon as the issue has been identified. Students who miss more than 15% of laboratory or small group sessions, professional workshops, or seminars without approval will receive 0/10 for participation in the course or, if the course does not have marks for participation, will have

their final course grade reduced by 10%. If an activity is missed due to an unforeseen emergency, this information must be communicated to the course instructor as soon as possible.

An absence of **more than 3 days** (for example, compassionate or medical reasons) must be supported by written documentation, such as a [medical note](#), and submitted to the Program Director or delegate. The Program Director or delegate may request additional information before approving the absence.

D.3.1. PUNCTUALITY

Students are expected to arrive on time for all learning activities. If the student cannot make it on time, they are expected to create as little disruption to class as possible when arriving.

D.3.2. BEHAVIOUR AND PARTICIPATION

Students are required to actively participate in all teaching activities and not to engage in unrelated activities during class time.

Questions should be directed to the course instructor and/or speaker, except during small group discussions. Talking or excessive movement when a faculty member, guest lecturer or fellow student is speaking is unacceptable. If such behaviour interferes with others' learning, the disruptive student will be asked to leave.

The use of communication and recording devices is not allowed without the express permission of the course instructor and/or speaker.

D.3.3. ATTIRE

Professional attire is encouraged during all learning activities but is required when clients are present for a learning activity, when giving a class presentation, during clinical courses, and during sessions held at external sites and at the Steinberg Center for Simulation and Interactive Learning. If dressed unprofessionally during any of the learning activities listed above, the student will be asked to leave and may only return when dressed appropriately. During clinical courses, clinical educators will consider inappropriate dress as unprofessional student behaviour.

During certain laboratory activities, students may be required to wear shorts and t-shirts or to expose areas of their body (e.g., back, shoulders, thighs) when acting as simulated patients. Draping techniques will be taught. If a student requires accommodations for personal, medical, religious, or other valid reasons in order to participate in these activities, it is the student's responsibility to communicate this need to the course instructor(s) at the start of each semester. It is the policy of McGill University, the School of P&OT, and the course instructors to accommodate the needs of ALL students. An acceptable solution will be found.

D.4. CONFIDENTIALITY

During clinical courses and in class, students must respect the confidential nature of clinical material (patient records, case discussions, etc.). During class, any private information shared by a fellow student, client, or professor shall remain confidential. Any confidential material should only be discussed within a professional context and never in a public place.

All student information, including student records, intra-university communications (e.g., with the Student Achievement and Accessibility) and all other student service details are kept confidential and on secured McGill servers. McGill's privacy regulations prohibit SPOT from releasing academic or other student-related information without students' explicit written and signed consent.

E. ASSESSMENT AND PROMOTION

Guidelines for Assessment and Promotion are under constant review by SPOT. Changes may be made to these policies and regulations at any time. All changes, and their effective dates, will be communicated to the students of the program with a reasonable amount of prior notice.

E.1. PHYSICAL THERAPY PROMOTION AND REVIEW COMMITTEE

Within the Bachelor of Science (Rehabilitation Science) in Physical Therapy program, student assessment, promotion, and determination of suitability for the practice of the profession is the jurisdiction of the Physical Therapy Promotion and Review Committee (PTPRC).

The PTPRC is a standing committee of the School of Physical and Occupational Therapy. It is composed of 4-6 faculty members of the PT Program and the Program Director or delegate (committee Chair). All faculty members are voting members, with the exception of the Program Director or delegate who only votes in the case of a tie.

The PTPRC exercises final authority in determining a student's competence and suitability for continuation in the program. It will consider all aspects of student progress, including academic performance and professional conduct, and make final decisions on all matters relating to promotion and graduation. The PTPRC will track the records of any student in academic difficulty and the records of any student with a documented incident of misconduct.

E.2. PROMOTION PERIODS – DATES AND CONDITIONS

Promotion periods are used to track student progress. Due to the sequential nature of the curriculum, students will not be permitted to advance to subsequent promotion periods until all criteria of the previous promotion period are met. These include successful completion all program (PHTH and POTH)

courses in the promotion period as well as all requirements for inter-professional education (IPEA) courses.

Students are required to complete all promotion periods following the timeline provided below (full-time study) unless otherwise permitted by the PTPRC due to exceptional extenuating circumstances (e.g., newly diagnosed [medical condition](#)).

The Bachelor of Science (Rehabilitation Science) in Physical Therapy program promotion periods and program courses are as follows:

PROMOTION PERIOD 1 - U1 FALL/WINTER (SEPTEMBER – AUGUST)

PHTH 245	Introduction to Professional Practice 1
POTH 250	Introduction to Professional Practice 2
POTH 225	Introduction to Biomechanics in Rehabilitation Science
POTH 204	Introduction to Statistics for OT/PT
ANAT 315	The Human Musculoskeletal System
PHGY 209	Mammalian Physiology
POTH 305	Statistics for Experimental Design OT/PT
ANAT 316	Clinical Human Visceral Anatomy
PHGY 210	Mammalian Physiology 2

Students must successfully complete all core program courses in Promotion Period 1 in order to be promoted to Promotion Period 2.

