



# Physical Therapy

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## **ULM DPT Faculty and Staff Program Handbook 2023-2024**

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## **I. Program of Physical Therapy Workplace Commitment**

(Adopted from Regis University DPT Program)

As a member of the University of Louisiana Monroe (ULM) Doctor of Physical Therapy Program community, I commit myself to the following principles:

### **Be IN:**

**I commit to...**

- ◆ The mission of the University and the mission of our College and Program
- ◆ Fostering inclusiveness in our community
- ◆ Being punctual and present in our meetings
- ◆ Recognizing my biases and approaching decisions with an open mindset
- ◆ Trusting the intention of others

### **Be REAL:**

**I commit to...**

- ◆ Expressing gratitude daily
- ◆ Being honest and authentic in my relationships
- ◆ Treat others with dignity and respect as I wish to be treated
- ◆ Engaging in respectful dialogue and listening first to understand
- ◆ Being mindful of feelings of unease and calling in with compassion
- ◆ Accepting and giving constructive feedback graciously
- ◆ Being accountable for my actions and meeting established due dates
- ◆ Supporting each other, especially when others are experiencing challenges

- ◆ Being invested in the building up of others

## **Be BOLD:**

### **I commit to...**

- ◆ 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 supervision. Physical therapy is a dynamic profession with an established theoretical base and widespread clinical application in the preservation, development, and restoration of optimal physical function. Physical therapists help patients/clients to:

- Restore, maintain, and promote movement, functional capabilities, overall fitness, health, and optimal quality of life.
- Prevent the onset and progression of impairment, functional limitation, disability, or changes in physical function and health status resulting from injury, disease, or other causes.

### University Mission Statement:

The University of Louisiana at Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

### 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.

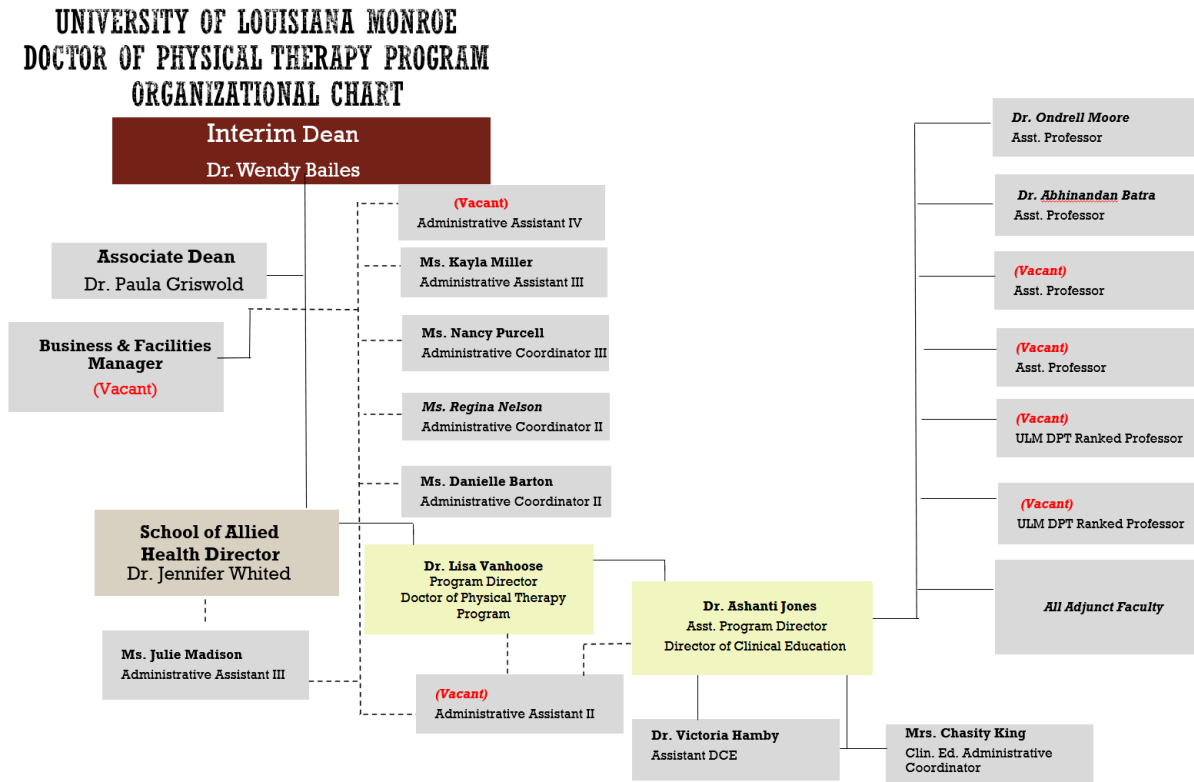
**Vision:** The ULM DPT program will be a model of excellence for workforce development and research addressing movement-related health disparities.

**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 meets all credentialing/accreditation standards and oversees the development, implementation and ongoing evaluation of curricular offerings that reflect the changing health care environment. The program director serves the University, College, and School, as well as the professional and lay communities as a representative of the University. The program director actively builds positive relationships and networks with the external community to further the goals and objectives of the School, College, and the University and is actively involved in the life of the University



### Major Duties and Responsibilities:

- Chief representative of the Physical Therapy Program.
- Uphold the mission, vision, values of ULM, College of Health Sciences and the Physical Therapy Program.
- Provide leadership and vision for all programs within the Physical Therapy Program and activities including teaching, scholarship, and community/professional service and clinical practice.
- Facilitate a climate of collegiality within the program.
- Recruit and retain a qualified, competent, and mission-centric faculty and staff.
- Guides strategic planning for the Physical Therapy Program.
- Ensure strategic goals are achieved within the program while securing adequate human, physical and fiscal resources to promote excellence in program offerings.
- Encourages strategic growth within the Physical Therapy Program consistent with strategic planning and supported by appropriate resources.
- Ensure that the academic and operational decisions of the program take into consideration strategic direction and priorities.
- Collaborate with the Office of Advancement in seeking and securing financial support from alumni and other external constituents.
- Ensure continuing quality assessment and improvement processes within the program.
- Provide direction in developing, implementing, and evaluating curriculum to meet the current and future needs of the discipline or profession and the guidelines of the Commission on Accreditation in Physical Therapy Education (CAPTE).
- Promote an interprofessional curriculum with other academic programs within the ULM College of Health Sciences.
- Serve as the fiscal administrator of the program under the supervision of the Dean.
- Collaborate with the Associate Program Director and other Directors to ensure that all program handbooks, and web sites are updated on a routine basis.
- Represent the interests of ULM, Physical Therapy Program and ULM College of Health Sciences to internal and external stakeholders.
- Serve on appropriate University, College, and Program committees.
- Role model faculty expectations of teaching, scholarship, community/professional service, and clinical practice.
- Delegate student, curricular, staff supervision and select faculty and budgetary oversight to support and promote the personal and program success of directors and coordinators.
- Supervise and evaluate administrative faculty annually.
- Supervise and annually evaluate Administrative Assistant.
- Oversee faculty development and evaluation efforts across the program.
- Appoint committees and task forces as appropriate to address Physical Therapy Program issues.
- Promote a safe and respectful academic environment for faculty, staff, and students.
- Serve as authority in academic and personal conflict processes.

- Accept duties as assigned by the ULM College of Health Sciences Dean or University Provost.

#### Associate Program Director

The Associate Program Director is a full-time, ranked faculty member who, with the Program Director, provides leadership and infrastructure support that contributes to the advancement of the program. Reporting directly to the Physical Therapy Program Director, the Associate Program Director is an integral part of the program leadership team, working collaboratively with the Program Director and Directors. The Associate Program Director supports program initiatives, oversees faculty development, coordinates adjunct faculty assignments, coordinates alumni and marketing efforts, and accepts projects as assigned. The person is accountable for building effective and collegial relationships within the program with disciplines in the College and University, and with clinical and academic partners in the community.

#### Major Duties and Responsibilities:

- Uphold the mission, vision and values of ULM, the College of Health Sciences, and the Physical Therapy Program in all actions of this role.
- Provide support to the Program Director on program initiatives that may take the form of new program or program expansion needs assessments and development; collective faculty development efforts, strategic planning and tracking, or other special projects as assigned.
- Lead efforts to support the development and participation of an active and engaged alumni association that supports the life and future direction of the program.
- Coordinate and oversee faculty clinical practice.
- Collaborate with the program director and other Directors to ensure that all handbooks and web sites are updated on a routine basis.
- Oversee the faculty policies and procedures.
- In collaboration with the Dean's Office Administrative Coordinator, oversee the scheduling and payment of adjunct faculty.
- Provide administrative oversight of the faculty clinic practice in support of the Director of Clinical Education.
- Assist the Program Director and Directors with accreditation reports and visits across all programs.
- Engage in activities that support interprofessional activities across the College and University.
- Represent the Physical Therapy Program office to internal and external stakeholders and serve as the acting Physical Therapy Program Director in the absence of the Program Director.
- Assist the Academic Success Committee (ASC) Chair with students' academic success.
- Mentor faculty and promote their development.
- Supervise and annually evaluate assigned program faculty and staff.
- Participate in program budget planning.
- Advise students as appropriate.

