Physical Therapy

ULM DPT Student Program Handbook
2023-2024

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I. Introduction to the University

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 prepare 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, our vision describes 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, and purposefulness.

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

II. Program Requirements

Background Checks & Drug Screen

ULM DPT Program follows the College of Health Sciences' student background check and drug screen testing policy which can be found here.

Upon request of the clinical education facility, the DCE/ADCE may provide verification of a criminal background check noting the date performed and the outcome. Should the facility require more specific information, they are directed to contact the background check company. This is necessary to maintain compliance with the Fair Credit Reporting Act and there is no fee to the facility for this service. In keeping with FERPA, academic standing is never released to the clinical education facility by the program. All incoming students will be required to order a background check prior to matriculation into the DPT program.

If a student chooses and/or is assigned to a facility that requires a background check, an electronic link is provided to the student via email providing access to their record. It is the student's responsibility to provide the facility with the information as requested. The clinical facility will ultimately determine if the student meets the requirements of that facility. If the student refuses to provide the background check results, they will not be eligible to attend that facility. Certain convictions may prevent students from entering hospital facilities, which may hinder a student's ability to successfully complete his or her academic program. If a criminal

conviction or other relevant sanction is shown on the background check, hospital facilities have discretion as to whether the individual may enter the clinical facility as a physical therapy student. Certain convictions may also prevent students from obtaining licensure in the State of Louisiana or other states. Applicants and current students are advised to check with the appropriate State(s) licensing boards to determine whether their backgrounds may be a barrier to future licensing. In addition:

- Some clinical education facilities may also require drug testing and/or fingerprinting prior to beginning a clinical experience. Once clinical assignments are made, students will need to confirm with the facility if this is a requirement and, if so, what specific tests are needed. Students will be responsible for fees associated with required background checks and/or drug testing.
- A clinical facility may request an additional background check. If the student declines this request, they will not be placed at this facility and may impact their placement.

Cardiopulmonary Resuscitation (CPR)

Students must acquire and maintain certification in AHA Basic Life Support (BLS) for Healthcare Providers training. Evidence of current (dates inclusive of entire clinical duration) CPR certification, which must include adult, infant, and obstructed airway. The American Heart Association (AHA) BLS level C provider is preferred.

Technology Requirements/Resources

- Using the eLearning environment.
- Emailing your instructor and attaching files to emails using the Inbox.
- Verifying your browser is the most current version and browser privacy settings are correct. See the next section below.
- Creating files using MS Word, MS Excel, MS PowerPoint and attaching these files to your assignment submissions.
- Managing your files. Create a folder for each course you are taking under My Documents on your computer. Create a folder for each week. Save your files often and with Lastname_WeekX-assignmentX.docx. It is recommended that you save several versions to revert back to by adding -v1, -v2 etc. to the end of your filename for example Lastname_Week1-assignment1-v1.docx and Lastname_Week1-assignment1-final.docx.
- Uploading MS Word, MS PowerPoint, MS Excel, PDFs in completing assignments.
- You may also be asked to use a webcam and upload videos or audio files, use social media to communicate with your peers or collaborate electronically.
- Researching information in the library or using the library databases. Make sure to include citations to avoid plagiarism.
- Copying and pasting (Control C for copying and Control V for pasting on a PC, Command C for copying and Command V for pasting on a Mac) into a MS Word document or PowerPoint file.
- Downloading and installing software and applications.

Disability Services

Students with Disabilities

In accordance with university policy, a student who has a documented physical or learning disability and requires accommodations to obtain equal access in this program, should decide with the Counseling Center to notify their instructor of their needs at the beginning of the course. Students may contact the Counseling Center at (318) 342-5220 for an appointment.

Health Insurance

Evidence of current health insurance coverage with policy name, number, and effective date to include the duration of the program.

III. Curriculum

DPT 2023 Charter Cohort Curriculum	Credit Hours
Fall 2023 1st Semester First Year	
PHYT 6100 Functional Anatomy I: Musculoskeletal System	4
PHYT 6110 Assessment and Management of the Musculoskeletal System I	6
PHYT 6120 Clinical Inquiry I	2
PHYT 6130 Professional Development I	1
PHYT 6140 Cultural and Rural Health I	1
PHYT 6150 Integrated Clinical Experience I	1
Subtotal	15
Spring 2024 2nd Semester First Year	
PHYT 6200 Functional Anatomy II: Neurological System	4
PHYT 6260 Neurophysiology and Motor Control	3
PHYT 6270 Clinical Skills Development	4
PHYT 6280 Clinical and Applied Exercise Physiology I	3
PHYT 6250 Integrated Clinical Experience II	1
Subtotal	15
Summer 2024 3rd Semester First Year	
PHYT 6360 Assessment and Management of the Neurological System I	3
PHYT 6380 Clinical and Applied Exercise Physiology II	2
PHYT 6390 Applied Pharmacology and Diagnostic Imaging	2
PHYT 6370 Therapeutic and Innovative Modalities	2
PHYT 6330 Professional Development II	2
PHYT 6350 Integrated Clinical Experience III	1
Subtotal	12
Fall 2024 4th Semester Second Year	
PHYT 6410 Assessment and Management of the Musculoskeletal System II	3
PHYT 6460 Assessment and Management of the Neurological System II	3
PHYT 6420 Clinical Inquiry II	2
PHYT 6470 Patient Management Across the Lifespan I	3
PHYT 6450 Professional Education I	4
Subtotal	15
Spring 2025 5th Semester Second Year	

