



ULM DPT Faculty and Staff Program Handbook 2023-2024

Table of Contents

I. Program of Physical Therapy Workplace Commitment	5
(Adopted from Regis University DPT Program)	5
II. Mission, Vision, & Core Values	6
Physical Therapy:.....	6
University Mission Statement:.....	6
School of Allied Health Mission Statement:	7
DPT Program Mission, Vision, and Core Values7	7
III. Physical Therapy Program Organization	

Handling Program Complaints that Fall Outside Due Process	33
Confidentiality of Records	35
Use and Maintenance of ULM DPT Equipment.....	35
Social Media	35
University Policies	37
V. DPT Admissions Policies and Procedures	37
VI. Adjunct Faculty Policies and Procedures	40
Adjunct Faculty Definition	40
Process for Finding and Requesting Adjunct Faculty	40
Adjunct Faculty Meetings/Adjunct Faculty Council	41
Adjunct Faculty Assignment and Contract Process.....	41
Adjunct Faculty Evaluations.....	42
Background and Drug Screen Information.....	42
Parking	42

Being invested in the building up of others

Be BOLD:

Seeking the magic in our work

Being forward thinking and inspiring innovation

Being creative and collaborative in problem-solving

Recognizing the wisdom of the whole to inform decision making

Providing reflective input that focuses on the greater good

II. Mission, Vision, & Core Values

Physical Therapy:

Physical Therapy is an essential part of the health care delivery system in the United States and physical therapists assume leadership roles in rehabilitation services, prevention, and health maintenance programs as well as professional and community organizations. They also play important roles in developing healthcare policy and appropriate standards to ensure availability, accessibility, and excellence in the delivery of physical therapy services. The positive impact of physical therapy on rehabilitation, prevention, health promotion and health-related quality of life is well supported in the research literature. Physical Therapy includes not only the services provided by physical therapists but those rendered under physical therapist direction and super

School of Allied Health Mission Statement:

The mission of the School of Health Professions is to educate practitioners to meet the diverse health care needs of the citizens of Louisiana and beyond.

DPT Program Mission, Vision, and Core Values:

For the ULM DPT program, our mission drives our teaching, research, service, and assessment. Our mission describes who we are, who we aspire to become, and our guiding principles identify the behaviors needed to achieve our vision.

Mission: The ULM Doctor of Physical Therapy program strives to develop diverse, high-functioning practitioners and leaders who will partner with community members to produce meaningful and sustainable change.

Vision: The ULM DPT program will be a model of excellence for workforce development and research addressing movement-related health disparities.

Core Values: Accountability, Adaptability, Collaboration, Cultural Humility, Inquisitiveness, Integrity, Purposefulness.

Guiding Principles: 1) Be compassionate; 2) Be a movement expert; 3) Be people-focused; 4) Be resilient; 5) Educate and be educated; 6) Lead yourself and others; and 7) Serve as the catalytic ignition for patient advocacy.

III. Physical Therapy Program Organization

Physical Therapy Program Organizational Chart

Physical Therapy Program Leadership

Program Director

The program director is a full-time faculty member who is responsible for leadership and vision that contributes to the advancement of the Physical Therapy Program, promotes faculty professional development and scholarship, ensures excellence in program offerings, and promotes the program at a state, regional and national level. Reporting directly to the Dean of College of Health Sciences, the program director under the supervision of the Dean of the College of Health Sciences is the fiscal and operational administrator of the program who role models the responsibilities of a faculty within the program and mentors administrative faculty. The program director is responsible for ensuring that the program meet24111

Major Duties and Responsibilities:

Teach as assigned, serve as a faculty resource, and maintain an active scholarship, clinical practice, and service orientation.

Promote a culture of inclusion and excellence and model the ULM DPT Workplace Commitment.

Perform other duties as required by the Program Director and the Dean.

Administrative Coordinator - Clinical Education

The Administrative Coordinator of Clinical Education promotes the clinical education component of the curriculum providing customer service to outside clinical agencies and to ULM DPT students. This person has strong communication skills, aiming to respond to new challenges and contribute to a multitude of relationships in the clinical community, professional, and accrediting organizations. The Administrative Coordinator works with clinical agencies, agency faculty, clinical education scholars, administration and university faculty overseeing the clinical placement process including placements adhering to agency requirements mandated by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), and the Commission on Accreditation of Physical Therapist Education (CAPTE), accrediting body for the ULM Doctor of Physical Therapy Program. As a member of the Clinical Education Team, this person interacts closely with clinical agencies identifying, monitoring, and evaluating clinical placements. This person oversees clinical education schedules integrating the clinical education component of the program into the academic curriculum; additionally, ensuring students in the program have appropriate and varied clinical assignments. This person assumes full responsibility for initiating, renewing, and tracking agreements with a wide variety of clinical agencies and is responsible for continued and constant coverage of all-college, corporate agreements within the ULM DPT Program. The Clinical Education Administrative Coordinator is in constant contact with clinical agencies, ensuring confidentiality of clinical agency and student information. The person interacts with DPT students on an ongoing basis to provide clinical site information/requirements and to assist in site selections. Additional responsibilities include administration of the electronic student/site placement and curriculum database program, PT CPI Web (clinical education evaluation tool), HIPAA, and Exxat or alternative platform.

Director of Clinical Education

The Director of Clinical Education (DCE) is a full-time, ranked faculty member who oversees the activities of the Clinical Education Team. The DCE serves as a liaison between the DPT Program, and clinical adjuncts. Assignment of clinical education tasks are negotiated with members of the clinical education team by the DCE. The DCE is responsible for encouraging

Serve as liaison with Legal and Compliance Counsel regarding clinical education legal issues.

Oversee and coordinate completion of annual Clinical Education Report.

Gather and organize assessment data provided by students, center coordinators, and clinical instructors for use by the DPT Curriculum Committee.

Provide feedback to the DPT Curriculum Committee regarding strengths and weaknesses of academic preparation based on clinical instructor feedback.

Maintain sufficient number and diversity of clinical affiliations for the successful completion of clinical experiences.

Lead the Clinical Education Team and provide oversight to all clinical education courses.

Review and update clinical education policies and procedures with the Clinical Education Team.

Coordinate information for students with temporary and/or permanent disabilities and arrange for appropriate clinical assignments based on approved accommodations

Oversee clinical assignments processes.

Approve remediation contracts for students failing clinical experiences in coordination with the Clinical Education Advisor and DPT Program Director.

Assign supervision of students requiring independent studies to members of the Clinical Education Team.

Review adequacy of clinical education requirements (i.e., criminal background checks, drug screens, HIPAA).

Provide feedback to clinical instructors concerning their effectiveness with clinical education activities.