- 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 communication between all Clinical Education Team members with regard to all aspects of clinical education.

#### Position Responsibilities

- Teach, engage in scholarly activities, serve on College and University committees, provide service.
- Support the mission of the University, College, and Program.
- Serve as the Chair of the Clinical Education Advisory Board.

- 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, completes forms required for graduates' state licensure, registers all DPT students

and crosscheck rosters for accuracy, tracks DPT student degree plans and lab releases, coordinates and assists with meetings and events, including new student orientation and provides back-up to other staff positions. Confidentiality is required in all aspects of this position.

#### Administrative Assistant - Lab Coordinator/Social Media/Clinical Education

This Administrative Assistant (Lab Coordinator/Clinical Education) has primary responsibilities related to oversight of the program laboratory rooms and the associated laboratory equipment. This position will manage the programs' social media accounts including Facebook, Twitter, and Instagram, and will work closely with the student class social media representatives and the program director's office in this task. This person will provide support for the Clinical Education Administrative Coordinator in database management and clinical education communication.

#### Administrative Analyst

The Administrative Analyst is responsible for tracking learner progress across the domains. Any learners performing below the expected performance level for that course will be reported to the faculty mentor-coach Program Director, and the Director of Clinical Education.

### **IV. Faculty Definitions, Rights and Responsibilities**

#### Ranked Faculty

Ranked faculty are those faculty members whose employment is pursuant to an annual employment contract and hold the titles of instructor, assistant professor, associate professor, and professor. The ranked faculty as a whole have the responsibility and authority to establish academic standards and to design, implement, evaluate, and revise the curriculum under the direction of the Program Director and/or Associate Program Director. Members of the ranked faculty typically have full-time appointments. The ranked faculty include physical therapists and others with expertise to meet specific curricular needs of the DPT Program.

#### Adjunct Faculty

Adjunct faculty (also known as associated faculty by CAPTE) include those persons who teach one or more of the courses in the DPT Program but do not hold a ranked faculty appointment within the program. The adjunct faculty may be licensed and practicing clinicians, faculty members from other units within the university, faculty members from other universities, or persons with expertise not represented within the ranked faculty. Their responsibilities may include classroom and laboratory teaching, tutorial facilitator, physical therapy practical exam/skill check participant, evaluator, or grading.

#### Clinical Education Faculty

Clinical education faculty are those individuals engaged in providing the clinical education components of the curriculum. These faculty members include the Site Coordinators of Clinical Education (SCCEs) and Clinical Instructors (CIs). While ULM does not employ these individuals, the SCCEs and CIs do agree to certain responsibilities and standards of behavior through executed contracts between the University and the clinical education site. The primary CI for physical therapist students must be a licensed physical therapist; however, this does not

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.

ULM follows the University of Louisiana System policy which states, “a reputable university 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 performance to the university and larger community.”

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 participation in the functional and ceremonial life of the institution.

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 lower instructional assignments for scholarly activities and other factors such as 'special accreditation requirements, nature of the subject taught, number of different preparations,



number of students taught, level of course (undergraduate, graduate, or mix) other special assignments, etc.”

Additionally, due to the diversity of programs at ULM, developing a workload policy that fits every situation is challenging, thus faculty workload should be defined at the unit level and approved by the Dean and Vice President for Academic Affairs. Recognizing and respecting the demands that activities place on a faculty member’s time, however, a fair and equitable faculty workload policy (ULM Faculty Workload Policy) was developed following these guiding principles:

- a. The educational needs of students and the achievement of the University mission statement must be a priority.
- b. A workload policy must provide a systematic, yet flexible method of determining tangible faculty work effort and provide support to unit heads in the faculty evaluation process.
- c. The workload policy ensures that no single faculty member experiences greater workload burden without recognition of that greater burden and justification for the same.
- d. The workload policy provides guidelines for a fair and equitable assignment of workload for all faculty members.
- e. The workload policy provides a consistent means of reporting faculty workload which is closely tied to faculty development and evaluation.

The criteria for faculty workload encompass three areas: teaching and teaching related activities, intellectual and scholarly activities, and service activities. Definitions and examples can be found in the Faculty Workload Policy.

### **ULM DPT Workload Criteria**

The ULM DPT program will follow the policy and procedure guidelines found in the University of Louisiana Monroe Faculty Workload Policy, Policy # AA003.1 with the following addendums made to the sections listed below.

#### **1. Teaching and Teaching-Related Activities**

- a. Each tenured or tenure track faculty member is expected to have a **minimum** of 12 hours of student instructional contact hours (synchronous or asynchronous learning activity, lectures, presentations, team-based learning, or examinations) each fall/spring semester **and 6 hours of student instructional contact hours each summer semester (for 12-month faculty only)** (24 per year for 9-month employees and **30 per year for 12-month employees**). Including teaching-related activities, this equates to a **minimum** of 24 hours per week each semester.
- b. Each instructor/non-tenure track faculty member is expected to have a **minimum** of 15 student contact hours each semester (30 per year). Including teaching-related activities, this equates to 30 hours per week.

For every one hour of class work **such as synchronous or asynchronous learning activities, lectures, presentations, team-based learning, or examinations** faculty members are allotted 1 hour of credit to allow time for course preparation, grading, advising, and meeting with students.

**2. Intellectual and Scholarly Activities**

All university faculty are considered academic scholars and are thus expected to pursue some form of intellectual or scholarly activity. This could include traditional journal publications, conference presentations, paper and poster presentations, **the pursuit of an advanced degree**, and the many other forms of intellectual activities. **All DPT program core faculty must produce a minimum of one peer-reviewed disseminated scholarship product every 2 years of academic service. New faculty (less than five years as a core faculty) must provide evidence of a scholarship agenda that meets CAPTE’s expectations and one accomplishment within the first three years as a core faculty member.** Generally, all faculty are expected to dedicate a minimum of 5% of their time (equating to 2 hours per week) towards intellectual and scholarly activities.

**3. Service Activities**

Faculty provide a variety of valuable and impactful service activities both within and outside of the University. To support faculty governance, student organizations, policy development and many other external forms of service, all faculty members are expected to perform some level of service. Included in this category is professional, university, and community service as it relates to one’s position at ULM. At a minimum, each faculty member should dedicate a minimum of 5% of their time (equating to 2 hours per week) towards service activities.

**Workload Suggestions**

<b>Faculty Type:</b>	<b>Teaching:</b>	<b>Scholarship:</b>	<b>Service:</b>
Non-tenure track/Instructors	75-80%	5-20%	5-20%
Tenure track/ Tenured	60-75%	5-20%	5-20%

In accordance with the University of Louisiana (UL) system policy, exceptions and adjustments such as higher minimums for faculty who are engaged in instructional activities only, and allowance of lower instructional assignments for scholarly activities and other factors such as “special accreditation requirements, nature of the subject taught, etc, are anticipated. These adjustments must be approved by the DPT program director and Dean of the College.

### **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 and date the form to be used to inform the faculty member's annual review the following 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.

- Review semester schedule with the respective program director and the ULM DPT Administrative Assistant and identify adequacy of course teaching hours (lab and classroom), test and Competency Skills Check dates.
- Collaborate with all semester course coordinators to propose a student schedule to the Administrative Assistant. Select textbooks and other required learning resources according to the textbook adoption policy found [here](#).
- Communicate all course session, lab and exam schedule changes to Administrative Assistant and Associate Program Director.
- Prepare course syllabus and submit to a designated person on or before the established deadline. Course syllabi are required to follow the Program course syllabus template.
- Identify space and equipment needs for the course and make proper arrangements prior to the start date for the course.
- Identify adjunct faculty needs for the course including lab instructors, graders, lecturers, tutorial facilitators, and communicate those needs to the Program Director.
- Establish Canvas course site and upload, at minimum, course schedule and course syllabus. Faculty are highly encouraged to keep grades on Canvas so students can track their progress, but a back-up of grades on faculty computers is recommended.
- Call and preside over course planning meetings with involved ranked and adjunct faculty.
- Provide oversight of and communication with other faculty involved in the course (ranked and adjunct) regarding specific course assignments.
- Serve as a ranked faculty liaison with adjunct faculty involved in course and ensure evaluations of the faculty on a periodic basis.
- Review and provide guidance for appropriate content for exams and consistency of evaluations.
- Oversee use of Canvas in exam, assignment, lab practical, or skills check grading including development of grading rubrics, and review of test item analysis.
- Maintain a record of grades for individual students. Copies of student exams should be kept on file for at least one year from conclusion of course.
- Submit final grades per University deadlines.
- Meet with students identified by the Self-Development, Counseling, & Special Accommodations Center as requiring accommodation and discuss specific course accommodation arrangements.
- Communicate with students in a timely fashion regarding course issues & course grades.
- Meet with students regarding course issues as needed or requested.
- Serve as the first level of appeal for students who dispute final course grades.
- Communicate student progression and professional behavior concerns with student academic mentor-coach and Program Director.
- Conduct course evaluation and faculty evaluations for involved ranked and adjunct faculty.