PHYT 6500 Functional Anatomy III: Cardiopulmonary System	4
PHYT 6580 Assessment and Management of the Cardiopulmonary System	3
PHYT 6510 Assessment and Management of the Musculoskeletal System III	3
PHYT 6570 Patient Management Across the Lifespan II	3
PHYT 6550 Integrated Clinical Experience IV	1
Subtotal	14
Summer 2025 6th Semester Second Year	
PHYT 6600 Functional Anatomy IV: Gastrointestinal System	2
PHYT 6690 Assessment and Management of Other Systems	1
PHYT 6670 Practice Management	2
PHYT 6640 Cultural and Rural Health II	1
PHYT 6650 Professional Education II	4
Subtotal	10
Fall 2025 7th Semester Third Year	
PHYT 6700 Functional Anatomy V: Genitourinary System	3
PHYT 6790 Assessment and Management of the Genitourinary System	2
PHYT 6720 Clinical Inquiry III	1
PHYT 6750 Professional Education III	4
Subtotal	10
Spring 2026 8th Semester Third Year	
PHYT 6850 Professional Education IV	4
PHYT 6870 Independent Study (elective; optional)	1-3
Subtotal	4-7
Total	95-98

Course Descriptions:

First Year Course Descriptions

Fall Semester (First Year) Subtotal 15 credit hours

PHYT 6100 Functional Anatomy I: Musculoskeletal System (4 credit hours)
The course identifies the anatomy of the musculoskeletal system relevant to physical therapy practice emphasized through lectures with student-performed dissection human cadavers.

PHYT 6110 Assessment and Management of the Musculoskeletal System I (6 credit hours)
The course introduces kinematic and kinetic concepts, body structures of movement, and a comprehensive review of pathophysiology of the musculoskeletal system.

PHYT 6120 Clinical Inquiry I (2 credit hours)
This course provides a comprehensive review of research design and the impact of each design on evidence-based or evidence-informed physical therapy practice.

PHYT 6130 Professional Development I (1 credit hour)
The course introduces health care systems, the American Physical Therapy Association, World Physiotherapy, and professional behaviors and activities.

PHYT 6140 Cultural and Rural Issues (1 credit hour)

This course will develop the knowledge and skills to identify and address cultural and geographic facilitators and barriers of rehabilitation potential.

PHYT 6150 Integrated Clinical Experience I (1 credit hour)
This course applies the knowledge and skills learned during the first professional training semester in various clinical settings.

Spring Semester (First Year) Subtotal 15 credit hours
PHYT 6200 Functional Anatomy II: Neurological System (4 credit hours)
The course identifies the anatomical features of the neurological system relevant to physical therapy practice through lectures and dissection of human cadavers.

PHYT 6250 Integrated Clinical Experience II (1 credit hour)
This course applies the knowledge and skills learned during the second professional training semester in various clinical settings.

PHYT 6260 Neurophysiology and Motor Control (3 credit hours)
This course provides a comprehensive review of the central nervous system's influence on movement from motor neuron levels to cerebral cortex.

PHYT 6270 Clinical Skills Development (4 credit hours)
This course emphasizes patient management skills including body system screens and assessments including range of motion and muscle strength.

PHYT 6280 Clinical and Applied Exercise Physiology I (3 credit hours)
This course provides a comprehensive review of normal and abnormal responses of various physiological organ systems to exercise.

Summer Semester (First Year) Subtotal 12 credit hours
PHYT 6330 Professional Development II (2 credit hours)
This course provides a continued introduction and development of knowledge, skills, and attitudes associated with the physical therapist identity.

PHYT 6350 Integrated Clinical Experience III (1 credit hour)
This course applies the knowledge and skills learned during the third professional training semester in various clinical settings.

PHYT 6360 Assessment and Management of the Neurological System I (3 credit hours)
This course provides a comprehensive review of normal and abnormal physiology of the neurological system and the relevance to PT practice.

PHYT 6370 Therapeutic and Innovative Modalities (2 credit hours)
This course aids understanding the alignment and use of therapeutic modalities, also referred to as biophysical agents, within the treatment plan.