Coordinates and participates in site visits for new and current clinical sites.

Promote a culture of inclusion and excellence and model the ULM DPT Workplace Commitment.

Perform other duties as requested by the Program Director and or Associate Program Director.

Administrative Staff of ULM DPT Program

Administrative Assistant - DPT Program

This Assistant Administrative (DPT Program) provides support to the Doctor of Physical Therapy Program while serving as a staff team member to support the overall functions of the Physical Therapy Program. This person is responsible for effective, timely customer service and communication with students, faculty, and staff through multiple means that support student needs and assist them in their progression through the program. The position provides staff support for assigned program committees, creates and updates cohorts for the National Physical Therapy Examination (NPTE) registration process, reviews and uploads all DPT course syllabi into Canvas, supports CAPTE accreditation data tracking, tracks all DPT students for program progression, complet

and crosscheck rosters for accuracy, tracks DPT student degree plans and lab releases,

preclude a physical therapist student from engaging in short-term specialized experiences (e.g., cardiac rehabilitation, sports medicine, wound care) under the supervision of other professionals, where permitted by law.

Anti-Discrimination, Harassment, and Retaliation

The University of Louisiana Monroe is committed to offering all employees, students and visitors, a campus environment free from all forms of harassment, discrimination, and retaliation. All members of the University community should be treated with dignity and fairness without being subjected to conduct which stifles productivity and hinders academic and professional involvement. For more information, see the ULM Antidiscrimination, Harassment and Retaliation Policy.

Faculty Hiring, Rank and Promotion, Sabbatical and Other Leaves, and Separation

The policies and procedures for faculty hiring, rank and promotion, sabbatical and other leaves, and separation are located in the ULM (Institution) Faculty Handbook [found here](#) and on the University of Louisiana Monroe Policies and Procedures webpage [here](#).

Hiring Process

Human Resources coordinates all faculty searches with the intent of providing as much flexibility to the individual program as possible as long as their recruitment is consistent with generally accepted management principles and legal guidelines. See the ULM Hiring Procedures for specific guidelines and a checklist. After the employment recommendation has been approved by the Dean, Vice President for Academic Affairs, and President, Human Resources will make the official offer to the selected candidate and handle all negotiations. Human Resources will be responsible for all onboarding of the candidate but will work with the program to schedule the check-in process on the first day of employment.

Faculty Orientation

All new faculty (ranked and adjunct) will have a formal orientation to the University. The specific content and timing of the orientation is different for ranked and adjunct faculty, reflecting the different nature of responsibilities of faculty types. All new core faculty are required to attend the mandatory University orientation, and also must complete a HIPAA general information session. The ranked and adjunct faculty orientation guidelines are provided to new faculty at time of start date. The process of orientation occurs throughout the first year of joining the faculty. Specific details for faculty orientation are available on the Human Resources website [here](#).

Faculty Evaluation

Faculty evaluation contributes to academic excellence and is an important part of the tenure and promotion process; it helps ensure that considerations of academic quality will be the basis for academic personnel decisions.

depends on faculty excellence in teaching, research, and service. To promote excellence, all members of the faculty should undergo evaluations to ensure that their academic performance is

commensurate with their rank and status, and that they remain accountable for their academic

Faculty evaluations include a self-evaluation, student evaluations, and an administrative evaluation. The policy also includes a provision for mandatory remediation, review after a period of remediation, and provision for review by faculty peers prior to dismissal. Areas of evaluation include teaching, research and scholarship, service, and university citizenship. Each school/department/program develops appropriate criteria for the four categories keeping in mind that standards and expectations may differ by discipline.

Faculty are required to complete all requested evaluations to be eligible for salary and/or merit raise adjustments.

Teaching: Supervisor's evaluations, student evaluations, and, in some academic areas, where applicable, faculty peer-review, contribute to the evaluation of teaching. Faculty should exhibit competence and diligence in the classroom, employ effective teaching strategies, and exhibit productive student interactions. Faculty should also adhere to University classroom and course policies, keep scheduled office hours, and participate in University-sponsored faculty development.

Research and Scholarship: Each school/department/program should develop annual research and scholarship expectations or guidelines for faculty as related to tenure and promotion. Examples are peer-reviewed publications/submissions, research and professional presentations, grant applications, creative works, and other discipline related activities such as reviewing, editing, curriculum development, and advanced clinical practice. These guidelines should also include service on graduate advisory or thesis/dissertation committees and mentoring new faculty.

Service: Faculty serve on University, college, school, or program committees and use appreciative advising to effectively mentor and advise students. Faculty may also participate in community service and discipline-related professional service.

University Citizenship: University citizenship includes participating in University-, college-, and school/department/program-sponsored events and recruiting activities, attending faculty meetings, following University policies, and exhibiting collegial demeanor, collaboration, and student rapport.

ULM DPT Program Specific Faculty Evaluation

In addition to the above evaluation criteria, ULM DPT Faculty will also be assessed on their abilities to withhold the programs core values which are Integrity, Inquisitiveness, Cultural Humility, Collaboration, Adaptability, and Accountability.

Ranked Faculty Responsibilities

Each faculty member is expected to be collegial, adhere to the ULM DPT Workplace Commitment, participate in shared governance at the Program, College, and/or University level, and be an engaged citizen of the University through par

Teaching is a major responsibility of the faculty, and this encompasses course development, organization, selection of assignments and preparation for class, assessment activities including testing, timely notification of student progress, and assistance for individual students. In addition to individual course preparation, the faculty participates in overall curriculum evaluation and revision according to changes and trends in the field of physical therapy, health care, and education.

The faculty also participates actively in student advising for the academic welfare and professional development of the students. This involves meeting(s), electronic and personal communication with advised students each semester.

Faculty are expected to be active in scholarly endeavors which contribute to the body of knowledge of physical therapist practice and/or education. The hallmark of scholarly activities is the process of peer review and dissemination.

Faculty participate in University and community service activities for the development of persons for and with others.

Faculty members are assigned committee duties necessary to maintain and improve Program operations and to achieve Program outcomes. Faculty members are expected to participate in ongoing program assessment and other functions as requested, such as student recruitment and admission. One aspect of program assessment that requires faculty and staff feedback is the evaluations of the ULM DPT leadership including the Program Director, Associate Program Director, and Director of Clinical Education.

Faculty members who are teaching clinical content in the curriculum are strongly encouraged to seek practice opportunities to maintain clinical competency and remain informed regarding contemporary physical therapist practice.