## 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 at the faculty member's convenience.
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.

### Grading System Policy:

Students are required to pass comprehensive written midterm and final examinations with a C (70%) or better. A single, comprehensive written exam covering the material from the failed exam will be administered within a week after the first attempt. If the student fails the second attempt, they will be referred to the Academic Success Committee. If the final course grade is collectively 70% or greater but includes a grade of less than 70% on the midterm, final, or practical exam, the material from the failed exam(s) must be remediated to pass the course.

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. Exceptions may be made with Program Director approval. Questions regarding concepts pertaining to the exam should be directed towards the appropriate instructor.

### Due Process:

According to the ULM Faculty Handbook, in the event that concerns are expressed about the competency and effectiveness of a tenured faculty member, the President of the University will appoint an ad-hoc committee of at least three tenured faculty members who will hear charges brought against a faculty member for termination of contract, discharge, or demotion in academic rank. The principles of due process will be applied in such matters:

- The administrator bringing charges against the faculty member must notify that individual and the chair of the committee of those charges in writing at least five days prior to the hearing before the committee. Information about the policies alleged to have been violated will be included in the document.
- The faculty member being charged will be provided access to all evidence that will be used to determine if the allegations are correct. Similarly, the administrator bringing charges against the faculty member will be provided access to all evidence used in the faculty member's defense. In both cases, this access must occur prior to the hearing and give sufficient time for preparation.
- The hearing before the ad-hoc committee is not a court of law but will be conducted in a professional manner and include a record of proceedings.
- All materials used during the hearing will be provided to each committee member prior to its meeting time.
- Each side will be provided the opportunity to present information supporting its claims and refuting those of the other side. Witnesses may be called to testify for this purpose. An opportunity to cross-exam each witness will be provided. Likewise, committee members will be provided an opportunity to question witnesses.
- Committee members will consider all information provided to them during the hearing and will determine if they believe that substantial and credible evidence supports the charges.

- The committee’s findings and recommendations along with all presented material 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 Physical Therapy Education (CAPTE) standards, this is referred to as a “complaint which falls outside the realm of due process.” The DPT Program and the College of Health Sciences encourage any individual who is unhappy with their experience or encounter with any student, faculty, or staff member of the DPT Program to file a written complaint. The school takes all program-related complaints seriously and will act upon any complaint in an expedient manner. Once a complaint has been made, the Program Director will gather information and address the complaint. Any complaint and documentation associated with the resolution of “complaints which fall outside the realm of due process” will be kept on file in the DPT Program’s Director’s files for a period of 5 years. The formal policy and procedures are outlined in the DPT Program Faculty and Staff Handbook. Complaints by students, faculty, or staff as part of the normal operation of the DPT Program will follow individual and respective policies and procedures outlined in the Student or Faculty Handbook and according to Human Resources policies.

“Complaints which Fall Outside the Realm of Due Process” should be addressed to:

Program Director  
 College of Health Sciences, Physical Therapy Program  
 University of Louisiana Monroe  
 700 University Avenue, Walker Hall 164  
 Monroe, LA 71209

Procedures for handling a “Complaint which Falls Outside the Realm of Due Process”:

1. When possible, the DPT Program Chair will discuss the complaint directly with the party or parties involved within 14 business days. If at all possible, the matter will be reconciled at this point. If needed, DPT Program Chair will meet with all parties separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter from the DPT Program Chair acknowledging the resolution of the complaint will be filed and a copy sent to the complainant.



2. If dissatisfied with the action or decision made by the DPT Program Director, or if the complaint is against the DPT Program Director, the involved party may submit a written complaint or appeal to the Dean of the College of Health Sciences. A letter outlining the resolution by the Dean shall be filed with the complaint in the DPT Program Chair's office for a period of 5 years.

Dean, College of Health Sciences  
University of Louisiana Monroe  
700 University Avenue, Hanna Hall 241  
Monroe, LA 71209

3. If the complainant believes that additional review is necessary, then the last line of complaint is with the Vice-President for Academic Affairs.

4. Outside of the institution, a complaint can also be filed with the physical therapy accrediting body: Commission on Accreditation in Physical Therapy Education, American Physical Therapy Association, 1111 N. Fairfax Street, Alexandria VA. 22314.

### Course Evaluation

Courses and faculty will be evaluated by students using the Canvas system. Course and faculty evaluation data are integral to faculty development and to course and curricular development. The Program Director and/or Associate Program Director, faculty assigned to a course will have access to course and faculty evaluation data. Three data sources are recommended for a comprehensive course evaluation:

- Course coordinator self-evaluation
- Student evaluations
- Peer faculty review

### Course Scheduling:

Fall, spring, and summer schedules for the ULM DPT program will be developed by the program directors/coordinators with assistance from the assigned staff person. These schedules are developed with consideration given to faculty input/requests, holidays, meetings/conferences, classroom availability, and special events for each academic semester.

Schedule development begins one year prior to the beginning of the designated semester, in accordance with ULM policy. Faculty will contact Administrative Assistant for needs of classroom assignment. Administrative Assistant will then communicate with Registrar's Office for final classroom assignment.

### DPT Faculty: Determining Readiness for Clinical Education

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 written exams. Grading rubrics for competency skill checks and physical therapy practical exams include a pass/fail safety item. All students must demonstrate proficiency and safety in all psychomotor skills and physical therapy practical exam behaviors prior to participating in clinical experiences: Professional Education I, II, III and IV. Additionally, all students must be in good standing academically and professionally and have completed all prerequisite coursework in the curriculum before clinical experiences. Any core DPT faculty can raise concerns about a student's readiness for clinical education. As a regular agenda item in program meetings, the DCE reports on clinical education and consistently asks for faculty feedback or concerns about DPT students. If a student is determined by the core DPT faculty to be unsafe or not ready for clinical education, the student will not be allowed to begin their clinical experience. In this case, an Action Plan will be developed to identify the steps to be completed before beginning the clinical experience. The Action Plan will be written and approved by the academic mentor-coaches, the clinical education advisor, Director of Clinical Education, and the Program Director. The student retains the right to appeal a decision to disallow beginning a clinical experience to the Program Director.

#### DPT Faculty: Determining Skills Necessary for Clinical Education

The core DPT faculty are responsible for identifying and assessing the skills that are required for a student to progress to their clinical education experience. This set of skills is reviewed at minimum every two years. Refer to Competency Skills and Physical therapy practical exam Components chart located on the Core Competencies of a Physical Therapist Resident [manual](#).

#### Course Book Lists and Orders Book Lists

1. A DPT curriculum booklist will be updated annually by the DPT Administrative Assistant.
2. The list will be based on texts identified as required and recommended from the course adoption form for the preceding academic year.
3. Once the list is updated, the DPT administrative assistant will post the current booklist on the ULM DPT Canvas page.
4. One month prior to the beginning of each semester, the booklist will be sent to each cohort of students.

#### Book Orders

1. Approximately three months before the start of a new semester, a bookstore staff member will provide order forms indicating the book order based on the previous year's requirements.
2. The designated Administrative Assistant (AA) will check that all courses and sections are included in the order forms. If a course is missing, the AA will obtain the missing order forms from the bookstore.
3. The AA inserts the names of the course coordinator on each course form.

4. The AA places the order forms in the corresponding faculty's mailbox with an attached memo stating that they need to review/edit the books, sign, and date the form, and return to the AA.
5. The AA will email the course coordinators and inform them that the forms are in their mailboxes and will send reminders to the faculty that the book orders are due until they are all received.
6. The AA reviews the forms for accuracy and ensures that all the information is complete and correct (publisher, author, title, edition number and whether it is required or suggested).
7. The AA scans a copy of the completed forms.
8. The AA sends the forms to the bookstore.