PHYT 6380 Clinical and Applied Exercise Physiology II (2 credit hours)

This course develops skills and safety in the prescription and modification of exercise based on physiological and psychological responses.

PHYT 6390 Applied Pharmacology and Diagnostic Imaging (2 credit hours)
The course helps the learner understand the role of pharmacology in the administration and management of physical therapy interventions.

Second Year Course Description

Fall Semester (Second Year) Subtotal 15 credit hours

PHYT 6410 Assessment and Management of the Musculoskeletal System II (3 credit hours)
The course continues the development of skills and safety in the treatment of the patient/client with a musculoskeletal dysfunction involving the extremities.

PHYT 6420 Clinical Inquiry II (2 credit hours)
This course provides instruction in descriptive and interference analyses and the impact of each analysis on evidence-based or evidence-informed physical therapy practice.

PHYT 6450 Professional Education I (4 credit hours)
This course serves as the first full-time supervised clinical education experience for the development of clinical and professional skills.

PHYT 6460 Assessment and Management of the Neurological System II (3 credit hours)
This course develops skills and safety in the treatment of the patient/client with neurological dysfunction.

PHYT 6470 Patient Management across the Lifespan (3 credit hours)
The course includes the assessment and management of the patient/client throughout the lifespan with an emphasis on pediatric and geriatric needs.

Spring Semester (Second Year) Subtotal 14 credit hours

PHYT 6500 Functional Anatomy III: Cardiopulmonary System (4 credit hours)
The course identifies the anatomy of the cardiopulmonary system relevant to physical therapy practice emphasized through lectures with dissection of human cadavers.

PHYT 6510 Assessment and Management of the Musculoskeletal System III (3 credit hours)
The course develops skills and safety in the treatment of the patient/client with musculoskeletal dysfunction involving the spine or jaw.

PHYT 6550 Integrated Clinical Experience IV (1 credit hour)
This course applies the knowledge and skills learned during the fifth professional training semester in various clinical settings.

PHYT 6570 Patient Management across the Lifespan II (3 credit hours)
This course provides continued training in the assessment and management of the patient/client throughout the lifespan with an emphasis on pediatric and geriatric needs.

PHYT 6580 Assessment and Management of the Cardiopulmonary System (3 credit hours)
This course provides a comprehensive review of normal and abnormal physiology of the cardiopulmonary system and the relevance to physical therapy practice.

Summer Semester (Second Year) Subtotal 10 credit hours
PHYT 6600 Functional Anatomy IV: Gastrointestinal System (2 credit hours)
This course identifies the anatomy of the gastrointestinal system relevant to physical therapy practice emphasized through lectures and dissection of human cadavers.

PHYT 6640 Cultural and Rural Health II (1 credit hour)
This course will instruct the learner in how to develop and present a community informed, health disparity program or research project.

PHYT 6650 Professional Education II (4 credit hours)
This course serves as the second full-time supervised clinical education experience for the development of clinical and professional skills.

PHYT 6670 Practice Management (2 credit hours)
The course provides a comprehensive review of administration and management principles and practice within the physical therapy profession and healthcare systems.

PHYT 6690 Assessment and Management of Other Systems (1 credit hour)
The course provides a comprehensive review of pathophysiology of the integumentary and endocrine system and the relevance to physical therapy practice.

Third Year Course Description

Fall Semester (Third Year) Subtotal 10 credit hours
PHYT 6700 Functional Anatomy V: Genitourinary System (3 credit hours)
This course identifies the anatomy of the reproductive system relevant to physical therapy practice emphasized through lectures and dissection of human cadavers.

PHYT 6720 Clinical Inquiry III (1 credit hours)
The course provides a comprehensive review of the institutional regulations of data collection, management, and dissemination.

PHYT 6750 Professional Education III (4 credit hours)
This course serves as the third full-time supervised clinical education experience for the development of clinical and professional skills.

PHYT 6790 Assessment and Management of the Genitourinary System (2 credit hours)
This course discusses sex or gender specific rehabilitation needs, including pelvic health, pregnancy and postpartum, cancer, sex reassignment surgeries, and hormone therapies.

Spring Semester (Third Year) Subtotal 4-7 credit hours
PHYT 6850 Professional Education IV (4 credit hours)
This course serves as the fourth full-time supervised clinical education experience for the development of clinical and professional skills.