Faculty Workload

Ranked faculty members participate in teaching, student advising, scholarship, service, and as appropriate, clinical practice. As detailed in the ULM Faculty Manual, faculty workload for each individual ranked faculty is negotiated with the supervisor and approved by the Program Director. Faculty workload is described in terms of percentage effort in teaching, scholarship, service, and clinical practice. Faculty will be provided with a Faculty Workload Form in the spring of each year for the following academic year (fall, spring, summer). This form details teaching and committee assignments, administrative responsibilities (if appropriate), scholarship effort, and clinical practice effort.

System policy recognizes that typical workload expectations for faculty will include instruction, scholarship, and service commensurate with the mission of each institution. The only specific dictum is that a minimum of 24 semester credit hours, or equivalent, of undergraduate instruction be assigned each academic year. System policy anticipates exceptions and adjustments, such as higher minimums for faculty who are engaged in instructional activities only, and allowance of low accreditation requirements, nature of the subject taught, number of different preparations,

Assignment of Workload Expectations

Given that regularly assigned duties of all members of faculty will consist of teaching, scholarship and intellectual activities, and service each academic year, it is acknowledged that the distribution of effort among those three areas may vary **from faculty member to faculty member and from semester to semester**. Changes may occur for a variety of reasons.

However, the distribution of effort should always balance the scholarly and intellectual activities and service interests of individual faculty members with their responsibility to deliver academic programs of high quality and meet with **needs of the DPT program and the University**. This variation in the distribution of faculty effort is desirable because it allows optimization of faculty contributions to professional and institutional goals.

DPT program Adjustment of Workload Expectations

The ULM DPT program has provided the following guidelines to assist in adjusting faculty workload expectations:

1. A minimum of one peer-reviewed disseminated scholarship product is required for every 2 years of academic service.
 - a. The product must meet the requirements of CAPTE.
2. Clinical education faculty may be allowed additional adjustments based on student clinical needs.
3. An average of 2 hours a week must be spent on scholarship/service work per 5% allocation.

Workload allocations

Within 30 days of hire and during each annual review, faculty are expected to meet with the program director/associate program director to complete the faculty performance plan (FPP). The FPP requires faculty members to develop annual goals/objectives for the forthcoming academic year. Goals are to coincide with teaching, scholarship, and service workload percentage goals within the suggested apportionment, per the workload policy.

The faculty member and program director/associate program director are required to sign year.

Faculty are notified of their faculty workload, based on the ULM faculty workload policy, via written letter in the spring of each year for the following academic year (fall, spring, summer). This letter details teaching and service assignments, administrative responsibilities (if appropriate), scholarship workload, and clinical practice time. The Faculty Workload Policy can be found in **Appendix A [and here](#)**.

The teaching workload is calculated using contact hours rather than credit hours based on the amount of team-teaching and co-teaching that occurs within the Program. All faculty with

administrative duties have a reduction in teaching load based on the percentage of their workload that is committed to administration. This is communicated to the faculty members in the spring of each year using the Faculty Workload Notification Letter found in **Appendix B**.

Faculty Teaching Responsibility

Reflective of the University Mission, the program strives to engage students as they learn proficiently, think logically and critically, develop personal standards and values, and commit to social responsibility. We further encourage the development of the skills and abilities necessary for distinguished professional work, leadership, and contributions to the improvement and transformation of society. Teaching is a central activity of this development, engaging students in discovery and understanding of knowledge leading to service. Teaching assignments and workload are made based on faculty expertise, program needs, and discussion with each faculty member. Final decision of teaching assignments is made by the Program Director and/or Associate Program Director.

Faculty are expected to be knowledgeable of and act consistent with the program Curriculum Policies as outlined in the respective Student Handbooks and curricular plans. These policies include general curriculum requirements, curriculum outlines, curricular review, student progression policies, transferring or waiving of courses, and other policies.

Course Coordinator Responsibilities

The Course Coordinator is responsible for overall course design, planning, implementation, evaluation, and grading. The Course Coordinator oversees the integration of content, implementation of curricular threads, and the achievement of course objectives. Each program course has an assigned course coordinator, and this person is recognized as the instructor of record for that course. The responsibilities of the course coordinator include:

Develop course and session/unit objectives related to program-specific educational outcomes. In the DPT courses, these objectives also have to be related to the objective sets in the seven curricular threads:

- Professional Formation
- Pain Science
- Movement Science
- Clinical Reflection, Reasoning, and Judgment
- Evidence-Based or Informed Practice, Service, and Research
- Business Acumen
- Biomedical Humanities

Integrate curricular threads in all courses appropriate to the program.

Develop, communicate, and enforce course policies concerning, but not limited to, testing, assignments, grading, and attendance.

Plan course schedule including class sessions, lab sessions, assignments, written and physical therapy practical exams, skill checks, and other learning experiences.

Coordinate lecture and lab workload and schedule assignments with all ranked and adjunct faculty involved in course prior to submitting course syllabus.

Course Syllabus

All program courses must have a prepared course syllabus. Course syllabi are required to follow the relevant program course syllabus template.

Course Instructional Design

Faculty members are encouraged to consider issues of inclusivity in preparation of course materials. Teaching for inclusion involves implementation of inclusive pedagogies, universal design, and transparency in teaching.

Course Examination Preparation

Examination preparation is a challenging task for faculty members. Faculty members are encouraged to consult and collaborate with senior faculty members in examination preparation. In addition, general information about writing items for examinations is available from the National Board of Medical Examiners [website](#). For exams with forced choices, ExamSoft item analysis should be reviewed in determining the level of difficulty of questions and item discrimination.

Course Examination Policies

1. Refer to the respective program Student Handbook for details on program course examinations.
2. Individual assignments (e.g., written examinations, tests, and quizzes) shall constitute a minimum of 50% of the evaluative activities in a single course as outlined in the course syllabus.
3. Students are required to take all exams and quizzes at the scheduled time. The only exceptions to this policy include a medically documented illness, extenuating circumstances of an extraordinary nature, or to meet ADA requirements. In such cases, students are responsible for discussing the situation with the Program Director who will speak with faculty involved first before completing an exam change request form, inclusive of rationale for request. The Program Director will approve or deny an alternate test time. This decision will be forwarded to the faculty member and the test will be scheduled a
4. During testing sessions, students are expected to remain in the classroom until turning in their examination. Students are only allowed to leave the room if there is a medical or family emergency.
5. Students who are receiving test accommodations should take the examination on the same day and time as the students without accommodations, starting at the same time or an earlier time. This policy should only be accepted with the permission of the course coordinator and program director.
6. Physical therapy practical exams, if given in the course, shall constitute no more than 30% of a course grade.

l and the record of the hearing will be forwarded to the President of the University who will make a final determination for the institution.

Except in cases where termination occurs pursuant to financial exigency or program discontinuance, the faculty member who has exhausted due process procedures at the institutional level may petition the Board within 30 days when the institution is in session for a review and no official action will be taken by the institution until a final determination is made by the Board.