### Faculty Mentor-Coach Roles

#### Academic Mentoring & Coaching Entry-Level DPT Program

Prior to the annual matriculation of a new cohort of Entry-Level DPT students, the Program Director's office assigns students to individual faculty for mentoring and coaching for the duration of the program. It is the responsibility of the faculty mentor-coach (MC) to:

1. Review DPT Degree Plan during the final week of the program, at which time both the student and the faculty review and sign the form to indicate that all requirements of the degree have been satisfactorily met. The form is returned to the Administrative Assistant as an electronic document and maintains the student records.
2. Meet with students at a minimum of one time per semester. The content of these meetings may include review of professional behaviors, grades, successful academic progression or other topics as recommended by the Program Director.
3. Monitor student progression throughout the duration of the program. Faculty members are responsible for being knowledgeable regarding the policies and procedures concerning academic eligibility. MCs should be aware of patterns of poor performance by a student's individual test grades, overall course grades, or changes in academic performance and communicate concerns to the Program Director.
4. Serve as a student advocate as appropriate.
5. Support student professional growth and development.
6. Assist the development of new academic strategies and/or resources to improve academic achievement where appropriate.
7. Document advised meetings in the student electronic file in a timely manner.

### Policy on Providing Physical Therapy Services to Students

Promoting mental and physical health is of the utmost importance to the ULM DPT community. Students should seek help promptly for any health condition that arises during enrollment. Because the State of Louisiana statute licensing physical therapists allows individuals to directly access a physical therapist, students may turn to ULM DPT faculty members for their care. Faculty are encouraged to refer the student to the appropriate practitioner at the on-campus student health clinic. However, ongoing intervention for subacute, chronic, or relapsing conditions has the potential to present a conflict for faculty

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 of the condition.

### Policy on Providing Physical Therapy Services to Peer Faculty & Staff

Providing pro bono ongoing intervention for a faculty or staff colleague's acute, subacute, chronic, or relapsing condition is not permitted as there is no medical record of such patient encounters and this may create inconsistencies among faculty and staff regarding free versus billed physical therapy care. Faculty or staff members requiring ongoing physical therapist services should be referred to another physical therapy clinic of choice. Faculty and staff utilizing the services of a peer faculty physical therapist will have charges submitted to their insurance company and be responsible for any cost-sharing (copays/deductibles) that is required.

### Faculty Self-Assessment/Evaluation and Professional Development Plan

The purpose of the Faculty Self-Assessment and Professional Development Plan is to develop a roadmap for faculty professional activity and growth. This plan serves to structure a dialogue between faculty members and administrators that supports continued faculty growth within the framework of program, College, and University goals. Faculty members design a process of professional development that includes goals and plans to evaluate progress towards the goals. This plan develops from a process of self-assessment through the reflections of the faculty members and dialogue with their assigned supervisor. Using this collaborative approach, faculty members are guided to set professional goals, review progress towards goals and identify resources that are needed to achieve these goals. The process is designed to facilitate the development of faculty to prepare them for promotion. The Faculty Self-Assessment and Professional Development Plan includes assessment of teaching, service, scholarship, and personal development and the formation of a development plan. This process provides a structured method to support the growth of faculty, identify department needs, and support the mission of ULM. College, School, and Program administrators mentor faculty so that the faculty can meet promotion or other professional goals, and to ensure that the faculty goals are congruent with the goals and mission of the University and Program.

Each faculty member is required to complete the Faculty Self-Assessment and Professional Development Plan form annually at the time of annual review. An annual meeting between faculty and Program Director is scheduled to review the form and discuss past and future goals. Faculty should review student evaluations of teaching, peer evaluations of teaching, scholarship productivity, and service activities in preparation of this document. Faculty members are required to submit their completed form a minimum of 2 working days before the scheduled meeting. The discussion should include the resources needed to accomplish the goals. The administrators will use these discussions to identify areas where faculty development support is needed.

### 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 communicated to them by the Dean's Office. These funds cannot be used for professional 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 the faculty member's continuing education allotment are the financial responsibility of the faculty member unless pre-approved by the Dean's Office. 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.

### Continuing Education Travel, Lodging, and Food

1. The Program will cover travel, lodging and food (based on per diem) provided the total cost of the course registration, travel (ground transportation, airfare, parking), lodging, and food falls within the annual continuing education allotment. Any expenses incurred above and beyond the annual allotment are the responsibility of the individual faculty member unless pre-arranged with and approved by the Dean's Office.
2. Requests for reimbursement for lodging and food expenses must be turned in to the ULM Administrative Coordinator within 2 weeks of the trip. Expenses without a receipt are not reimbursable.
3. Faculty must adhere to the Travel Policies and Procedures established by ULM.

### All-Program Meetings

Frequency: The program ranked faculty shall meet at least once per month, unless the Program Director makes the decision that a meeting is not needed because of a lack of agenda items. All ranked faculty are expected to be in attendance. Faculty members who cannot attend should

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 at least two days in advance of such meetings. The agenda for the meeting shall be prepared by the Associate Program Director in consultation with the Program Director. A call for agenda items will be made in the week prior to the meeting.

**Order of Business:** The order of business for Program faculty meetings shall be as follows:

1. Call to order
2. Approval of minutes of previous meeting
3. Standing Agenda items
  - a. Committee Reports
  - b. Budget
  - c. Clinical Education Update
  - d. Important Dates
4. New Business
5. Adjournment

**Voting & Quorum:** All ranked faculty members have voting privileges and will be considered in determining a quorum. Office, research, and clinical staff and associated faculty members do not have voting privileges but are welcome to attend and contribute to discussion at All-program meetings. A simple majority of voting membership of the program ranked faculty not on leave or sabbatical shall constitute a quorum.

**Minutes:** Minutes for ALL program meetings are taken by an assigned staff member and saved electronically on a protected network drive. The minutes are the official record of the meeting and any faculty member absent at a meeting is responsible for all information contained in the minutes. A draft of meeting minutes is provided to the ranked faculty before the next meeting for any necessary edits and then is approved at the first subsequent All-program meeting.

### Time Reporting

Time reporting is completed through the Banner system. Faculty are responsible for tracking all exception time through this system including annual leave, sick leave, holiday pay, and leave without pay.

### Faculty Annual Leave/Attendance Policy

Professional and personal annual leave or “time off” is an essential component of academic life, necessary to ensure well-rounded and creative faculty. Since there is considerable time external to academic semesters throughout the year, extended annual leave is encouraged to be taken during times that do not conflict with faculty contract responsibilities. Additional policy and

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 completed request form from the Dean's office.
- 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/Personal Leave

When planning vacations/personal days off, the following need to be considered:

- Time off is encouraged during student breaks and University closures.
- Faculty are expected to attend all day faculty meetings during the week immediately before the start of the fall and spring semesters.
- Personal meetings (medical appointments, personal time off) should not be scheduled on days that require faculty participation in meetings, e.g., Faculty Planning, assigned committees.

### Sick Leave

- If a faculty member is unable to work because of illness, the faculty member should notify the Program Director.
- In the case of illness that requires a faculty member to miss scheduled classes or meetings, sick leave should be used.
- According to ULM's Human Resources, sick leave is leave with pay granted to an employee who is suffering with a disability which prevents him/her from performing his/her usual duties and responsibilities and/or who requires medical, dental, or optical consultation or treatment, including annual physical exams.
- Sick leave shall not be charged for non-work days.
- Leave must be taken in quarter hour increments.
- Leave accrued is available for use after each pay period.

- Employees are able to use sick leave to care for an immediate family member who is ill or injured or to accompany an immediate family member to a medical, dental, or optical consultation treatment. An immediate family member is defined as a spouse, parent, or child or an employee.
- Faculty who have a serious health condition that renders the employee unable to perform the functions of his or her job must complete Family & Medical Leave Act (FMLA) documentation.

### Guidelines for requesting annual leave

Faculty are expected to notify their supervisor of a vacation request a minimum of 2 weeks before the requested time off. The process for requesting time off depends on whether the requests are during the semester or outside the semester (e.g., holiday breaks, etc.).

### Requests for time off outside of semester

When classes are NOT in session, faculty will communicate their intended days off by notifying their supervisor, completing the vacation request by filling out the request for leave form [here](#), and notifying the Administrative Assistance so that the time off can be included on the program faculty time off calendar. Requests for time off within a semester when classes are in session, any vacation/personal days off must be submitted to the supervisor at minimum two weeks in advance, but preferably 4 or more weeks ahead of planned time away. The faculty member must communicate to the supervisor the plan for coverage of assigned responsibilities:

- Course responsibilities
- Committee meetings (quorums must be present to make decisions and act) Mandatory Program or University events (e.g., 1st year Professional Ceremony, Commencement)

If faculty plan to take a single day off and have no conflicts with any of the above responsibilities, they must notify their supervisor of their intent and complete the request for leave form found above.

Emergency time-away circumstances are recognized and will be dealt with on a case-by-case basis.

### Procedures for Use of Visual or Audio Representations of an Individual

When audio or video recordings, photographs, videotape recordings, CD-ROMs, television, movie films, television pictures or any other form of media (live, digital, or taped) representation of individuals are used for educational or research purposes, the following procedures should be utilized.