Rights and Responsibilities: The Student

The Following are rights and responsibilities afforded to the student:

1. The student should expect a supportive learning environment and it is the right of the student to address this when appropriate.
2. The student is responsible for his/her own learning experience. This includes discussing mutual objectives for the clinical experience with the Clinical Instructor, assessing one's own performance, and demonstrating initiative by seeking out and utilizing opportunities for learning
3. The students will make a commitment to continuous learning through education and practical engagement with faculty and classmates to consistently progress towards one's professional formation as high functioning experts of movement through the program.
4. Throughout the program, the students will participate in collaborative relationships with clinical community, and educational healthcare partners to gain knowledge, experience, and leadership skills to become competent clinicians within the profession.
5. The students will serve as reflective learners within the profession to improve health and wellness for communities through:
    a. Engagement and collaboration with faculty clinical and educational research
    b. Utilization of reflective practice journal to assess self-performance and perception for opportunities to improve
    c. Collaboration and participation in community health activities
    d. Participation in the State's legislative process to improve community advocacy skills
6. The student is responsible for his/her transportation and living expenses incurred during the clinical education experience.
7. The student must notify the facility and the DCE/ADCE immediately whenever absences are unavoidable (e.g., illness, injury, or emergency). Any absence from the facility may require the student to work additional hours at the end of their experience. If a student is out for three or more days, a doctor's note must be provided. The DCE/ADCE and/or the facility have the discretion to request a physician's note for clearance to return to work.
8. The student should be expected to present an in-service, deliver a case study, and or perform a service project at each facility where he or she does have clinical education experience for ten or more weeks.
9. The student must have a current certification in Basic Life Support for Healthcare Providers (CPR and AED). The American Heart Association (AHA) BLS level C provider is preferred.
10. The student must provide evidence of current immunizations and health insurance coverage. Additional requirements may be mandated by specific facilities.
11. The student must maintain copies of all records submitted to any member of the Clinical Education Team.
12. The student must upload all required documents to Exxat or alternative platform prior to the stated deadline.
13. The student must comply with all requirements outlined on the syllabus from University of Louisiana at Monroe for the respective clinical experience.

Evaluation by Students

Course / Faculty Evaluations

Students are expected to participate in course/faculty evaluations at the conclusion of the course/semester. Course evaluations are used to assist with course and overall curriculum development and review. Evaluations are used to assist with faculty development and review, as well as faculty promotion. Evaluations are computerized and submitted anonymously. Results are automatically tabulated, and results are provided to the respective course coordinator and school administrators upon closure of the evaluation period.
Students will be required to complete an online faculty evaluation at the completion of each course.

Being a professional includes a commitment to lifelong learning. Learning requires critical review and assessment. The DPT program expects students, professionals in training, to complete the online course evaluation. We value your feedback on the faculty and curriculum. Your feedback is included in the quality assessment process.

Physical Therapy Laboratory Sessions

Skills labs will require students to examine, palpate, and apply treatment modalities and practice therapeutic exercise and related activities. Shorts and T-shirts for men, shorts and sports bras for women are required. T-shirts must be free of profane or discriminatory or offensive language. Nails must not be visible over the tips of fingers.

Registration

Add/Drop

Adding and dropping classes are functions which should be completed via Self Service Banner (banner.ulm.edu) unless prerequisite issues require a signature by an academic unit. In these cases, a student is required to process an add/drop form and turn it into the Registrar's Office. Students using Banner are strongly encouraged to print a copy of the screen displayed when they drop a course and to verify that they have been removed from the course by reviewing their course schedule. A grade of "F" will be assigned to any student who does not drop the course from his/her schedule.

Name/Address Change

A student who wishes to change a name for any reason (e.g., divorce, marriage, adoption, legal name changes) must present an original Social Security card bearing the desired name, in addition to completing a "Name Change" form, to the Registrar's Office; presenting a copy of the card is not acceptable. No other document or form of identification will be accepted in lieu of the Social Security card.

Further, only the name as it appears on the Social Security card will become part of the student's ULM record. The name on the ULM record will reflect the name exactly as it appears on the Social Security card.

A student must provide a local and permanent address at the time of admission to the University. Local and permanent address changes must be updated on the Banner Self Service

website https://banner.ulm.edu/. A student is responsible for the consequences of all communications sent to the address on file in Banner (e.g., classes dropped for non-payment of tuition, probation/suspension status on grade report or transcript).

IV. Clinical Education Program

Clinical Site Selection Process

The DCE and ADCE use the uniform mailing dates recommended by the Clinical Education Special Interest Group of the Education Section in the APTA. Each March 1st, ULM will request clinical sites for the following calendar year. The specific sites that are available will vary from year to year.

The DCE and ADCE have the final say on the site placement.

The process of selecting sites for clinical education experiences involves multiple parties. The ULM Clinical Education Team encourages students to be an integral part of the process, provide feedback, and be actively involved. Students will be informed of the available clinical sites through the Exxat or alternative platform software. They will then provide a list of 10 preferred clinical sites with at least 50% of them satisfying program requirements.

When determining the final placement list, the DCE and ADCE first take into consideration that all students in each cohort have requirements that must be met prior to graduation. It may be impossible to accommodate the top choices for all students, but every effort will be made to be as fair as possible.