PROMOTION PERIOD 2 - U2 FALL/WINTER (SEPTEMBER – AUGUST)

POTH 455	Neurophysiology
PHTH 440	Clinical Exercise Physiology
PHTH 482	Introduction to Health, Fitness and Lifestyle
POTH 434	Musculoskeletal Biomechanics
POTH 401	Research Methods
PHTH 450	Introduction to PT Clinical Practice
PHTH 460	Introduction to Functional Movement
ANAT 323	Clinical Neuroanatomy

Students must successfully complete all courses including complementary/electives in Promotion Period 1 and Promotion Period 2 in order to be promoted to Promotion Period 3.

PROMOTION PERIOD 3 - U3 FALL/WINTER (SEPTEMBER – APRIL)

PHTH 550	Physical Therapy Orthopedic Management
PHTH 551	Physical Therapy Neurological Rehabilitation
POTH 563	Foundations of Professional Practice
PHTH 560	Integrated Orthopedic Management
PHTH 561	Integrated Neurological Rehabilitation

PHTH 554	Cardiorespiratory Rehabilitation
PHTH 564	Integrated Cardiorespiratory Rehabilitation
IPEA 500	Roles in Interprofessional Teams
IPEA 501	Communication in Interprofessional Teams

Students must successfully complete all courses in Promotion Period 3 in order to graduate from the Bachelor of Science (Rehabilitation Science) in Physical Therapy program.

The PTPRC may allow a student to repeat a promotion period due to a deferred, incomplete, or failed course. A student may not repeat more than one promotion period during the program.

E.2.1. ADMISSION TO MASTER OF SCIENCE (APPLIED) IN PHYSICAL THERAPY

Admission to the Master of Science (Applied) in Physical Therapy, following completion of the Bachelor of Science (Rehabilitation Science) in Physical Therapy program is based on the student's cumulative grade point average (cGPA), academic integrity and professional behaviour.

A cGPA of 3.0 or greater is required to be admitted to the Master of Science (Applied) in Physical Therapy program, based only on courses required for completion of the Bachelor of Science (Rehabilitation Science) in Physical Therapy program.

Students may not be admitted to the Master of Science (Applied) in Physical Therapy program if they have demonstrated a lack of academic integrity ([section C](#)) or professional behaviour ([section D](#)) during the Bachelor of Science (Rehabilitation Science) in Physical Therapy program. The decision about what constitutes a lack of academic integrity or professional behaviour will be undertaken by the PTPRC on an individual basis.

Note that completion of an accredited Master's degree in Physical Therapy, such as McGill's Master of Science (Applied) in Physical Therapy program, is required for licensure as a Physical Therapist in Canada.

E.3. GRADES AND ASSESSMENT OF STUDENT LEARNING

An overall final grade of C+ (60%) is required to pass any program course with a designation of PHTH or POTH. For courses in which the final grade is assigned as a percentage, the final grade for the course, and each course component (see E.3.2.), will be rounded to the nearest integer based on standard mathematical convention (≥ 0.5 rounds up; < 0.5 rounds down). The final grade for the course / course components will be determined from all relevant summative assessments, as explained in each course outline (or as explained by the course coordinator/instructors should a modification to the procedure in the course outline be required). Grades for each assessment (assignment, examination, etc.) will not be rounded prior to calculating the final grade for the course / course component(s).

The passing grade for other courses taken at McGill, which are to be counted towards completion of the Bachelor of Science (Rehabilitation Science) in Physical Therapy program, is a C (55%).

The passing grade for courses taken at other educational institutions (such as TELUQ courses – see section [I. Credit Transfers](#)), that are to be counted towards completion of the Bachelor of Science (Rehabilitation Science) in Physical Therapy program, is a letter grade of C or better according to the credit system of the host university. Letter grades take precedence over numerical grades.

A grade is not final until it has been reviewed by the PTPRC and is recorded on the student's official transcript.

E.3.1. SUPPLEMENTAL ASSESSMENT

If an overall failing grade is received for a PHTH or POTH course, that grade will be recorded in the student's record. The PTPRC, however, may permit the student to undertake a supplemental assessment, rather than requiring the student to retake the course, if the student is in satisfactory standing in the program (see section [E.3.4. Student Standing](#)) and if agreed to by the course instructor.

For the purposes of promotion within the program, undertaking a supplemental assessment in a course is considered equivalent to retaking the course. A fee is associated with all supplemental assessments and the result of the supplemental assessment will be recorded in the student's record with the same credit weight as the original course.