- Complete the appropriate university Release Form found [here](#).
- A student should obtain this form from the course coordinator.
- Complete specific forms if required by an off-site facility.
- The person recording the individual must inform the individual that they may refuse to participate in any specific activity and/or may discontinue their participation at any time.
- The university Release Form will be kept on file by the course coordinator or faculty member for a period of seven years.



## 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. Student injuries in the classroom or labs are not covered by worker's compensation.

## 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](#).
2. Complaints that do not fall into the realm of due process can take many forms ranging from student complaints, parent complaints, clinical education site complaints, employer complaints or general complaints from either internal or external to the University.
3. University legal counsel is available to support any investigation or process needing such input.
4. An individual who has a concern/complaint following an experience/encounter with any student, faculty, or staff member is welcome to communicate their complaint. Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. A complainant can choose to communicate a complaint either informally or formally.

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 complaint should be directed to the College of Health Sciences Dean.
7. The complaint should state with specificity the facts giving rise to the complaint, the names of persons who have knowledge of the events surrounding the complaint, and the relief sought. It should be signed by the person filing the complaint. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person. The Program Director will maintain a file of all written Program Complaints for a period of five (5) years.
8. Complaints should be addressed to:  
**University of Louisiana Monroe Doctor of Physical Therapy Program**  
700 University Avenue  
George T. Walker Hall RM# 1-64 Monroe, La 71203  
ATTN: Program Director
9. The Program Director and/or Associate Program Director (or College of Health Sciences Dean) will address the issue with the involved party within 10 working days of receipt of the letter and will seek resolution of the issue. The resolution action will be communicated to all parties in writing.
10. Should the complainant not be satisfied with the resolution of the issue at the program level, the complainant can forward the complaint to the College of Health Sciences Dean. In such a circumstance, the Program Director and/or Associate Program Director will forward a written summary of the situation to date.
11. The written complaint shall be filed with the College of Health Sciences Dean within ten (10) working days of receipt of the complaint resolution letter from the Program Director and/or Associate Program Director. Upon receipt of the complaint, the College of Health Sciences Dean shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the College of Health Sciences Dean's action shall be filed with the complaint letter in the Program Complaint file.
12. Should the complainant not be satisfied with the resolution of the issue at the College level, the complaint can be made to the Provost Office. The Provost shall evaluate the merits of the complaint and identify a course of action. A letter summarizing the Provost's action shall be filed with the complaint letter in the Program Complaint file.
13. Complaints regarding Accreditation of this program should be addressed to the Commission for Accreditation for Physical Therapy Education. This Commission is located at 3030 Potomac Ave., Suite 100, Alexandria, Virginia, 22305.

No retaliation will occur by the program or university to any individual filing a complaint regarding the University of Louisiana Monroe's Doctor of Physical Therapy Program or the 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 information in a file are allowed to do so. Inspection of these records by persons other than supervisors, the college dean, the Provost, University legal counsel, the President or his designee, or the Department of Human Resources staff must be authorized by the Director of Human Resources, or the President.

### Use and Maintenance of ULM DPT Equipment

University of Louisiana Monroe Doctor of Physical Therapy Program space and equipment resources are critical to the teaching and research mission of the program, and should be cared for by all students, faculty, and staff. The Associate Program Director is responsible for scheduling annual preventive maintenance checks of equipment and calibration. Faculty should report damaged, broken, or malfunctioning equipment to the Associate Program Director promptly and then to the lab coordinator to prevent injury to another person using the equipment, and so that it can be promptly labeled and adequately repaired or replaced.

During laboratory, classroom, or independent skill lab activities, concern and respect for others working near-by should be demonstrated, including those who are in adjoining rooms or on other floors. The Program maintains a supply of clinical equipment in the Walker Hall laboratory room I-70 for the expressed purpose of having equipment available for classroom demonstration and student practice. This requires that the equipment be available in the classroom for faculty demonstration. Equipment can be made available for loan to faculty and must be signed out with the designated staff person and promptly returned after use.

Any equipment that is taken out for loan must be signed out and kept no longer than 3 days unless other specific arrangements are made and approved by the Program Director. Upon return, all equipment must also be signed back in by the designated staff member and returned to its storage. Failure to follow these loaning guidelines will result in the loss of loaning privileges and possible financial responsibility.

### Social Media

Intellectual exchange, open dialogue, and honest communication are important values at the University of Louisiana at Monroe. Adherence to these values is critical in our approach to the utilization of social media.

We are entering into a new culture of branding for our university, and it is vital all of our communication efforts adhere to and support that brand. Social media is an important

communication venue for institutions of higher education because universities target a wide variety of demographics.

Employees will use this as a resource for posting content and managing official ULM social media sites. These policies and guidelines apply to all ULM faculty and staff and the social media accounts associated with schools, colleges, departments, and offices.

This policy requires all social media accounts (existing and new) associated with ULM to be approved through an application process. The application (below) can also be downloaded online from [ulm.edu/opi](http://ulm.edu/opi) and must be submitted to the Office of Public Information, located in Library 211. Applications must be submitted before new sites are established and before existing sites are approved.

### **Policy**

- Prior to establishing social media accounts associated with ULM, one must receive permission from the director of the School or College.
- Each ULM social media site must have at least two full-time employees assigned to updating and monitoring the site each day. One employee will serve as the primary moderator, and SOCIAL MEDIA POLICY Office of Public Information Effective: November 27, 2012, Revised: January 14, 2016, Social Media Policy Page 2 of 3 the second employee will serve as the back-up moderator.
- Each ULM official social media site administrator must attend periodic training conducted by the Office of Public Information.
- OPI staff will not pre-screen content on official ULM media sites, but OPI staff will have administrative access to official ULM sites in the case of an emergency. Each ULM social media site must make one staff member of the OPI an administrator.
- Use the approved college or department logo on ULM media sites.
- Do not use ULM logos for endorsements of products, causes, or political affiliations.
- Do not post commentary about another university unless promoting an established collaboration. Additionally, please refrain from negative comments about colleagues, students, administration, and public figures.
- Employees on official business on behalf of the university must refrain from publishing, posting, or releasing any information that might generate media attention or legal questions. This includes, but is not limited to, the nature of an accident or crisis.
- Profile pictures must be approved by OPI. Consider using a photograph shot by the university photographer.
- Protect confidential information about ULM students, employees, and other constituents. Employees must follow federal requirements such as FERPA, HIPAA and NCAA regulations.
- Link back to the university whenever possible. Include [ulm.edu](http://ulm.edu) in the “about” section on your page. Also include important phone numbers and email addresses for those wanting to learn more about your department or programs.

### **Best Practices**

- 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 favorable content from ULM's main 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 exceedingly 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 of “B-” or above in 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.

Prerequisite Courses

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	3 CR
English Composition	6 CR
Advanced English Composition or Technical Writing	3CR
Psychology	6 CR

Public Speaking	3 CR
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\*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](http://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 grades of “B-” or better (grades of C+ or below are not acceptable) at 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 Definition

A faculty (also referred to as associated faculty by CAPTE) includes those persons who teach one or more courses in the programs but do not hold a ranked faculty appointment within the program. The adjunct faculty may be licensed and practicing clinicians, faculty members from other units within ULM, faculty members from other universities, or persons with expertise not represented within the ranked faculty. Their responsibilities may include classroom and laboratory teaching, case/journal club discussion leaders, or grading. Adjunct faculty are welcome to attend the Faculty Planning Meeting but do not have voting rights. Adjunct faculty who have major instructing or course coordinating assignments in the Program are included in the distribution lists for regular E-announcements to the core faculty and have access to agendas and minutes for Faculty Planning Meetings.

### Process for Finding and Requesting Adjunct Faculty

The Associate Program Director is responsible for oversight of all program adjunct faculty. The Associate Program Director will keep a file of persons who have expressed interest in an adjunct faculty position. The Administrative Assistant maintains a record of contacts with potential candidate(s) that may be interested in becoming an adjunct faculty member and will reach out to discuss interest and availability. At times determined by the Associate Program Director, adjunct faculty interviews are held, and new adjunct faculty members are selected based on expertise, adjunct need, and adjunct interviews. New adjunct faculty orientation is coordinated by the Associate Program Director. Course coordinators are responsible for identifying the need for adjunct faculty as lecturers, lab instructors, physical therapy practical exam or skill check participants, graders, and any additional course needs. Adjunct faculty requests are made through a bidding type process each semester that is coordinated by the Associate Program Director and the Program Director.



### Adjunct Faculty Meetings/Adjunct Faculty Council

A minimum of one adjunct faculty meeting is held each of the fall and spring semesters to discuss program issues, review adjunct policies and procedures, and offer professional development for the adjuncts.