Students may request an out-of-state clinical experience. To enable an out of state request to be considered, State Authorization must be obtained by the university, through the Provost's Office, prior to placement consideration. Students must meet criteria of a GPA of 3.0 or higher, be in good academic and professional behavior standing, secure travel arrangements and housing, and obtain faculty approval for consideration.

Clinical Education Integrated Experiences Courses

The ULM DPT clinical education program comprises four part-time Integrated Clinical Experiences (ICE) titled Integrated Clinical Experience I, II, III, and IV and four full time clinical education experiences titled Professional Education I, II, III, and IV, all of which are taught and coordinated by the DCE. Of the four professional education experiences, students are required to complete at minimum one In-patient, one Outpatient, and one rural clinical experience in order of availability. The ULM DPT program also allows for an optional Professional Education Experience to occur in the final half of the Spring of the Third year. This may be used as a make-up session or an opportunity to gain additional experience in an area of interest. The following clinical settings are of interest to the ULM DPT program: Acute Care/Inpatient Hospital Facility/Acute Rehabilitation, Home Health, SNF/Nursing Home/Sub-acute Rehabilitation, Outpatient Hospital, Occupational Health Facility, Outpatient Private Practice, Rehabilitation/Sub-acute Rehabilitation, and Pediatric.

The clinical education experience timeline is as follows:

- Integrated Clinical Experience I occurs in the **Fall** of the **First** year:
    - Coordinates with Functional Anatomy I Course- Musculoskeletal System
    - Clinical Experience Focus: Musculoskeletal
    - Students are required to complete a reflective practice assignment to reflect on lab assignments and clinical experiences.
- Integrated Clinical Experience II occurs in the **Spring** of the **First year**:
    - Coordinates with Functional Anatomy II Course- Neurological System
    - Clinical Experience Focus: Neurological
    - Students are required to complete a reflective practice assignment to reflect lab assignments and clinical experiences.
- Integrated Clinical Experience III occurs in the **Summer** of the **First year**:
    - Coordinates with Clinical and applied Exercise Physiology II and Therapeutic and Innovative Modalities courses
    - Clinical Experience Focus: Exercise Prescription and Therapeutic Modalities
    - Students are required to complete a reflective practice assignment to reflect on lab assignments and clinical experiences.
- Professional Education I occur in the **Fall** of the **Second year**: (Inpatient, Outpatient, or Rural setting)
    - 10-week full-time clinical education experience
    - Students will work under the supervision of a licensed physical therapist (CI).
    - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment
    - Students are required to submit goals and a reflective essay as well as present an in-service or training on a topic agreed upon by both the CI and the student.
- Integrated Clinical Experience IV occurs in the **Summer** of the **Second year**:
    - Coordinates with Functional Anatomy III Course- Cardiopulmonary Systems
    - Clinical Experience Focus: Cardiopulmonary
    - Students are required to complete a reflective practice assignment to reflect lab - assignments and clinical experience.
- Professional Education II occurs in the **Summer** of the **Second year: (**Inpatient Outpatient, or Rural setting)
    - 6-week full-time clinical education experience
    - Students will work under the supervision of a licensed physical therapist (CI).
    - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
    - Students are required to submit goals and a reflective essay.
- Professional Education III occurs in the **Fall** of the **Third year:** (Inpatient, Outpatient, or Rural setting)
    - 10-week full-time clinical education experience

    - Students will work under the supervision of a licensed physical therapist (CI).
    - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
    - Students are required to submit goals and a reflective essay as well as present an in-service or training on a topic agreed upon by both the CI and the student.
- Professional Education IV occurs in the **Spring** of the **Third year**: (Inpatient, Outpatient, or Rural setting)
    - 10-week full-time clinical education experience
    - Students will work under the supervision of a licensed physical therapist (CI).
    - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
    - Students are required to submit goals and a reflective essay as well as present an in-service or training on a topic agreed upon by both the CI and the student.

- Optional Professional Education Experience occurs in the **final half** of the **Spring** of the **Third year:**
    - Student must locate and secure clinical site, if a new contracted site, student must follow the new contract process with DCE assistance.
    - Setting of choice unless a specific setting make-up session is needed.
    - 6-week full-time clinical education experience
    - Students will work under the supervision of a licensed physical therapist (CI).
    - Students are expected to work with patients across a wide spectrum of pathologies, injuries, and functional deficits to integrate and apply knowledge obtained through didactic coursework and laboratory practice into the clinical environment.
    - Students are required to submit goals and a reflective essay.

Core Faculty Expectations for Students Prior to Clinical Experience

Progression to entry-level clinical performance is assessed each semester through Professional Experience and Integrated Clinical Experience coursework. Learners will complete 1,260 practicum hours or 36 weeks (about 8 and a half months) of full-time clinical education before graduation to ensure independent clinical readiness prior to graduation. There are four Professional Experience courses located in the fourth, sixth, seventh, and eighth semesters of the curriculum.