The passing grade for any supplemental assessment is the same as for the original course, as described above.

Supplemental assessments will not be permitted following a deferred final examination or assessment.

Supplemental assessments will be completed within 30 days of the student receiving the decision of the PTPRC to allow this assessment. The format of the supplemental assessment may differ from the assessment methods used in the course. It is the student's responsibility to be in contact with the course instructor(s) to determine the format, and the date and time (or due date) of the supplemental assessment.

E.3.1.1. SUPPLEMENTAL ASSESSMENTS FOR NON-PROGRAM COURSES

Supplemental examinations in outside departments will follow [university schedules](#). The format of the supplemental examination may differ from the original examination.

E.3.2. REMEDIAL WORK (COURSES WITH MULTIPLE ASSESSMENT COMPONENTS)

Many courses with the PHTH or POTH designation will include multiple assessment components, which may not be mutually exclusive. These components may include, but are not limited to:

- Theoretical component – written exams, written assignments, presentations, etc.
- Practical component – Objective Structures Clinical Exams (OSCE), spot checks in class, etc.
- Group component – work completed by groups of students.
- Individual component – work completed by individual students.

In any PHTH or POTH course that includes multiple assessment components, students must achieve a passing grade of C+ (60%) in each component, as well as in the overall course, to receive a passing grade for the course.

If the student achieves a passing grade for the course but receives a failing grade for one (or more) of the course component(s), the course grade is temporarily withheld from the record. The student must undertake remedial work in the failed component(s) or accept a grade of F (failure) for the course.

- If a passing grade is achieved for the remedial work, the original passing grade for the course will be recorded.
- If a failing grade is received for the remedial work, the student will receive a final grade of F (failure) for the course.

Remedial work will not be permitted following a deferred final examination or assessment.

Students will have only one opportunity to attain a passing grade through remedial work.

Supplemental assessments will not be permitted following failed remedial work in a course.

Remedial work will be organized on a case-by-case basis after the student receives the decision of the PTPRC to allow this assessment. The format of the remedial work may differ from the assessment methods used in the course. It is the student's responsibility to be in contact with the course instructor(s) to determine the format and the date and time (or due date) of the remedial work.

E.3.3. FIRST COURSE FAILURE

A first failing grade in a PHTH or POTH course, including a failure following unsuccessful remedial work or supplemental assessment, will require the student to repeat the course and the promotion period. During the repeated promotion period, students are permitted to take optional or complementary courses; however, courses within the program may only be taken with the permission of the PTPRC.

E.3.4. STUDENT STANDING

All students' overall standing in the Bachelor of Science (Rehabilitation Science) in Physical Therapy program will be reviewed and classified as satisfactory, probationary, or unsatisfactory.

E.3.4.1. SATISFACTORY STANDING

- McGill cumulative grade point average (cGPA) of 3.0 or greater.
- Term GPA (tGPA) of 2.5 or greater.
- Failure and/or incomplete in no more than one (1) course in an academic year, followed by successful completion.
- Remedial work and/or a supplemental examination in no more than one (1) course in an academic year.
- Academic integrity ([section C](#)) and professional behaviour ([section D](#)) that meets program standards.

E.3.4.2. PROBATIONARY STANDING

- Failure and/or incomplete in two (2) or more courses in an academic year, followed by successful completion.
- cGPA between 2.3 and 3.0.
- Term GPA (tGPA) of < 2.5.
- Failure in a course followed by failure of the supplemental examination.
- Supplemental examination not taken.
- A single incident in which the student fails to meet program standards of academic integrity ([section C](#)) and/or professional behaviour ([section D](#)).

E.3.4.3. UNSATISFACTORY STANDING

- cGPA < 2.3.
- Failure of two or more program courses (not counting supplemental assessments)
- Failure of a repeated program course or required science course.
- A second incident in which the student fails to meet program standards of academic integrity ([section C](#)) and/or professional behaviour ([section D](#)).

A student who is placed on probationary standing is automatically monitored by the Physical Therapy Promotion and Review committee and may be required to:

- pursue specific remedial activity to address areas of weakness.
- meet specific performance criteria for subsequent promotion periods.
- meet on a regular basis with the Program Director and/or delegate.
- take a maximum of 12 credits per term.
- repeat a promotion period or courses within that period.

A student who is considered to be in unsatisfactory standing will be required to withdraw from the Bachelor of Science (Rehabilitation Science) in Physical Therapy program. A student who fails to withdraw from the program (or who fails to appeal the decision of the PTPRC – see section [E.3.6. Appeal of Decisions made by the PTPRC](#)) within 14 days of a written request will be withdrawn from the program by the Program Director or delegate.