An Adjunct Faculty Council of four adjunct faculty representing curricular areas meets with the Program Director and/or Associate Program Director at minimum one time per semester. The purpose of this Council is to serve as a liaison group to all ULM DPT adjunct faculty, to discuss issues affecting the adjunct faculty in the program, and to foster communication and collaboration with and between ranked faculty and adjunct faculty. All adjunct faculty members are provided with a ULM DPT Program Faculty Handbook which identifies the rights, responsibilities, and privileges of the associated faculty members.

### Adjunct Faculty Assignment and Contract Process

Each semester adjunct faculties are required to be in several course sessions to teach various components or assist ranked faculty in lab sessions. Prior to the start of the semester, the Associate Program Director reviews faculty workloads and works with the course coordinators to determine their adjunct faculty needs. Once the needs are determined, the Associate Program Director works with the Administrative Assistant to compile a spreadsheet of the semester's courses, and sessions/activities in which adjunct faculty are needed. The completed spreadsheet is sent to the current list of active adjunct faculty via email. The active adjuncts are asked to review and complete the spreadsheet with their availability and interest for the upcoming semester. Once the responses are received, the Associate Program Director reviews, and makes selections for each course in coordination with each of the course coordinators.

Once selections have been confirmed, the Administrative Assistant sends a schedule to each of the adjuncts selected for the courses and updates the courses in Banner so that all selected adjuncts have access to their respective courses. A master spreadsheet is then compiled by the Associate Program Director which includes all courses, as well as pay calculations for each adjunct and each course. The pay totals and courses are sent to the College of Health Sciences (CHS) Dean's Office.

Once the University's "Add/Drop" window has expired for the semester, the Administrative Services Office processes the adjunct contracts. Once the contracts have been processed and are available, the College of Health Sciences Dean's office notifies the Associate Program Director and provides pay dates for each adjunct/course. The Administrative Assistant then notifies all the selected adjuncts. The adjuncts are responsible for reviewing/accepting each of their course contracts. All final Adjunct faculty contracts must have approval of the Program Director.

Adjunct faculty who have been assigned to a course session after the semester's contracts have been processed, or have been assigned grading, other teaching or other administrative duties will receive a separate "Additional Duties" contract. These are also processed via the CHS Dean's Office. Upon processing any "Additional Duties" contracts, the CHS Dean's Office will notify the adjunct directly via email of the pay amount and pay dates for those additional duties.

## 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

Parking is enforced 24/7 and is permitted only in the designated parking zones. Parking is expressly prohibited in streets, on sidewalks, in loading zones, at bus stops, or in a pedestrian crossing. During restricted parking hours (7:30 a.m. to 4:30 p.m. Monday through Thursday or 7:30 a.m. to 11:30 am on Fridays), students, faculty, and staff personnel must park in the zone designated by their parking permit/hang tag. **[Click for Parking Zone Map](#)**

After 4:30 p.m. students, faculty, and staff may park, with a current ULM parking permit/hang tag, in any legal parking space with the exception of Reserved or Handicap spaces. Faculty/staff

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 parking permits and must park only in lots assigned to their respective residence halls (7:30 a.m. to 4:30 p.m. Monday through Thursday or 7:30 a.m. to 11:30 am on Fridays.) At all other times they are subject to the same regulations as commuter students.

Vehicles parked in a manner creating a hazard, such as in fire zones, crosswalks, streets, or traffic lanes may be towed at the owner's expense. Loading/unloading vehicles and visitors must obtain a temporary parking pass from University Police. Special parking permits are only approved by the University Parking Supervisor or the Director of University Police. Contact UPD on 318-342-5320 or visit the University Police Department, located in Filhiol Hall at 3811 DeSiard Street, for information about obtaining a temporary parking pass.

### 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 faculty member's supervisors must be notified of unplanned absences as soon as 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.

Should an adjunct faculty member observe or have knowledge of a potential academic integrity violation, the faculty member should e-mail the following information to Associate Program Director serving as the Faculty Representative with a copy to the Program Director. The adjunct faculty member should attach any additional documentation such as papers, screen shots, and Turn-It-In reports to their email.

1. Date of Occurrence
2. Reporting Party
3. College in Which Incident Occurred
4. Course Name
5. Course Number
6. Student Last Name
7. Student First Name
8. Offense Type\* (cheating, collusion, plagiarism, fabrication, or other)
9. Description of Incident
10. Instructor's Sanction

\* Descriptions available in University Regulations

### Adjunct Faculty Job Description

Job Summary: This person is responsible for teaching, advising, and participating in the development, refinement, and evaluation of the Physical Therapy Program.

### Major Duties and Responsibilities

#### Essential

#### **1. Academics 90%**

- a. Meet scheduled classes and fulfill assignments within the framework of existing policy.
- b. Develop, implement, and evaluate course objectives, assignments, syllabi, and textbooks in collaboration with course coordinator and or DPT when appropriate.
- c. Evaluate student performance as requested by the course coordinator.
- d. Participates in (adjunct faculty meetings and specific course preparatory meetings) in order to effectively integrate assigned course materials with others in the concurrent semester and curriculum as a whole.
- e. Collaborate with other instructors in the assigned course and if necessary other faculty in other related courses.
- f. Participate in the development, refinement, and evaluation of the curriculum, learning needs, and resources for students in collaboration with other faculty members and committees (course specific and in relation to the curriculum as a whole).
- g. Participate in the development and refinement of the philosophy and mission of the Physical Therapy Program as requested by the Program Director.

#### **2. Other 10%**

- a. Participates in personal professional development in the areas of teaching/learning which will support the ULM Physical Therapy Program mission.
- b. Adjunct faculty within the DPT curriculum teaching as a part of a team will not be required to hold scheduled office hours but may meet with students as needed. DPT conference room will provide computer, printer access, copier access and internet access.
- c. Maintain current license, when appropriate, and professional competence in content areas.
- d. Maintain current membership in an appropriate professional organization.
- e. Establish and maintain positive working relationships with other faculty members and staff of the University.
- f. Demonstrate active involvement in community/professional services or projects.
- g. Perform other related duties as assigned by the Program Director of the Physical Therapy Program.

**DECISION MAKING:** Ranges from intense, conceptual, and sophisticated. Able to facilitate critical thinking and discussion of topics with students.

**SCOPE OF AUTHORITY:** Authority to assist and facilitate class design created by ranked faculty within the University and Physical Therapy Program standards, to advise and counsel students as to specific instances of behavior, and assignment of grades or special projects.

**COMMUNICATION:** Includes literal, interpretative, expressive, motivation, facilitatory, and resolving in both individual and group settings.

**RESULTS OF ACTIONS:** Impact on Department includes enhancement, growth, and development of students, academic faculty, and the program as well as the profession of physical therapy. Impact also includes community perception of the quality and value of the ULM Doctor of Physical Therapy Program.

Minimum Requirements:

**FOUNDATION COURSE EDUCATION REQUIREMENTS:** Earned PhD in content or related field preferred. Earned Master's degree in content area or related field minimum.

**CLINICAL COURSE EDUCATION REQUIREMENT:** Above education requirements preferred. Earned entry level degree in Physical Therapy minimum with a DPT preferred. Certification in clinical specialty areas or advanced academic education is preferred.

**EXPERIENCE:**

- Licensed or eligible for licensure in the state of Louisiana if applicable.
- Strong interpersonal and advising (communication) skills.
- Current knowledge and skill in the use of appropriate information technology.
- Able to initiate and administer programs independently.
- Experience in teaching in professional or post professional educational environments preferred.
- Experience in adult education is desirable.

- 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 “standing committees,” 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 for the application cycle.
2. Review applicants' admission requirements.
3. Select diverse faculty and staff from ULM to represent the committee for reviewing and scoring applicants' holistic applications and interviews.
4. Notify eligible applicants of selection for interview.
5. Host interviews.
6. Compute total scores of reviewers.
7. Notify selected applicants and those placed on the waiting list.
8. Plan and attend recruitment events throughout the year.

### Academic Success Committee

The Academic Success Committee (ASC) made up of all core faculty members will be responsible for establishing, maintaining, and implementing academic regulations and policies impacting professional student behavior expectations. All student retention efforts are led by the ASC. The committee is responsible for:

1. Coordinating the behavioral expectations of students in the professional program.
2. Maintaining consistency with the established guidelines of the University of Louisiana Monroe.
3. Communicating with all faculty members including adjunct faculty to identify students at risk of academic failure.
4. Leading remediation efforts within the DPT program.
5. Establishing formal Mentor-Mentee (Faculty-Student) relationships.
6. Initiating and monitoring the academic probation process.
7. Developing an official action plan/professional development plan with students to assist in retention and academic success.