To ensure that each student achieves entry-level clinical performance, the program has included Integrative Clinical Experiences (ICE) in the curriculum for the early identification of clinical strengths and weaknesses of the student. Our program believes that early application of clinical knowledge and skills in real-world scenarios will impact learning outcomes.

Therefore, ICE courses are in the semesters without full-time clinical experience to ensure continuous assessment of a student's progress toward independent clinical readiness. Each ICE

course is focused on the application of key knowledge and skills identified by the faculty and community clinicians. The student will have completed 90 contact hours of ICE before the first Professional Experience course in the fourth semester of the curriculum. The ICE course series includes 58 weeks (about 1 year and a half months) and 120 laboratory content hours, which will be completed before Professional Experiences II, III, and IV.

Each semester allows the faculty the opportunity to assess clinical readiness through ICE or full-time clinical experiences. The faculty utilizes the Physical Therapist Clinical Performance Instrument for Students (CPI) to determine progress toward entry-level performance with the incorporation of anchor definitions from the Physical Therapist Clinical Performance Instrument for Students (CPI).

Traveling for a Clinical Education Experience

All students have the potential to be placed in a facility that is considered "out of the area," which means the site is greater than 90 miles from the program campus. Students should expect that at a minimum, one clinical education experience will require the student to travel. In these scenarios, the student will be notified as early as possible in order to plan accordingly. Students are responsible for all fees associated with clinical site travel and housing.

Note: The University is not responsible for the student's safety during travel to and from the clinical affiliation.

Clinical Site Policies

Policies will vary per location. All clinical site policies related to clinical experiences will be available through Exxat or alternative platform. In a situation where a clinical site does not wish to utilize Exxat or alternative platform, DCE/ADCE will make clinical site policies available via student email address.

New Site Requests

Students who wish to participate in a clinical experience at a clinical facility that is not currently affiliated with ULM must talk to their clinical advisor before initiating any contact with the clinical site. Students must also complete a New Site Request and Commitment Form. After the discussion with the clinical advisor, the student may be guided to visit the site to determine further interest. Students should not discuss specifics of clinical affiliations or contractual agreements with sites when/if they visit the site and should not act to contact a site to arrange their own clinical experiences. The Clinical Education Team must approve all requests for new sites before action is taken to pursue a clinical agreement with a new site.

All requests for new sites should be submitted to your clinical advisor at least 6 months prior to the estimated lottery date of the requested experience. Receipt of a new site request does not guarantee that the Clinical Education Team will agree to pursue the clinical site. Decisions regarding the establishment of new sites will be handled on an individual basis based on the type of clinical experience, needs of the student, needs of the physical therapy program, and potential for accommodating students in the future. The following guidelines should be considered by students requesting sites, as they are the criteria used by the Clinical Education Team in determining whether to pursue a clinical agreement with a new site:

1. The clinical site philosophy for patient care and clinical education are compatible with those of the ULM, School of Physical Therapy program.
2. Clinical site ownership must abide by legal boundaries and APTA policies. For example, a physician cannot own the clinical site.
3. The Clinical Faculty provides an active, stimulating environment appropriate for the learning needs of students and is open to current research and discussion of the best evidence available.
4. Roles of physical therapy personnel within the clinic are clearly defined and distinguished from one another according to state and federal laws and regulatory agencies.
5. Physical therapy staff are adequate in number to provide an educational program for students.
6. Physical therapy Clinical Instructors have a minimum of one year of clinical experience and demonstrate a willingness to work with students.
7. The clinical site encourages Site Coordinator of Clinical Education (SCCE) and Clinical Instructor (CI) training and development. It is preferred that the CI has attended the APTA credentialing course.

Students who have set up a new clinical site will be assigned to that site and will not participate in the Exxat or alternative platform process for that experience. The new site will then become part of the clinical education site database and will go into future Exxat or alternative platform offerings. Students who request new sites for a specific experience will be expected to commit to utilize the clinical experience if a space is confirmed.

Procedure for Establishing New Sites

1. The CCCE, Clinical Coordinator, students in the program, or clinical facilities may request that an affiliation agreement be initiated between the ULM DPT program and a clinical facility.
2. Contact is made between the DCE or Clinical Coordinator and the Department of Physical Therapy at the prospective facility. The CCCE or Clinical Coordinator describes the Physical Therapy Program and asks if the facility is interested in participating in the clinical education curriculum. The CCCE or Clinical Coordinator also provides information about the site to ensure an appropriate match. Students or any personal contacts (i.e., family, friends, coworkers, neighbors, etc.) are not allowed to initiate the clinical affiliation agreement process.
3. The following information is made available to the sites:
    - Clinical Education Handbook
        - Clinical Education Philosophy
        - Clinical Instructor Rights and Privileges
    - Clinical Course Syllabi upon request
    - Course Descriptions and Sequence

4. If it is mutually agreed to utilize the facility as an experience site, a contract shall be established and signed by both parties. The contract process is initiated and managed by the DCE. The ULM DPT Program Universal contract template will be used unless the clinical site has different requirements. Once all required signatures are obtained, the

contract will be considered fully executed. Each party shall maintain a signed copy of the document(s).