E.3.5. CONTESTATION OF COURSE GRADES

For courses in the Bachelor of Science (Rehabilitation Science) in Physical Therapy program, the following steps must be followed if a student wishes to contest a grade:

Step 1: Discuss the matter with the course instructor within one calendar week of being informed of the grade. The course instructor may choose to modify the grade, at their discretion.

Step 2: Students who remain dissatisfied with the course grade after speaking with the instructor may request the PTPRC to authorize the review of the grade. The student's request must be made in writing

to the [SPOT Undergraduate Student Affairs Coordinator](#) and must be received within 14 calendar days of being informed of the grade.

- Both the student and the instructor(s) have the right to state their case to the PTPRC in person and/or in writing. The proceedings will be conducted in an orderly and respectful manner.
- Following a review of the information presented by all parties, the PTPRC will determine the fairness and veracity of the student's grade based on the instructions and marking schema used for the assessment(s) (exam(s), assignment(s), etc.) in question.
 - If the PTPRC considers the course grade to be a reasonable assessment of the student's performance, the grade will remain unchanged.
 - If the PTPRC does not consider the course grade to be a reasonable assessment of the student's performance, the PTPRC may recommend that another evaluator conducts a re-read of the assignment or examination in question. This re-read may cause the course grade to be upgraded, downgraded, or remain unchanged.

For undergraduate courses outside of SPOT:

The student may request a re-read of written assessments according to the [Undergraduate Studies Reread Policy Undergraduate Studies Guidelines and Policies | Programs, Courses and University Regulations - McGill University](#).

E.3.6. APPEAL OF DECISIONS MADE BY THE PTPRC

Students can appeal decisions of the PTPRC only in the following situations:

- (i) the decision requires the student to repeat a promotion period; or
- (ii) the decision requires the student to withdraw from the program.

When a student decides to initiate an appeal, the following procedures must be followed:

1. Within 14 working days from notification of the decision of the PTPRC, the student must submit a detailed written request for appeal to the Program Director or delegate.
2. The Program Director or delegate will immediately forward the request to the Director of the School of Physical and Occupational Therapy. The Director of the School will determine if one of the following circumstances are present: (i) there is new evidence relevant to the PTPRC decision, which was not available at the earlier consideration; and/or (ii) there has been a breach of natural justice. The Director of the School will proceed with the appeal if at least one of these circumstances is present. Please refer to [Dispute Resolution –Student Grievances, Appeals and Disciplinary Appeals](#).
3. If the appeal proceeds, the Director of the School of Physical and Occupational Therapy will convene an Ad Hoc Promotions Appeal Committee.

- The Ad Hoc Promotions Appeal Committee is comprised of four (4) members of the Faculty (School of Physical and Occupational Therapy) and one (1) student from a different academic unit, who have had no previous knowledge of the case under review. Those selected will have appropriate background and knowledge to bring to the Committee. One member will be designated as Chair.
 - One representative from the OPPQ, Faculty of Medicine and Health Sciences, or Dean of Students Office may be substituted for a Faculty member.
4. The Director of the School of Physical and Occupational Therapy will communicate to each party the names of the members of the Ad Hoc Promotions Appeal Committee, and the time and place of the review with a minimum notice of 10 working days.
 5. The Director of the School of Physical and Occupational Therapy will call for a detailed dossier from each party which will be circulated to the committee and the parties prior to the meeting. The dossiers should be made available to the committee at least two (2) working days prior to the meeting so they have time to review the materials. The Program Director or delegate must be informed of the names of witnesses and advisers at least two (2) working days prior to the hearing.
 6. The Program Director, or delegate, will present the PTPRC's evidence which may include a summary of the student's performance and an explanation for the assessment and decision. This information can be presented to the Committee in written form and/or verbally. Following the Program Directors' summary, the student will be invited to present their case. The Chair and other committee members may ask questions to the parties.
 7. Both parties (the student and the Program Director or delegate) may be accompanied by an adviser if they so wish. Witnesses may be called if needed. As defined by the [Charter of Students' Rights](#), the advisor must be a member of the McGill community (such as a fellow student, a faculty member, or a student from the Student Advocacy Program of the Legal Information Clinic) and not be paid for these services.

The role of the adviser is to advise and help the parties present their case. It is important for the Committee to hear directly from the student and Program Directors. The adviser(s) may speak only at the invitation of the committee Chair.

8. The meeting is conducted in a respectful and non-confrontational manner. No observers are permitted at the proceedings.
9. The Committee will consider all relevant and valid evidence submitted in writing or orally by the parties and their witnesses. The Committee may ask questions of the student, the Program Director, or the witnesses. The parties may also question each other in order to clarify points.
10. Notes taken during the meeting are for the use of the Committee members in arriving at their decision and are destroyed after they have completed their deliberations.