Complaints which Fall Outside the Realm of Due Process:

The public or any other stakeholder of the Doctor of Physical Therapy (DPT) Program has the right to file a complaint and receive due process. According to Commission on Accreditation in Phy

The collective core DPT faculty are responsible for the assurance that all students are safe and ready to progress to clinical education. The collective core DPT faculty conduct competency skills checks and physical therapy practical exams in all management courses as well as standard

4.

who are, at the same time, treating a student and teaching them in a DPT class. In such a case, referral to another practitioner either within the faculty practice or to an outside provider is the preferred course of action following an examination and intervention to decrease the acuity

CPR Certification

All ranked faculty who perform clinical services as a part of their position must maintain current BLS (Basic Life Support) for Healthcare Providers certification.

Professional Development (Continuing Education)

1. Ranked faculty members are encouraged to expand their knowledge and skills applicable to teaching, scholarship, or program operations through attendance at continuing education events. Faculty members should identify targeted areas of development in their annual faculty development process and look for continuing education offerings that match developmental needs. ULM DPT faculty who are licensed physical therapists must meet the Louisiana Physical Therapy Board Continuing Education requirements.
2. Each full-time ranked faculty member has a projected annual dollar allotment in the general operating expenses for continuing education/continuing competency which is association dues, or licensure renewals. While it is anticipated that these funds will be available to each faculty member for continuing education, the Program Director and/or Associate Program Director, College of Health Sciences, or Provost have the right to deny funds based on program, college, or university financial circumstances. Continuing education monies allotted by a grant cannot be denied by the Program Director and/or Associate Program Director or College of Health Sciences Dean in cases other than termination.
3. Expenditures which exceed financial responsibility of the faculty member unless pre-
Such requests may be approved depending on Program resources and benefit to the faculty member and Program.
4. Faculty members are responsible for arranging coverage for teaching or clinical responsibilities while attending continuing education events.

notify the Associate Program Director of their absence. Special meetings may be called by the Program Director or by written petition of one-third of the voting membership of the ranked faculty.

Presiding Officer: The Associate Program Director shall conduct and preside at Faculty Planning meetings. In the event of absence of the Associate Program Director, the Director of Clinical Education shall preside, or a faculty designate.

Notice & Agenda: Written notice of the meeting shall be distributed to the faculty electronically

procedures related to faculty annual leave may be described in the ULM Faculty Handbook found [here](#).

Faculty Attendance

Faculty members are expected to be present on campus as needed for all teaching, advising, service obligations and necessary collaborative activities between faculty. Faculty members are expected to have a minimum of four posted office hours weekly at times when students are not in class. Per the College of Health Sciences Faculty Practices and Procedures Manual, each faculty member must establish office hours to be available to meet student needs according to the policy of the academic unit. Established office hours and/or procedures for making appointments must be published.

Faculty members must be available to teach classes within a defined class schedule. Any changes to the class schedule after it are finalized need pre-approval of a

Working remotely from home or other locations is acceptable but should be used judiciously; faculty should be present on campus most days of the week. Attending meetings online should only be used in exceptional circumstances such as illness or a weather emergency. Being present on campus is important for availability to students and to peers. All remote work must be approved by the Program Director or Associate Program Director.

Annual

Procedures for the Use of Individuals in Demonstrations and Practice for Educational Purposes

When individuals are asked to volunteer for demonstrations and practice for educational purposes in on-site or off-site labs/lecture, the following procedures should be utilized:

- Complete the ULM DPT Program Participation Consent Form for all participants.
- Additional forms may be completed per off site facility requirements.
- An adequate number of faculty members will be present at all times in all lab/lecture situations to ensure safety of all participants while performing activities.
- The participant must be informed that they may ask questions at any time.
- The participant must be informed that they may refuse to participate in any specific lab activity and/or may discontinue their participation in lab/lecture at any time.
- ULM DPT Program Participation Consent Form will be kept by the course coordinator or faculty member for seven years.

Laboratory Incident Report

If a faculty member, a student, or a lab participant/volunteer has a medical emergency or is injured in a clinical laboratory or in the simulation laboratory, the following steps should be followed:

1. In the case of a life-threatening illness or injury (breathing emergency, cardiac emergency, severe bleeding) call 911.
2. University Police Department must be called (318-342-5350) immediately. The Accident Information Form should be completed found [here](#).
- 3.

Handling Program Complaints that Fall Outside Due Process

1. This policy for addressing program complaints excludes complaints for which there is an established University, College, or Program policy or procedure, including grade appeals, academic dismissal appeals, grievances, or allegations of harassment based on any characteristics protected by law. Such matters are covered in the ULM DPT Student Program Handbook and the University Student Handbook found [here](#).

5. If the complainant chooses, the complaint can be communicated informally by contacting the party(s) involved (e.g., course coordinator, faculty member, Program Director, Associate Program Director, Director of Clinical Education, staff member, student) to discuss the issue. In this case, there is no documentation of the complaint.
6. If the complainant prefers, a formal written complaint can be filed with the Program Director. Such a complaint must be communicated in writing and be signed. If the complaint is regarding the Program Director and/or Associate Program Director, that

No retaliation will occur by the program or university to any individual filing a complaint
faculty that staff the program.

Confidentiality of Records

Faculty personnel files are kept in a locked file cabinet in the Office of the Program Director. Faculty files include workload forms, faculty development forms, promotion in rank materials, curriculum vitae, copy of license (if applicable), and other personnel information. Based on ULM Human Resources Policy, personnel files are the property of ULM and access to the information they contain is restricted. Generally, only the individual employee, immediate supervisor and management personnel of ULM who have a legitimate business reason to review

On personal sites, if you identify yourself as an ULM faculty or staff member online, be clear the views expressed do not necessarily reflect those of the university. While faculty and staff certainly possess freedom of expression in their personal sites, it is imperative to always remember their association with ULM

Be thoughtful in your postings. If you would not say it at a conference or to a member of the media, do not post it online. Social Media Policy Page 3 of 3

Share positive news about your department. post favorably

Facebook site: [facebook.com/universitylouisianamonroe](https://www.facebook.com/universitylouisianamonroe) and the program site: <https://www.facebook.com/ULMDPT>

Be concise in posting. Facebook status updates should be brief and written in a conversational style.

Post fresh content 3 to 4 times a week, never exceeding twice a day. Research indicates fans can grow weary from over-posting.

Delete: solicitors trying to sell a product; hate speech; personal attacks; sexually explicit remarks and swearing.

Do not delete comments simply because they are negative. Instead, respond to those comments through an open and honest dialogue. If a Facebook administrator needs personal information to assist a student or friend of the university, encourage him or her to contact you offline.