5. A student shall not be assigned to a facility unless there is an appropriately executed contract in place. Verbal agreement would suffice if the contract originated from the University of Louisiana at Monroe.

Students Requiring Accommodations due to Disabilities

If a student with disabilities requires significant accommodations as determined by ULM Office of Disability Services (ODS), the clinical advisor in collaboration with the student and ODS will place the student in a site that will provide necessary accommodations.

Contacting Clinical Placement

There may be times when a confirmed clinical site has to cancel their placement. When a cancellation happens for any reason, the DCE and ADCE will meet with the student to discuss the available options, which may be limited. The student must understand this and show flexibility. Every effort will be made to keep the student in the same setting and at the same times, but this is not guaranteed. As soon as the new placement is confirmed, the student will be notified in writing. There is the potential this could delay graduation, but every effort will be made to prevent this.

Canceled Clinical Placement

There may be times when a confirmed clinical site has to cancel their placement. When a cancellation happens for any reason, the DCE and ADCE will meet with the student to discuss the available options, which may be limited. The student must understand this and show flexibility. Every effort will be made to keep the student in the same setting and at the same times, but this is not guaranteed. As soon as the new placement is confirmed, the student will be notified in writing. There is the potential this could delay graduation, but every effort will be made to prevent this.

Clinical Education Course Policies

Compliance:

There is an expectation that by agreeing to a placement, the student also agrees with the clinical education facility rules and regulations. They must comply with additional requirements including, but not limited to, background checks and drug testing. Failure to comply with these regulations will not only remove the student from consideration for that placement but may substantially limit the availability of future clinical education experience options.

Clinical Attendance:

Clinical education experiences (CEEs) provide the student the opportunity to apply theory in the practice of physical therapy. It is vital that the students take every opportunity to practice. Clinical practice is an essential part of physical therapy education, in both the quality of time and

the number of hours. A clinical failure may result due to lack of attendance or excessive tardiness. ***Students must report their absences to the clinical instructor and the DCE***.

A. Students are expected to attend every day of the CEE.
B. Students are allowed one day of absence for each full-time clinical. These days are to be used only for illness, emergency or death in the family. Additional days missed for illness or other approved reasons must be made up during the current CEE.
C. Students observe the holidays of the facility and not of the school, unless otherwise notified.
D. Students may not request time off during clinicals for job interviews, vacation, or to work on other projects or presentations.
E. Students must notify the DCE of any absence or schedule changes during the clinical.
F. The student who is absent or tardy >1 time from a clinical will submit a statement in writing regarding the absence and include a plan for demonstration of achievement of the outcome during the remainder of the clinical. This plan must meet faculty approval.
G. Students may request time off from clinical for extenuating circumstances (e.g., attendant in a wedding). Completion of the Unexcused Clinical Absence Request Form is required prior to leaving campus for the clinical experience. The form may be accessed here. See also (Appendix A). The form must be submitted electronically along with an email notification sent to the DCE upon completion of the form. The request will be reviewed by the clinical education team and communicated to students via email and/or phone call indicating if the time-off was approved. If the time-off is approved, the student must notify the CI via email AND phone call or in-person to discuss the request. If the CI approves, they must send a letter of approval to the DCE cc student and include student name, professional education course level, and approved dates of absence. The time missed for the absence must be made up through patient care hours, not just additional daily hours that do not include patient care. Whenever possible, it should be scheduled in full or half day increments such as a weekend coverage.
H. A full time clinical is considered at least 35 hours of scheduled patient care per week. The student clinical hours are established by the clinical site. If a student is scheduled for >35 hours in their week, the hours above 35 are not considered optional and/or cannot be taken (or "comped") for personal time.

Students are expected to follow the schedule of their Clinical Instructor including weekends and/or holidays. Any clinical absence may jeopardize a student's ability to successfully meet clinical objectives as well as inconvenience the clinical site. If a student will be absent from the clinic during any portion of a clinical experience, for any reason, they must first discuss the absence with their DCE/clinical advisor, receive pre-approval, and discuss arrangements to make up missed days prior to asking permission from their clinical instructor. In the case of emergencies or illness, both the clinical site/CI and ULM clinical advisor must be contacted immediately. Clinical and academic faculty reserve the right to require students to make up any missed clinical times. Students required to make up a clinical absence(s) are required to do so based on clinical faculty availability and convenience.