11. When the parties have completed their presentations and the Chair and the Committee members have no further questions, the meeting will be adjourned. The Committee will continue to deliberate in private.
12. All members of the Committee, including the Chair, vote. A simple majority is required for a decision.
13. The parties shall be informed verbally by the Chair as soon as the decision has been made. The decision will be confirmed in writing with sufficient detail no later than 10 working days following the meeting. No further appeal is permitted.

F. EXAMINATION REGULATIONS AND PROCEDURES

Information outlined in this section supplements the 2024-2025 McGill University [Health Sciences Calendar](#), Section 1.6, and the Policy on Assessment of Student Learning. For more information, please refer to:

https://www.mcgill.ca/secretariat/files/secretariat/policy_on_assessment_of_student_learning.pdf

All examinations are governed by university regulations (please refer to [Home Page | Exams - McGill University](#)) and by specific Faculty of Medicine and Health Sciences regulations outlined below.

Note: Exams in the Faculty of Medicine and Health Sciences can be scheduled outside of the standard university dates. The 'University Regulations concerning Final Exams' state that:

The principles enunciated in these regulations shall be applied, appropriately modified, to courses given during the summer, to other courses of less than 13 weeks duration, and to courses in the Faculties of Law, Medicine, Dentistry, and Education that do not follow the normal University Timetable. For more information please refer to [Final Examinations | Programs, Courses and University Regulations - McGill University](#).

Students are expected to behave in a professional manner at all examinations, including laboratory practical examinations and examinations administered in clinical settings. The regulations outlined below permit the Faculty to ensure that all examinations are administered in an organized, fair and standardized manner for all students.

F.1. EXAMINATION REGULATIONS

1. All examination information is confidential. Any transmission of examination information, either in writing or verbally, is expressly prohibited. No one is permitted to make written notes or to record, in any way, the contents of an examination. This includes the transmission of core materials (such as, names of patients) used in oral exams or Objective-Structured Clinical Examinations (OSCE).
2. Candidates must not procure, use, or attempt to use or distribute any improper or unauthorized materials.

3. No candidate for examination may bring into the examination room any books, notes, electronic communication devices with memory capability; like mobile phones, smart phones, smart watches, and web-accessible electronic devices or other material containing information pertaining to the examination, unless the examiner has given permission. All mobile phones, smart phones, smart watches, and web-accessible electronic devices must be turned off and must not be in the student's possession during the exam. Unauthorized items found on the person or desk will be confiscated by an invigilator and returned to the student at the end of the examination or the following working day. These incidents will be reported to the Disciplinary Officer for the School. See procedures in [Code of Student Conduct and Disciplinary Procedures](#). For more information please refer to: [Exams regulations](#)
4. Talk or any other form of communication between candidates is forbidden. This includes the use of all types of electronic equipment not specifically requested for the examination, including mobile phones, smart phones, smart watches, and web-accessible electronic devices. All communication devices must be deposited with the invigilators prior to the start of the examination.
5. Please note that many multiple-choice examinations administered at McGill University are monitored by an examination-security program (Harpp-Hogan). This program is based on documented seating plan in the examinations. The data generated by the program can be used as admissible evidence, either to initiate or corroborate an investigation of cheating under [Section I \(17\)](#) of the Code of Student Conduct and Disciplinary Procedures.
6. Candidates are not permitted to leave the examination room until one hour after the start of the examination and in no case before the attendance has been taken. A candidate who leaves before the end of the examination must hand in all completed and attempted work.
7. Every student has the right to submit in English or in French written work that is to be graded. Personal dictionaries are not permitted. However, a French-English dictionary will be available upon request.
8. A student may not miss an examination without justifiable reason. When a student misses an examination, she/he must:
 - a. Notify the Program Director or delegate prior to the exam (circumstances permitting), indicating the reason for absence.
 - b. Provide appropriate written documentation to justify absence.
9. Students are not to be penalized if they cannot write examinations or be otherwise evaluated on their religious holy days where such activities conflict with their religious observances. However, students should refer to this policy ([Policy on holy days](#)) as to how to proceed when a conflict is present.

F.1.1. CHEATING

Cheating is an academic offence in the [Code of Student Conduct and Disciplinary Procedures](#), which states:

- Article 17(a): “No student shall, in the context of an Assessment, obtain or attempt to obtain information from another student or an unauthorized material including from an electronic device or give or attempt to give information to another student or possess, use or attempt to use from any unauthorized material including an electronic device;” (Section I Rules of Conduct Cheating, para. 1)
- Article 21(d): “The chief or senior invigilator at an examination shall have like powers of exclusion over any student undergoing the examination when the chief or senior invigilator has reasonable grounds to believe that the student is breaking, has broken, or is attempting to break a University or Faculty examination regulation. Such exclusion from the place of examination and its vicinity shall not exceed the remainder of the examination.” (Section II: Administration of Discipline, Disciplinary Officers, para. 5)

Before the commencement of any mid-term or final examination, the above quotations will be read out loud.