### Student Affairs Committee

The student affairs committee includes representation from the Program Director office, core faculty and an administrative coordinator/assistant. The committee is chaired by the Associate Program Director. The charges to the student affairs committee include the following:

1. Ensure that due process is afforded to all students subject to suspension or dismissal.
2. In the case of suspension or dismissal appeal, assure that pertinent information regarding each student case is known and considered by members of the Committee when making student progression recommendations to the Program Director.
3. Establish reasonable conditions for progression in the Program in case a student with an academic &/or professional behavior eligibility issue is allowed to progress.
4. Monitor the compliance of a student meeting conditions of progression.



### 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. Provide student, graduate, faculty, and program goals that are reflective of the ULM DPT program's mission.
2. Promote justice, equity, diversity, inclusivity, belonging, and anti-racism.
3. Contribute to the achievement of expected program outcomes.
4. Monitor, facilitate, and evaluate the use of the Program Assessment Matrix.
5. Recommend process improvements to the Program Director and Dean of the College of Health Sciences by evaluating the procedures and work completed by the Committee.

### Media & Communications Committee

The Media & Communications Committee creates awareness of ULM DPT Program, enhances membership retention, and communicates member benefits to our members, partners, and other community professionals. The committee oversees and manages ULM DPT Program's social media channels. The charges to the committee include the following:

1. Curate chapter initiatives from leadership and distributes updates to all members via social media channels
2. Run Social Media campaigns to promote membership, clinical partners, and sponsorships.
3. Generate original content that showcases the amazing thought, leadership, and culture of the program.

### Ad Hoc Committees/Task Forces

When necessary for program operation, development, or accreditation, the Program Director may appoint a task force to accomplish a specific assigned task. These task forces exist only to accomplish the assigned task. The Program Director will appoint members to the task force and will appoint a chair. The assigned task will be clearly identified by the Program Director and, unless otherwise arranged, the assigned task force is to complete its work within three months of the assignment.

## **VIII. Formal Program Assessment**

### Formal Program Assessment Process

The ULM DPT Program has an ongoing, formal program assessment process that determines the extent to which the program meets its stated mission. The process is to occur at a minimum at the end of each academic year. The assessment process:

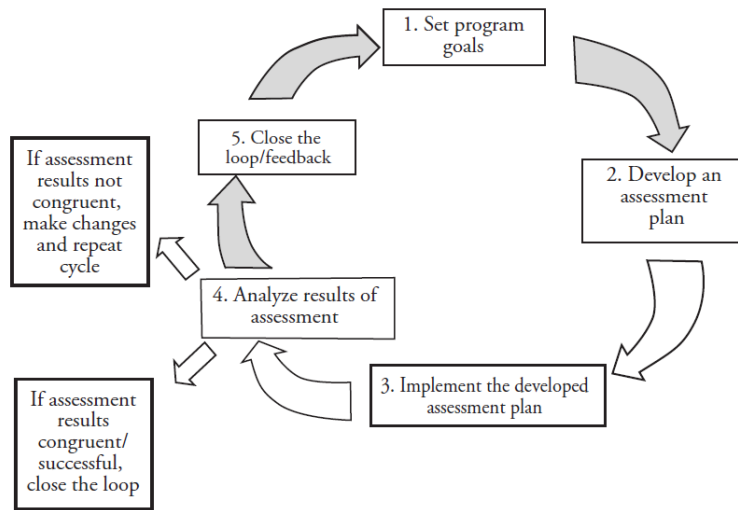
1. Uses information from professional standards, program guidelines, institutional mission and policies, and Outcomes Committee findings.
2. Uses data related to program mission, goals, and expected program outcomes, program policies and procedures related to core faculty, clinical education faculty, adjunct (associated) faculty, communication, resources, admissions criteria and prerequisites, curriculum plan, clinical education program, and expected student outcomes.
3. Identifies program strengths and weaknesses.
4. Includes judgments regarding need for change.
5. Includes steps to achieve the changes, with anticipated dates of completion.

The areas of systematic assessment include:

1. Program mission, vision, and philosophy; program goals; program policies and procedures
2. Faculty (individual and collective ranked faculty, adjunct faculty, clinical education faculty)
3. Communication; resources (student services, support staff, financial support, library, facilities, space and equipment, students)
4. Admissions criteria and prerequisites
5. Curriculum plan
6. Clinical education program
7. Expected student outcomes

Program assessment is a collaborative effort which involves core and adjunct faculty, staff, students, and additional stakeholders as appropriate. The ULM DPT Program uses a 5-steps cyclical process. This process is shown in the figure below.

Figure 1. Model for outcomes assessment in physical therapy education programs.



(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

Strategic Plan) is aligned with the University's Strategic Plan, including four of the five same 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](#).

## IX. Appendices

### Appendix A: Faculty Workload Policy



#### Faculty Workload Policy

Policy #:	AA003.2
Policy Type:	University
Responsible Executive:	Provost
Responsible Office:	Academic Affairs
Originally Issued:	June 2, 2014
Latest Revision:	February 23, 2023
Effective Date:	February 23, 2023

#### I. Policy Statement

Teaching is not the only component of a faculty member's workload, as research, creative activities, and service to the institution are integral and necessary duties that faculty perform. This fact is recognized within [UL System policy](#), which states that the typical workload expectations for faculty will include all of these components commensurate with the mission of each institution. While this policy has a mandate that each faculty member be assigned a minimum of 24 semester credit hours of undergraduate instruction, or its equivalent, each academic year, it anticipates exceptions and adjustments, such as higher teaching minima for faculty who are engaged in instructional activities only, and allowance of lower instructional assignments for scholarly activities and other factors such as "special accreditation requirements, nature of the subject taught, number of different preparations, number of students taught, level of course (undergraduate, graduate, or mix) other special assignments, etc." The System policy also expects the instructional component of faculty to be lowered for performing specific duties other than instruction (ex. administrative, research, etc.).

Due to the diversity of programs at ULM, developing a workload policy that fits every school and discipline is beyond challenging; thus, faculty workload should be defined at the school level and approved by the Dean and Provost. This policy defines the process for creating such policies.

#### II. Purpose of Policy

Because of the critical role of faculty in the achievement of the University's mission, it is in the best interest for the long-term success of the University to develop a fair and equitable faculty workload policy. Additionally, it is well understood that because of the diversity of programs throughout the University, the variety of delivery methods (in-class, online, labs, clinicals, seminars, team-taught classes, performance-related classes, and differing class sizes), and other faculty responsibilities, as well as external guidelines and expectations related to specific accreditation requirements, it is challenging to develop a workload policy that fits every situation across campus. It makes the most sense for faculty workload to be defined at the unit level, which is currently the school.

There are, however, a set of guiding principles that are important for the development of the Faculty Workload Policy:

- The educational needs of students and the achievement of the University mission statement must be a priority.
- A workload policy must provide a systematic, yet flexible, method of determining tangible faculty work effort and provide support to school directors in the faculty evaluation process.
- The workload policy ensures that no single faculty member experiences a greater workload burden without recognition of that greater burden and justification for same.

- 
- The workload policy provides guidelines for a fair and equitable assignment of workload for all faculty members.
  - The workload policy provides a consistent means of reporting faculty workload which is closely tied to faculty development and evaluation.

Equitable workload policies recognize and respect the demands that activities place on a faculty member's time, and are designed to best utilize each faculty member's individual strengths. Additionally, faculty workload should be in the best interest of the University to help support achievement of the University's vision, mission, and long-term strategic goals.

### III. Applicability

This Policy is applicable to all full-time faculty.

### IV. Definitions

**Unit** - For this policy, a "Unit" is considered a school residing within a college.

**Unit Head** - For this policy, a "Unit Head" will refer to the School Director.

### V. Policy Procedure

#### ULM Workload Criteria

In alignment with the ULS guidelines and in support of ULM's mission, ULM defines faculty workload activities in three broad categories of Teaching and Teaching-Related Activities, Scholarly Activities, and Service.

#### Teaching and Teaching-Related Activities

The primary duty of most faculty at ULM is the teaching and instruction of students. Because of the demands of the different disciplines, this activity can occur through a variety of methods: traditional face-to-face classes, asynchronous online classes, internships, seminars, practicums, labs, studios, and thesis/dissertation oversight, to name a few. This variety of instructional means that it is impossible for a single policy to be created for determining the teaching portion of each faculty member's workload and have it work to the benefit of all disciplines across campus. Therefore, it is incumbent upon each school and college to develop a teaching load policy appropriate to their course delivery methods and accreditation needs. This policy must be approved by the school director, the dean of the college, and the Provost.

For those schools and colleges without a teaching load policy, the default will be 12 hours of student credit hours, or its equivalent, each semester (24 per year) for tenured/tenure-track faculty and 15 student credit hours, or its equivalent, each semester (30 per year) for Instructors.