University Policies

All program faculty are subject to all other employment policies and procedures of the University. If there is a conflict in the policies and procedures described in this handbook and University policies and procedures, University policies and procedures shall prevail.

University of Louisiana Monroe Policies and Procedures: <https://www.ulm.edu/facultyandstaff/>

V. DPT Admissions Policies and Procedures

The admissions process used to craft a cohort of DPT students each fall involves the coordinated work of the ULM Office of Admissions and the DPT Program staff and faculty. The Office of Admissions utilizes various promotional marketing communication channels when engaging with prospective students. These channels of communication include digital and print collateral, program fact sheets, graduate program matrices, and in person meetings both on and off campus. Designated admission counselors in the Office of Admissions are responsible for providing clear and accurate information to prospective students regarding ULM DPT Program, admission and graduation requirements, cost of attendance, student services, and student outcomes. Admissions counselors participate in both new hire and ongoing training regarding the details of the DPT Program.

The Office of Admissions conducts outreach and promotion of the Doctor of Physical Therapy program through attendance at various graduate college fairs and presentations to pre-health student groups at other institutions. Prospective students are provided the opportunity to attend

one of our scheduled campus visit dates offered in the spring and summer, as well as speak with a designated admissions counselor via phone or through a virtual webinar. Prospective students requesting to meet with faculty are provided with this opportunity based on scheduling and faculty availability.

Criteria for admission are as follows:

Completion of a baccalaureate degree prior to matriculation with a major in a field other than Physical Therapy from a regionally accredited institution of higher education. No academic major is given priority consideration during the selection process.

Completion of prerequisite course work** with a minimum grade - each prerequisite course preferred and a minimum cumulative grade point average of 3.0. Prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.

Demonstration of an undergraduate cumulative grade point average of 3.00 on a 4.00 scale preferred.

Demonstration of familiarity with the profession of physical therapy.

Evidence of potential for success in graduate education.

Evidence of potential for success as a professional in the field of physical therapy.

Additional consideration is given to applicants who complete any major or minor at ULM, have earned a graduate level degree, or have earned an undergraduate degree from the university.

** Prerequisite coursework must be completed prior to matriculation into the Physical Therapy Program. However, coursework may be in progress or planned at the time of application without it negatively impacting your application.

Human Anatomy with Lab	4 CR
Human Physiology with Lab	4 CR
Biology with Lab	8 CR
Advanced Biology with Lab	3 CR
Chemistry with Lab	8 CR
Physics with Lab	8 CR
Mathematics (college algebra or higher)	6 CR

Statistics

Public Speaking	3 CR
-----------------	------

*The statistics course can be either behavioral or experimental courses.

*Poetry or literature courses will not satisfy the Advanced English composition or technical writing course requirement.

*Human anatomy and physiology courses must be completed within five years of the application.

The pass-fail option is not accepted in required courses. In addition, grades of D or F are not accepted toward required courses. We recommend that prerequisites be taken within the last five years; however, we will consider all courses regardless of the amount of time since completion.

All applicants apply for admission to the Doctor of Physical Therapy (DPT) professional program through the Physical Therapist Centralized Application Service (PTCAS) [PTCAS c/o Liaison International, 311 Arsenal St., Suite 15, Watertown, MA 02471; www.ptcas.org].

Applicants must submit all required admission information as instructed by PTCAS and requested on the PTCAS application. This, in part, includes the following items:

- Official transcripts of all college-level course work

- Two letters of recommendation from persons well suited to evaluate qualification for graduate study and/or physical therapy. One recommendation must be completed by a licensed physical therapist and one recommendation must be completed by a college-level faculty or other approved evaluator listed on PTCAS website.

All applications are first reviewed by the DPT Admissions Committee. Well-qualified applicants who meet the admission criteria to the satisfaction of the Physical Therapy Program are invited for a personal interview between January and March of each year, based on their initial applicant rank. During this time applicants meet with DPT faculty and staff and other ULM faculty and staff either on-site or in person to interview.

The DPT program has a holistic admissions process where selection is made based on a number of factors including prerequisite GPA, cumulative GPA, personal statement, community service, healthcare experience, letters of recommendation, and interview.

Since the number of qualified applicants exceeds available slots (48), the committee selects a diverse and qualified candidate group from the interviewed applicant pool. Admission decisions are not based solely on final applicant rank. Historical admissions data is leveraged annually to optimize and manage the number of candidate interview invitations extended, as well as the number of initial admissions offers made. With a capped class of 48 each fall, measures are taken to only offer initial admission to the number of candidates expected to deposit, based on historical offer to deposit percentages. Should additional offers of admission be needed due to melt or the inability to achieve the initial deposit goal, well-qualified alternates on a designated alternate list are selected for admittance.

Admissions personnel are trained and monitored to ensure equitable admission procedures are applied consistently. All applicants who meet the minimum criteria for admission are given consideration for initial faculty interview selection and ranked based on prerequisite grade point average, cumulative grade point average, recommendation letters and completion of highly

recommended courses. Since the number of qualified applicants exceeds available interview slots, the highest ranked applicants are invited to interview.

Transfer credit from other health professions education programs including other DPT programs to the ULM DPT program will be considered for each individual student request. Courses under consideration for transfer must be graduate-level and must have been taken within the past three years in a ground-based format. A designated dean or faculty from the ULM DPT Program will evaluate the syllabus from each requested course for equivalency of course content and rigor.

Credit hours earned with g -
an accredited institution of higher education prior to admission to the ULM Physical Therapy Program may be transferred based on equivalency review. Credit hours are transferred, but quality points are not. The grade-point average of the student will be determined only by work done at ULM. A maximum of 12 semester hours of transfer credit will be accepted.

VI. Adjunct Faculty Policies and Procedures

Adjunct Faculty Evaluations

1. All adjunct faculty who teach at least 9 contact hours (3 labs) in any course is evaluated using the Adjunct Instructor Teaching Evaluation Form annually or at least one time per year. The Associate Program Director tracks adjunct participation and selects which course coordinator will do this evaluation with the adjunct each year. The designated course coordinator will then meet with the adjunct faculty member to review and discuss the coordinator and student assessments within the selected course. If necessary, the course coordinator will assist the adjunct faculty member in development activities to address any development needs.
2. All adjunct faculty who teach at least 9 contact hours (3 labs) in any class are also assessed by the students for teaching effectiveness. This allows students to provide a quantitative rating of effectiveness regarding teaching effectiveness and content expertise. The student evaluations are sent out by the Associate Program Director, results compiled and shared with the adjunct faculty member and the respective course coordinator.
3. The course coordinator should arrange a meeting with the adjunct faculty member to discuss the evaluations. The course coordinator should also forward a summary of the evaluation findings including areas of suggested improvement to the Associate Program Director.
4. Finally, the Associate Program Director is responsible for the adjunct faculty evaluation process, and adjunct files which must include an up-to-date CV, PT license, and transcripts of PT degree and most advanced degree.
5. All records will be reviewed and approved by the program director and filed in the respective adjunct faculty academic file and kept by the University administrative services office for future reference.
6. The adjunct faculty coordinator uses this information to determine eligibility for rehire and to evaluate trends and guide personal and group adjunct faculty development needs.