F.2. EXAMINATION PROCEDURES.

1. If books, notes, etc., cannot be left outside the examination room, they must be put in a place designated by the invigilator before the candidate takes a seat.
2. Students writing examinations are responsible for arriving at the right time and place and must have with them their McGill student identification cards. Forgetfulness or inadvertently arriving at the wrong time or place, are not acceptable excuses.
3. The doors of the examination room will normally be opened at least five minutes before the starting hour. Candidates will be permitted to enter the examination room up to one hour after the scheduled start of the exam. These students should be aware that a portion of time could be lost while the examination is assigned, and instructions are being given by an invigilator. They must enter the room quietly, and time will not be extended for the examination.
4. Candidates must remain seated. A candidate needing to speak to the invigilator (for instance to ask for additional supplies) should raise his or her hand.
5. Questions concerning possible errors, ambiguities, or omissions in the examination paper must be directed to the invigilator, who will investigate them through the proper channels. The invigilator is not permitted to answer questions other than those concerning the paper.
6. All work must be done in accordance with the examination instructions and must be handed in to the invigilator.
7. At the close of the examination, candidates must stop writing and submit their work at once.
8. Food or beverage is permitted at the discretion of the Chief Invigilator. Food should be brought in prior to the exam. Students will not be permitted to go to vending machines/cafeteria during an examination.

9. Bathroom privileges: only one student at a time will be allowed to go to the bathroom, and the student may be escorted there and back by an invigilator (at the invigilator's discretion).
10. No student will be permitted to leave during the final 15 minutes of the examination.

F.3. DEFERRED EXAMINATIONS AND ASSIGNMENTS

F.3.1. DEFERRED FINAL EXAMS

Deferred final examinations are examinations rescheduled because the original examination was missed for valid reasons. Deferring an exam is an exceptional measure and is meant to help students who are severely ill or dealing with unforeseeable, significant extenuating circumstances.

Deferring an exam merely pushes it to the future—to a time when you may have a full course load of other exams to prepare for. You are strongly advised not to defer more than two exams in an exam period, as this could make for an unmanageable deferred exam period and workload for the following semester.

Do not use exam deferral requests to manage your exam schedule or to reduce your exam load. If you request to defer one exam due to illness, then write another exam the same day or the next, your request may be refused. It is your responsibility to plan how you will meet the academic requirements of your program. Deferred exam requests may not be approved if you attend your exam and partway through decide that you were not well enough to perform at full capacity.

F.3.1.1. PROCEDURES TO DEFER A FINAL EXAM

Permission for a deferred final examination will be granted by the Program Director or delegate for the following reasons: valid health reason, family, or personal crises. Note that participation in elite athletic event is not a reason for deferral of a final exam (see section M. [Policy on Students Participating in Athletics](#)).

Except for cases of emergency on the day of the exam, students must make their request for a deferred exam prior to the scheduled exam. The request must be accompanied by supporting documents (such as a [medical note](#)). The Program Director or delegate reserves the right to verify all documentation.

In the case of an emergency on the day of the exam, supporting documents must be presented to the Program Director or delegate as soon as possible, and no later than 1 week after the missed examination. These documents must indicate that the student was unable to write the examination for an approved reason on the specific date of the examination. The Program Director or delegate may request further corroborative documentation.

In cases of incidental illness (e.g., a cold, cramps, nausea, etc.) that affected your study time leading up to the exam, but where you recovered on the day of your exam, you are expected to write your exam, and a deferral may not be granted.

If you have made requests due to disability or chronic illness in the past, it is your responsibility to take measures to manage your condition and your course schedule to avoid relying on deferred exams in subsequent exam periods. Please refer to resources available (listed below) and consult with your academic advisor to assist you in this process.

For incidental illness or flare-ups of chronic medical issues, you must submit supporting [medical documentation](#) from your health practitioner indicating that you were seen on or close to the original exam date and why you were unable to write the exam on the original date. In the case of a flare-up of a chronic condition, the note from your health practitioner will need to specify that they observed the flare-up the day of your missed exam, and that you are continuing to be treated and/or followed for your diagnosed condition.

Note: a diagnosed anxiety disorder is a chronic issue. However, if your note simply states anxiety, this is considered to be an incidental illness.

It is assumed that upon entering the exam room or accessing your online exam, it is your intent to complete the exam. It is your personal responsibility to judge your own state of health before entering the exam room or accessing your online exam to assess whether you are able to write the exam. If you attend your exam or access your online exam, you are no longer eligible to defer it, except under some exceptional cases of unforeseeable medical emergencies. In most cases, once you have started a final exam, no accommodations for an alternate exam will be provided. Note that requests based on minor illnesses (e.g. nausea, headache, dizziness, etc.) will not be approved.