#### Scholarly Activities

This area is broadly defined as a wide array of activities that contribute to the advancement of knowledge, understanding, application, problem solving, aesthetics, and pedagogy in the communities served by the University. Much like with teaching and teaching-related activities, the demands and expectations of the different disciplines represented at ULM makes it impossible to define a single set of expectations for workloads in this area.

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While all faculty are expected to work in a scholarly fashion, what is defined as an acceptable artifact of scholarship (ex. traditional journal publications, conference presentations, artistic creations and performances, etc.) for the different ranks will be defined in each school's workload policy and tenure and promotion criteria. At a minimum, all faculty are expected to dedicate 5% of their time (equating to 2 hours per week) towards intellectual and scholarly activities.

**Service**

Faculty provide a variety of valuable and impactful service activities both within and outside of the University. To support faculty governance, student organizations, policy development, and many other external forms of service, all faculty members are expected to perform some level of service. Included in this category is professional, university, and community service as it relates to one's position at ULM. At a minimum, each faculty member should dedicate 5% of their time (equating to 2 hours per week) towards service activities.

**Assignment of Workload Expectations**

While the workload policy for each school and college will likely be different, it is acknowledged that the distribution of effort among these three areas of activities will vary among faculty of the same unit, as each faculty member plays a different role in the operation of the unit. 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 the needs of the University. This variation in the distribution of faculty effort is desirable because it allows optimization of faculty contributions to professional and institutional goals.

As previously stated, the workload policy will be implemented at the level of each unit by elaboration of a written policy description appropriate to that unit with the approval of the Unit Head, the Dean of the College, and the Provost. Unit-level policies must be uniformly applied to all faculty. Each faculty member's 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-tenure review. On an annual basis, in conjunction with the faculty evaluation process, a written workload plan for the ensuing year should be produced jointly by the faculty member and the Unit Head. Unit-level policies should also account for ways to deal with workload modifications that arise in the course of an academic year. The Unit Head is responsible for gathering input from the faculty on the most appropriate level of workload for a particular activity.

Workload expectation adjustments for an individual faculty member must be documented and a written justification submitted by the Unit Head to the Dean of the College for review, approval, and inclusion in the workload document.

**VI. Enforcement**

The Provost is responsible for the enforcement of this policy.

**VII. Policy Management**

The Provost is the Responsible Executive for the management of this policy. The Provost or his/her designee will be the Responsible Officer in charge of maintaining and disseminating it.

**VIII. Exclusions**

Exclusions to this policy must be approved by the appropriate dean and the Provost

**IX. Effective Date**

This Policy will become effective on the date signed by the University President.

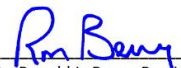
**X. Adoption**

This policy is hereby adopted on this 23<sup>rd</sup> day of February 2023.

Recommended for Approval by:

Approved by:

  
\_\_\_\_\_  
Dr. Mark Arant, Provost

  
\_\_\_\_\_  
Dr. Ronald L. Berry, President

**XI. Appendices, References and Related Materials**

N/A

**XII. Revision History**

Initial approval date of the policy: May 3, 2017

Revised: February 23, 2023 revision completely replaces the previous policy.

**Appendix B: Faculty Workload Notification Letter**



**College of Health Sciences/ Physical Therapy Program**

Walker Hall 164 | 700 University Avenue | Monroe, LA 71209  
318.342.1265

**Faculty Workload Notification Letter**

Dear: [First Name] [Last Name]

This letter is to serve as a written notification of your upcoming workload. The ULM DPT program follows the institutional faculty workload policy found on the institutional website at ulm.edu. The following workload assignment pertains to the upcoming Fall, Spring, and Summer semesters. All fulltime faculty members are responsible for teaching, service, scholarship, administration, and clinical practice. All associate/ affiliate faculty are only responsible for teaching/instruction. Your teaching workload was calculated using contact hours rather than credit hours based on the amount of team-teaching and co-teaching planned for the next academic school year.

Teaching Load (hrs.):	Teaching Weight %:	Scholarship Weight %:	Service Weight %:

**Teaching:**

Course Number:	Course Name:	Semester:	Credit Hours:	Contact Hours:

**Scholarship: (Describe Scholarship Focus)**

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

By signing below, I acknowledge and agree with the above workload assignments.

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Program Director Signature

\_\_\_\_\_  
Date

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## **Appendix C: ULM DPT Program Faculty & Staff Attestation Form**



### **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 acknowledgement and compliance with the above statements.

\_\_\_\_\_  
Faculty/Staff Signature

\_\_\_\_\_  
Date

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## Appendix D: Student Professional Development Portfolio



College of Health Sciences/ Physical Therapy Program

Walker Hall 164 | 700 University Avenue | Monroe, LA 71209

318.342.1263

### STUDENT PROFESSIONAL DEVELOPMENT PORTFOLIO

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

ACTIVITY: \_\_\_\_\_ Date: \_\_\_\_\_

#### PRE-ACTIVITY INFORMATION:

CATEGORY: \_\_\_\_\_ Points available: \_\_\_\_\_

GOAL/OBJECTIVE: \_\_\_\_\_

PLAN OF ACTION/PROCESS: \_\_\_\_\_

#### POST-ACTIVITY INFORMATION:

Activity Description/Summary: \_\_\_\_\_

#### Faculty/Advisor Comments on Activity:

\_\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory

\_\_\_\_\_ Additional follow-up recommended: \_\_\_\_\_

Points earned: \_\_\_\_\_

#### PORTFOLIO PROGRESS:

#### Faculty/Advisor Comments on portfolio progress:

\_\_\_\_\_  
(Student Signature/Date)

\_\_\_\_\_  
(Faculty/Advisor Signature/Date)

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# Appendix E: Individualized Professional Development Plan (IPDP)



## College of Health Sciences/ Physical Therapy Program

Walker Hall 164 | 700 University Avenue | Monroe, LA 71209  
318.342.1265

### Individualized Professional Development Plan (IPDP)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

#### PRE-ACTIVITY INFORMATION:

As remediation for the grade of \_\_\_\_\_ in \_\_\_\_\_,  
(Course number and description)

Course Remediation Agreement was signed by Student on \_\_\_\_\_ (date).

Student must successfully complete Remediation Activity by \_\_\_\_\_ (date).

ACTIVITY/CATEGORY OF DEFICIENCY/FOCUS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### POST-ACTIVITY INFORMATION:

This Remediation Activity will serve to illustrate that I have met the following objectives:  
\_\_\_\_\_  
\_\_\_\_\_

#### FACULTY COMMENTS ON ACTIVITY:

\_\_\_\_ Satisfactory \_\_\_\_\_ Unsatisfactory  
\_\_\_\_ No follow-up needed \_\_\_\_\_ Additional follow-up recommended/Next steps: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
(Student Signature/ Date) (Course Instructor Signature/Date)  
\_\_\_\_\_  
(Faculty Advisor Signature/ Date) (Program Director/ Assoc. Program Director Signature/Date)

#### REMEDIATION PROGRESS:

This is to verify that \_\_\_\_\_ (Student) has successfully completed the required Remediation Activity as defined above.

\_\_\_\_\_  
(Student Signature/ Date) (Course Instructor Signature/Date) (ASC Chair Signature/Date)  
\_\_\_\_\_  
(Faculty Advisor Signature/ Date) (Program Director/ Assoc. Program Director Signature/Date)

*\*Once signatures are completed, a copy is issued to the student, and the original is repositied in the student's file.*

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# Appendix F: Acknowledgement of Course Remediation Process



## Acknowledgement of Course Remediation Process

In accordance with the Physical Therapy Student Program Handbook, I \_\_\_\_\_ (print student name) understand that a grade of “C” in any course may be subject to remediation to progress in the Physical Therapy program for which an Individualized Professional Development Plan (IPDP) will be established. Regardless of the grade on the remediation exam, the maximum grade I can achieve is a “B.” I understand a grade change form will be forwarded to the Office of the Registrar and will serve as the official notification of successful remediation for this course. I understand that to progress in the program I must complete remediation prior to the end of the first week of the ensuing semester following that of earning a grade of “C.” I understand that I may also be required to enroll in the additional PHYT 6870 Independent Study Elective Course. I understand that failure to successfully complete the remediation process by the agreed-upon time cancels my ability to participate in the Remediation process and may result in a grade of C on my transcript. I understand that I am only allowed to earn a grade of C in up to three (3) courses in the DPT curriculum and uphold a cumulative 3.0 GPA. I also understand that this may delay my participation in clinical education experiences and graduation. Specific guidelines on this policy can be found in the ULM DPT Program Student Handbook, Progression and Remediation Sections.

\_\_\_\_\_  
(Student Signature/ Date)

*[One copy of the signed form is issued to the student. The original is repositied in the student's file.]*

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