Background and Drug Screen Information

ULM DPT Program follows the College of Health Science student background check and drug screen testing policy which can be found at the following link:

<https://webservices.ulm.edu/policies/download-policy/791>

Parking

restricted hours parking areas are restricted to Faculty/Staff only. Faculty/Staff lots will be open for all parking for faculty/staff and students (with current ULM parking permit) after 4:30 p.m.

Resident Hall lots are reserved 24/7 for on-campus residents only. Residents are issued resident to 4:30 p.m. Monday through Thursday or 7:30 a.m. to 11:30 am on Fridays.) At all other times they ar

Vehicles parked in a manner creating a hazard, such as in fire zones, crosswalks, streets, or

Contact UPD on 318-342-

Filhiol Hall

Faculty Absence

An adjunct faculty member is expected to meet with their classes for instruction, examinations, and clinical and laboratory experiences, according to the course schedule and the University Calendar, except when prevented by illness, other unavoidable causes, or when absent on authorized travel.

An adjunct

possible so that appropriate course coverage can be assigned. Planned absences must be approved by the Program Director and/or Associate Program Director two weeks prior to the date. It is the responsibility of the Directors and the faculty member to ensure that arrangements are made for covering instructional and other activities during the period of absence.

Academic Integrity

Faculty and students must observe the ULM published policy on Academic Dishonesty.

Academic Honesty - Academic honesty is highly valued at each University of Louisiana at Monroe. A student must always submit work that represents his or her original words or ideas. If any words or ideas are used that do not represent the student's original words or ideas, the student must cite all relevant sources. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications whether copyrighted or not and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. At the online learning management system, all submissions to any public meeting or private mailbox fall within the scope of words and ideas that require citations, if used by someone other than the original author.

Academic dishonesty in an online learning environment could involve:

1. Having a tutor or friend complete a portion of your assignments
2. Having a reviewer make extensive revisions to an assignment
3. Copying work submitted by another student to an assignment
4. Using information from online or other information services without proper citation.

Experience and knowledge of how to access current best practice through use of evidenced based literature.

SKILLS:

- Able to use body parts, equipment, or special devices to work, move, guide or place objects or materials

KNOWLEDGE:

Knowledge of education and management theory and practice, and scientific inquiry as it applies to areas of expertise.

Knowledge of academic systems and standards.

Knowledge of health care environment, specialty areas and assigned course content.

ABILITIES:

Ability to apply critical thinking, problem-solving, creativity, organizational and group process skills consistently.

Demonstrate proficiency in conflict resolution.

Must be flexible and comfortable with ambiguity.

Must balance strong leadership qualities with being an effective team member.

Must balance strong conceptual skills with attention to detail.

Must be able to demonstrate strong time management skills.

Must be able to function well under conditions of high levels of intellectual and psychological stress.

PHYSICAL AND MENTAL:

- Lifting & Carrying: Occasional pushing and carrying of 40 pounds
- Pushing and Pulling: Occasional pushing and pulling of 30 pounds of force
- Body Positions: Standard office business, teaching and practice positions required
- Body Movements: Able to participate in presentations requiring standard facilitation movements.
- Hand Use: Able to use keyboard, overhead projector, fax, copier, telephone, PC and other standard office and teaching equipment.
- Sense of Touch: Required as necessary to utilize equipment.
- Hearing: Able to communicate effectively on the telephone, in meetings, classroom, one on one, and in group settings.
- Vision: Able to read/write documents and view PC screens.
- Mental: Mathematics: Able to add, subtract, multiply and divide. Able to perform and interpret basic statistics.
- Remembering: Able to recall theoretical, academic, factual, and conceptual data.
- Language Ability: Fluent in reading, writing, and speaking English; also, computer literate.
- Reasoning: Able to apply deductive, inductive, critical thinking and problem solving in the academic and clinical context.

WORKING CONDITIONS:

- Standard academic and classroom environment as well as fast-paced office environment. May require time spent in practice setting environments.

VII. Physical Therapy Program Committees

The Physical Therapy Program utilizes committee structures to accomplish long-term and short-term planning processes and procedures. The long-term structures are Ad Hoc Committees/Task Forces while the short-term structures are Ad Hoc Committees/Task Forces.

General Expectations

1. All faculty are expected to participate in shared governance through committee assignment. The number of committee assignments is based on workload considerations.
2. A committee authorized by the faculty of the program shall be empowered to act as the agent of the faculty in administering responsibilities delegated to them.
3. Faculty needs to be timely with ongoing committees and task force responsibilities that contribute to Program goals and objectives.
4. Each committee shall record minutes of its meetings including participation by individual members. Minutes should be saved on OneDrive for a written record of meetings.
5. Each committee should meet at minimum one time per semester.

Standing Committees

DPT Curriculum Committee

The DPT curriculum committee includes core faculty, an administrative coordinator/ assistant, and DPT student representatives for each class. The charges to the DPT curriculum committee include the following:

1. Review any faculty proposals regarding revisions/additions/deletions to existing courses in DPT curriculum and, when needed, bring recommendations to the ranked faculty for approval.
2. Review existing curriculum assessment plan for DPT curriculum and revise as needed.
3. Ensure that curriculum assessment plan is being followed and appropriate data collection and analysis is occurring.
4. Review, as needed, content-specific entry-level curricular recommendations from APTA BOD, councils, committees, Sections/Academies, or task forces.
5. Other tasks as assigned by the Program Director.