In general, an approved deferred final examination will be written in the deferred/ supplemental exam period or at the earliest feasible time. Deferred examinations will generally be in the same format as the missed examination. It is your responsibility to be in the contact with course instructor to determine the format and material on the exam, as well as the date and time of the exam.

The course with a deferred final exam will show a grade of "L" on your transcript until the deferred exam is written and graded. Both the grade of "L" and your final grade will display on your advising/unofficial transcript.

[Steps to take to request Deferred Exams:](#)

- Step 1: Understand your options and the consequences
- Step 2: Find out if you are eligible for a deferred exam
- Step 3: Submit your request
- Step 4: Understanding your decision (approved or refused)

F.3.2. DEFERRED MIDTERM EXAMS

A student who misses a midterm examination must provide appropriate documentation (e.g., [medical note](#)) to the course instructor. The original documentation must also be provided to the Program Director or delegate for inclusion in the student's records.

If approved, the instructor may choose one of the following options:

- Preparing an alternative (deferred) exam to replace the missed exam.
- Preparing an alternative assessment to replace the missed exam.
- Reweighting other components of the course assessment to make up for the missed exam/assessment.

F.3.3. DEFERRED ASSIGNMENTS

No course assignment will be accepted after the due date without the approval of the instructor.

If the course instructor accepts the reason(s) for the assignment not being submitted by the due date as valid, a new deadline for the assignment, an alternative assignment, or a reweighting of other course components to make up for the missed assignment may then be arranged between the instructor and student.

If the course instructor does not accept the reason(s) for the assignment not being submitted by the due date as valid, the student will receive a grade of 0 for the assignment.

G. INTRAFACULTY TRANSFERS

Intrafaculty transfers, between the two undergraduate programs offered by SPOT ([Bachelor of Science \(Rehabilitation Science\) in Physical Therapy](#) and [Bachelor of Science \(Rehabilitation Science\) in Occupational Therapy](#)), are not permitted under any conditions. Students in the Bachelor of Science (Rehabilitation Science) in Physical Therapy program may apply to the Qualifying Year for Master of Science (Applied) in Occupational Therapy once they meet the [eligibility requirements](#).

H. EXCHANGES

Students may present a request to the PTPRC for an exchange or term of study at another university. A request for an exchange or term of study at another university will only be considered for the winter term of the second year (U2) of undergraduate studies. A written request must be made to the PTPRC by April 1st of U1. Only students with very strong academic standing, and no course or component failure will be considered for an exchange. The request must contain the following:

- An introduction and statement of intent.
- Clearly identify and outline the courses that will be taken at the host university, in order to fulfill degree and program requirements.
 - Program (PHTH and POTH) courses: the student is expected to research the courses offered at the host university and obtain relevant documents (e.g., course description

and schedule). The student must then contact the professor teaching the corresponding McGill course, in order to ensure that the host university course can be considered equivalent to the McGill course.

- Complementary and elective courses: students are expected to use the [Course Equivalency System](#). All courses taken abroad must be approved using the Course Equivalency System.
 - Search the course equivalency database to determine if the course you want to take has already been approved. You may want to use the “External” course number and then “Country” or “Institution” to determine if the course has already been approved. Make sure you also tick off “Include Expired Decisions”. The course may have already been approved, but might be expired, which means you will have to request a “Reassessment”.
 - If the course is not on the course database, then you must login (using your McGill email address and password) and “Submit a Request”. For further information on using the system, please go to [Frequently asked questions](#).
- Make sure that the course syllabus has: the name of the University, and the year/term that the course syllabus was written.
- Once you have made an exchange application, you will then have access to the required “Minerva Transfer Credit Assessment Form”. Only courses that appear on the Course Equivalency System can be added to the Transfer Credit Assessment Form. For further information, please refer to the Help Field on Minerva.



As per McGill’s Transfer Credit Policy, transfer credits are earned if the grade earned in the host university course(s) is equal to or higher than the grade / CGPA required to graduate from the host university (see section [I. Credit Transfers](#)).

You are expected to comply with all McGill Exchange Regulations and Conditions of Participation. Please refer to their website for specific details [Home Page | International Education - McGill University](#).

I. CREDIT TRANSFERS

[Transfer credit](#) is credit toward your McGill program granted for courses taken at another institution. Transfer credit can be granted for a specific McGill course (if the coursework is deemed to be equivalent). For courses taken outside of McGill, first consult the [Course Equivalency System and Database](#).