Admissions Committee

The admissions committee includes core faculty and an administrative coordinator/ assistant. The committee is responsible for recruitment and selection of students. The charges to the admissions committee include the following:

1. Coordinate with the Physical Therapist Centralized Application Service (PTCAS) website

Clinical Education Committee

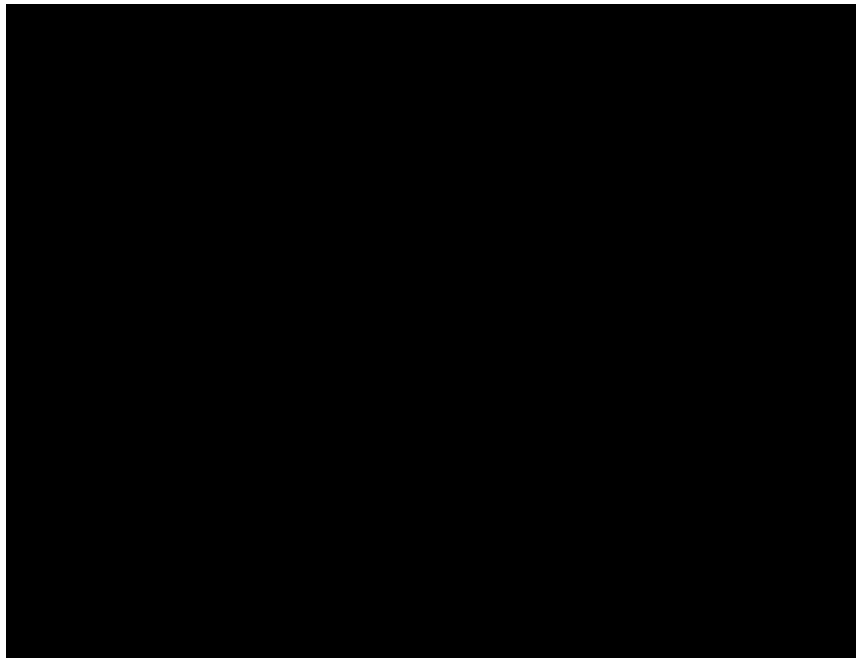
The clinical education team includes DCE, ADCE, Administrative Coordinator for clinical education and core faculty with student representatives for each class. The charges to the clinical education team include the following:

1. Coordinate and instruct clinical education courses.
2. Meet with individual clinical education advisors as needed.
3. Complete site visits by phone, virtual, or in person as deemed necessary.
4. Review and evaluate Clinical Performance Instrument (CPI) for clinical education advice.
5. Develop, as needed, remediation action plans for clinical education advisees.
6. Recruit new clinical education sites.
7. Monitor and develop existing clinical education sites.
8. Ensure valid contracts with all clinical education sites.
9. Implement clinical education faculty development program including, but not limited to, clinical instructor credentialing courses, site-specific continuing education.
10. Other tasks as assigned by the DCE.

Outcomes Committee

The outcomes committee includes core faculty and an administrative coordinator/assistant who will monitor, facilitate, and evaluate the process of outcome assessment for courses and student learning through faculty collaboration to provide meaningful assessment results and programmatic improvements. The charges to the outcomes committee include the following:

1. P



(APTA, Outcomes Assessment in Physical Therapy Education)

Program assessment is tracked using an Excel spreadsheet entitled [Program Assessment Matrix Charter Cohort.xlsx](#).

Strategic Planning

The ULM DPT Program Strategic Plan (hereafter referred to as the

pillars: student success, faculty and staff distinction and well-being, intellectual activity, and community engagement. The fifth pillar of athletic excellence was deemed not applicable to the DPT Program by core faculty but replaced with our own fifth pillar of curriculum strength.

The core faculty of the program created the Strategic Plan together during faculty meetings. The participation of each core faculty member has been and continues to be integral in the Strategic Plan as it guides the future development of the program. The Strategic Plan takes into account program assessment results, changes in higher education, the healthcare environment, and the nature of the physical therapy practice. The Strategic Plan can be found [here](#).

... faculty members.
... The workload policy is intended to provide a framework for the University's workload policy.
... The workload policy is intended to provide a framework for the University's workload policy.

workload policy recognize and respect the demands that activities place on faculty. Equitable
... Additionally, faculty workload should be in the best interest of the University to help support
... achievement of the University's mission and long-term strategic goals.

... is applicable to all full-time faculty.
... This Policy
... IV. D

II. Workload Policy
... and Service.

Teaching and Teaching-Related Activities
... demands of the different disciplines, this activity
... face-to-face classes, asynchronous online classes,
... the college, and the Provost.

...al journal publications, conference presentations, artistic creations and ... of scholarship, ex. tradition
... and to ... performances, etc.) for the different ranks will be defined through respective workload policy
... activities.

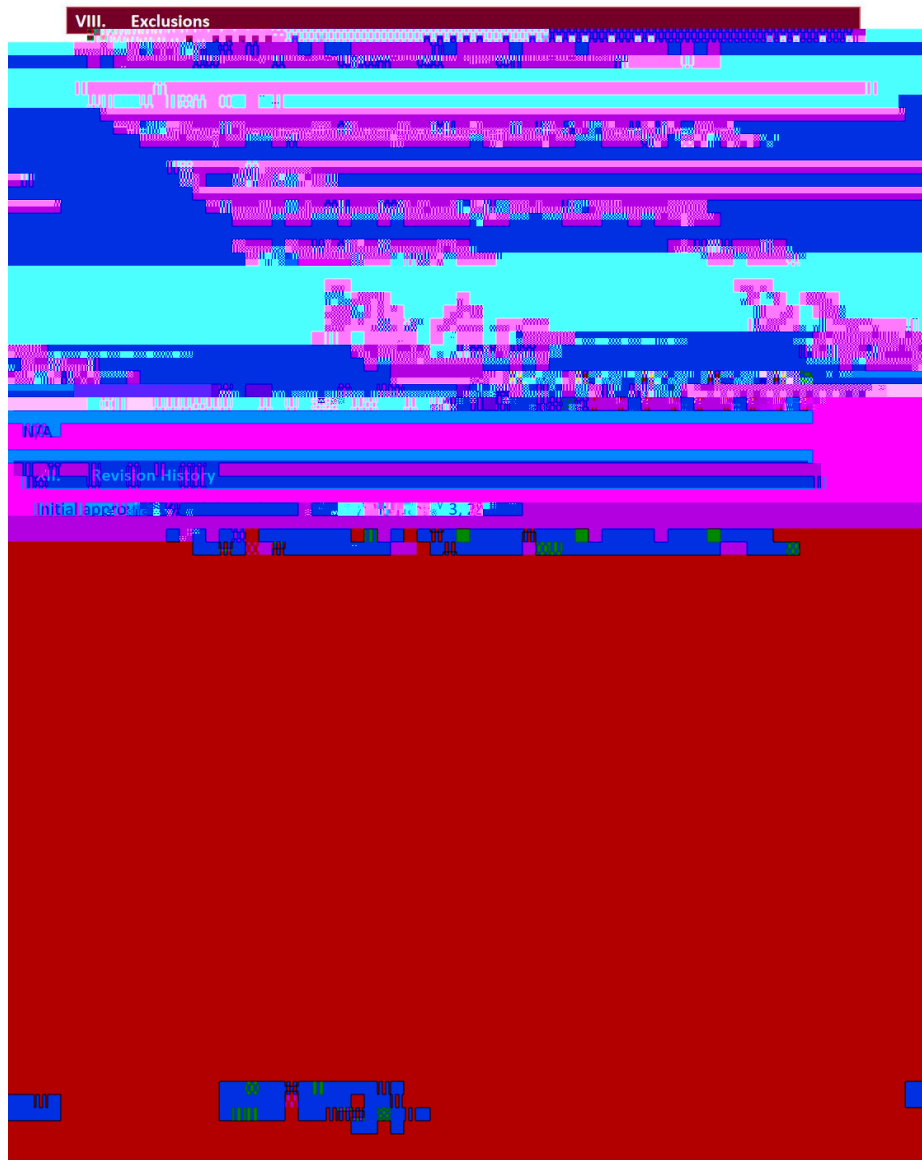
... provide a variety of valuable and impactful service activities both within and outside of the ... Service
... Faculty
... University
... towards service activities.

... member fulfillment of the workload requirements should be linked to the annual faculty evaluation
... and used in the processes of pre-tenure review, consideration for promotion and tenure, and post-
... with workload modifications that arise in ... Head. Unit-level policies should also account for ways to deal
... gathering input from the faculty on ... the course of an academic year. The Unit Head is responsible for
... the most appropriate level of workload for a particular activity.

... written justification submitted by the Unit Head to the Dean of the College for review and approval.

VI. Enforcement

VII. Policy Management



Appendix B: Faculty Workload Notification Letter



Faculty Workload Notification Letter

Dear [Name] [Title] [Name]:

As part of our ongoing commitment to excellence in our teaching workload, the [Department Name] has implemented a new workload model for the [Year] [Semester] [Term]. This model is designed to ensure that all faculty members have a fair and equitable workload that allows them to maintain high standards of teaching and scholarship. The new model includes a reduction in the number of classes taught per semester and an increase in the number of sections per class. This change is necessary to ensure that all students receive the highest quality of instruction and that all faculty members have the time and resources necessary to excel in their teaching and scholarship.

Teaching Load (Credits)	Teaching Materials	Classroom Management	Classroom Instruction	Classroom Evaluation

Teaching:

Course	Section	Days	Time	Room

College of Health Sciences, Physical Therapy

Service: (Describe Service Involvement, Community Service, Administrative, and/or Clinical Practice)

Dear [Name] [Title] [Name]:

Activity	Frequency	Location	Notes

#TAKEFLIGHT


Appendix C: ULM DPT Program Faculty



ULM DPT Program Faculty & Staff Handbook Attestation Form

I _____ attest that I have received and reviewed the ULM DPT program faculty & Staff handbook. I also confirm that I understand and agree to the expectations and responsibilities of my role as a faculty member or staff member in the ULM DPT program in which I will uphold to the best of my abilities. My signature below represents my full

Appendix D: Student Professional Development Portfolio



College of Health Sciences/Physical Therapy Program

STUDENT PROFESSIONAL DEVELOPMENT PORTFOLIO

Name: _____	Student ID: _____	Student Name: _____
Date: _____		ACTIVITY: _____
<u>ACTIVITY INFORMATION:</u>		<u>PRE-ACTIVITY:</u>
Points available: _____		CATEGORY: _____
OBJECTIVE: _____		GOAL/OBJECTIVE: _____
ACTION/PROCESS: _____		PLAN OF ACTION: _____
<u>POST-ACTIVITY INFORMATION:</u>		<u>POST-ACTIVITY:</u>
Description/Summary: _____		Activity Description: _____

Faculty/Advisor Comments on Activity:

PORTFOLIO PROGRESS:

_____ (Student Signature/Date)	_____ (Faculty/Advisor Signature/Date)
-----------------------------------	---

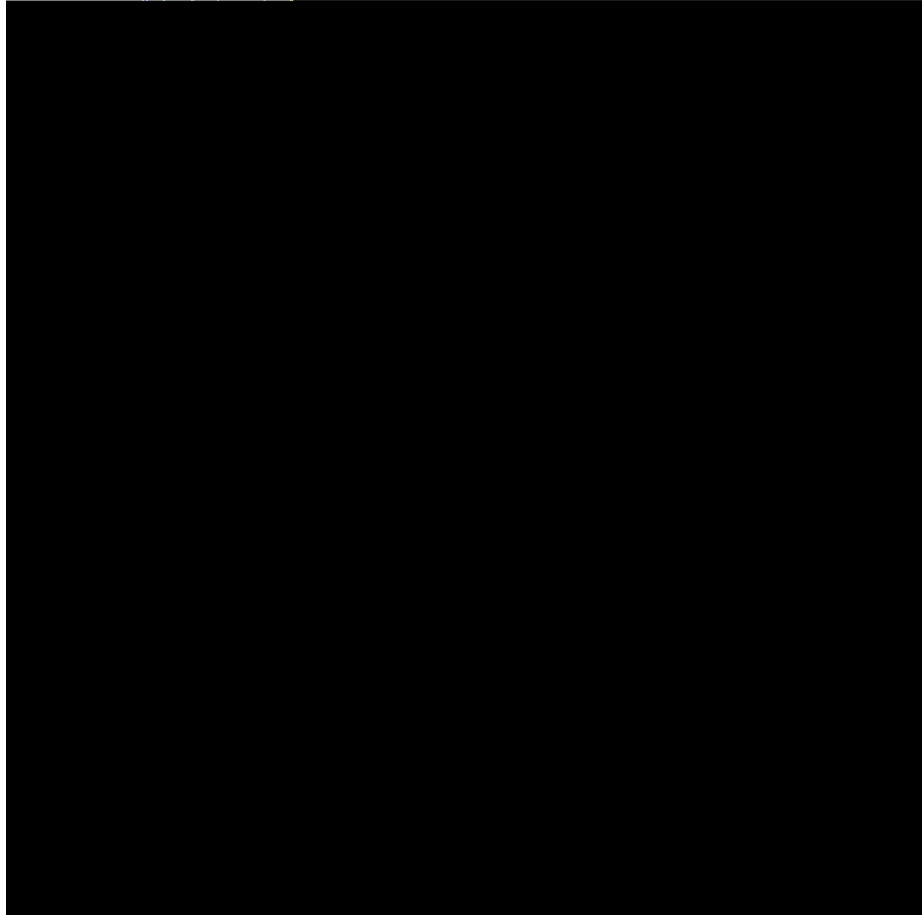
UNIVERSITY OF LOUISIANA AT LAFAYETTE

UNIVERSITY OF LOUISIANA AT LAFAYETTE

Appendix E: Individualized Professional Development Plan (IPDP)



PRE-ACTIVITY INFORMATION:



Appendix F: Acknowledgement of Course Remediation Process