- Search the course equivalency database to determine if the course has already been approved. You may want to use the “External” course number and then “Institution” to determine if the course has already been approved. Make sure you also tick off “Include Expired Decisions”. The course may have already been approved, but might be expired, which means you will have to request a “Reassessment”.
- If the course is not on the course database, then you must login (using your McGill email address and password) and “Submit a Request”. For further information on using the system, please go to [Frequently asked questions](#).
- Make sure that the course syllabus has: the name of the University, and the year/term that the course syllabus was written.

Transfer credits will be reviewed post admissions, and students are required to submit the [Transfer Credits Form](#). A maximum of 30 transfer credits are permitted. Since the curriculum is sequential, the order of the courses is set and only offered in that year of the program (i.e. you must complete all courses in U1 to proceed to U2, etc.). Students are not permitted to mix courses from different years within the same year. The time required to complete the BSc (Rehabilitation Science) degree is 3 years for all students.

For further information and to see if you qualify for transfer credit, please refer to [Transfer Credit & Advanced Standing](#)

Please refer to the [IPEA Transfer policy](#) for further details regarding the IPEA courses.

J. ACCOMMODATIONS FOR LEARNING

In order to receive accommodations for courses at McGill, students with a documented disability must register with the [Student Accessibility and Achievement](#) (SAA). Please refer to the [Accommodations for Learning PT](#) for further details.

K. RELIGIOUS ACCOMMODATIONS (INCLUDING HOLY DAYS)

It is the policy of McGill University, SPOT, and our course instructors to accommodate the needs of all students. Students are responsible to inform the course instructor(s) of any religious accommodations required for course activities, and assessments (including OSCE's) within the first two weeks of the course (e.g., see section [D.3.3. Attire](#)).

Students are expected and required to communicate a conflict between an academic obligation, including course activities, and assessments (including and exams and OSCE's), and a holy day to the course instructor and student affairs coordinator within the first two weeks of the course.

Please refer to [Important Dates for Students](#) and section [F.1. Examination Regulations](#) (item 9) for McGill's policy on exams.

L. LEAVES OF ABSENCE

Leaves of absence will be granted only for specific reasons, please see links below for the Undergraduate and Graduate Leave of Absence policies.

A leave may be granted for a period of up to 52 weeks. Requests for leaves must be approved by the Program Director or delegate. A request must be accompanied by supporting documentation (such as a letter from the student's physician/counsellor). The program reserves the right to impose a limitation on the number as well as the total duration of leaves.

A student returning from a medical leave must provide [supporting documentation](#) from the treating physician/counsellor. These documents must state that the student is capable of resuming his/her studies.

For details on the policy for undergraduate students, refer to [Undergraduate Leave of Absence Policy](#). After an authorized leave of absence, if the student has not returned to the University, the student will be withdrawn from the program.

M. POLICY ON STUDENTS PARTICIPATING IN ATHLETICS

While the School encourages athletic participation and excellence, the student's academic program takes priority when conflicts occur between athletic team commitments (e.g., practices, games) and academic requirements (e.g., classes, exams). A student is considered to be a student athlete if they are a team member competing in an organized and recognized athletic event at the interuniversity level or higher.

Students may not miss classes due to practices. For McGill teams, competitions are not arranged during official McGill University exam periods.

At the beginning of the school year, student athletes must:

- a. Identify themselves as a student athlete to the Program Director or delegate.
- b. Provide a schedule of athletic competitions to the Student Affairs coordinator no later than two weeks from the start of classes.

The following guidelines apply to student athletes and students working with athletic teams as part of the Sports Medicine Practicum courses (PHTH 301D1/D2). If a situation arises in which a competition occurs during a scheduled course, program, activity, or assessment, the participating student must:

- a. Identify the conflict to the Program Director or delegate no later than two weeks prior to the event by providing the following documents.
 - A letter from the student requesting permission to be absent from classes for the proposed dates.
 - A signed form from the coach confirming when and where the competition will be held, and that the student is participating in the event. Please refer to the form found online: <https://mcgillathletics.ca/documents/2012/12/4/IntercollegiateAccommodation.pdf>
 - A copy of travel plans if appropriate.
- b. Obtain permission from the Program Director or delegate to participate in the event.

Students are required to follow the same procedures and timelines even if the date of the competition is unknown but is potentially in conflict with an assessment. Late submissions will not be considered.

The academic assessment or activity takes precedence over the athletic event. Possible solutions to the conflict include:

- preparing an alternative assessment for the student.
- shifting the weight normally assigned to the missed assessment to the weight assigned to the remaining assessment(s).
- deferring the assessment to another time.

A final exam cannot be deferred due to participation in athletics.

Students are not permitted to write exams outside of McGill University, as this situation may compromise the student and/or the exam. The procedures for conducting a deferred exam are the same as those listed in The School of Physical and Occupational Therapy Rules and Regulations, and other McGill documents.

Students will not be released from final exams during the exam period or from summative midterms. Students may not request absences from clinical courses.