If a student would like to attend an American Physical Therapy Association sponsored meeting (e.g., Annual Meeting or Combined Sections Meeting), a State Chapter meeting, National Student Conclave, or any other type of conference or continuing education event, they must first receive permission from the DCE and must then seek permission of the clinical facility's Site Coordinator of Clinical Education (CCCE) and Clinical Instructor(s) before making travel arrangements. Students should always be prepared to make up missed clinical days. Students must also be aware that some clinical facilities may not approve days off for these types of events and plan accordingly.

Communication with students for Clinical Education Program

Communication with students regarding the program's clinical education program begins when the student enters the program. Communication with students includes:

- The Clinical Education handbook (Clinical Education Handbook.pdf) outlines all clinical education policies, procedures, and requirements and is reviewed with students, who must sign an agreement form. Login and Clinical site selection information and instructions for Exxat or alternative platform are given to students in August at the start of the fall semester. The Exxat or alternative platform system will be used to communicate with clinical faculty and students. Exxat or alternative platform will also be used to navigate the clinical slot selection and placement process.
- Students are encouraged to meet with DCE if they have any questions or are unsure of their selections. The DCE informs students once Professional Development placement is finalized.
- Any additional requirements such as drug tests or specific immunization records are also communicated to students via Exxat or alternative platform, email, or phone call. [COVID vaccinations]

The DCE assumes the responsibility of ensuring all students meet all eligibility requirements for full-time clinical experiences prior to being placed. Specific academic expectations required to progress to full-time clinical experiences include successful passing of all clinical competency practical and exams and successful completion of all coursework leading up to each full-time clinical experience with a minimum 3.0 GPA. Faculty and students verify the achievement of these academic performance requirements via signature on the Clinical Education Experience readiness form (Clin. Ed. Readiness-Verification.pdf) before participating in the full-time clinical experiences slot selection process. The DCE notifies Clinical faculty of the academic standard requirements to progress to full-time clinical experiences courses via course syllabus, Exxat or alternative platform clinical management system, emails, and Clinical Education handbook.

Incident Reports

Students are required to report immediately any errors of omission or commission (incidents) involving a patient to the Clinical Instructor. If required, an incident report must be filled out according to clinical facility policy. The Clinical Advisor should be called immediately, and an ULM incident report must be completed and emailed to the Director of Clinical Education. Any

student injury should be reported immediately to the Clinical Faculty member and the clinical advisor and addressed according to the ULM Workers Compensation policy.

Incident Reporting Form for Academic Integrity or Professional Program Behavioral Violations is located at: https://cm.maxient.com/reportingform.php?UnivofLouisianaMonroe&layout_id=4

For an emergency on campus, call the University Police Department at 318.342.5350, and for off-campus call 911.

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, curricular vitae, copy of license (if applicable), and another 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 Associate Vice President for Human Resources, or the President.

HIPAA and CMIA

Students are provided Health Insurance Portability and Accountability ACT (HIPAA) and Confidentiality of Medical Information Act (CMIA) training throughout the DPT curriculum. Students are educated on this material, tested on knowledge, and understand that patients have the right to refuse treatment when services are rendered by a student. Additionally, prior to students participating in a clinical experience, they are required to sign a Clinical Experience Code of Conduct and Confidentiality and Privacy of Patient Information agreement. This agreement reiterated the minimum expectations related to professionalism/student conduct and patient privacy during a clinical experience.

Federal regulations under the Health Insurance Portability and Accountability Act (HIPAA) include provisions designed to protect the privacy of patient information. These regulations are commonly known as the Privacy and Security Rules. The compliance date for the Privacy Rule occurred on April 14, 2003. The Security Rules were finalized in February 2003.

Hospitals and other healthcare providers were required to be in full compliance by February 2005. Confidential patient information means information that identifies the patient, relates to the patient's diagnosis or condition, the patient's care, treatment, or other services provided to the patient, or the patient's billing and payment information. Examples of confidential information include the following:

- Name, address, phone number, fax number, e-mail address
- Occupation, age or date of birth, place of birth, date/time of death

- Social security number, driver's license number, license plate number, professional license number
- Medical record number, account number, health plan number
- Photographs, fingerprints, voiceprints
- A description of distinguishing physical characteristics, including height, weight, gender, race, hair and eye color, presence, or absence of facial hair (beard or mustache), scars, and tattoos
- Diagnosis and HCPCS codes, narrative diagnosis, signs and symptoms, description of procedure
- History & physical, discharge summary, physician orders/prescriptions, clinical notes
- Test results, imaging results (e.g., X-Ray, MRI, PET Scan, CT)
- Web Universal Resource Locator (URL), Internet Protocol (IP) address number
- Any other unique identifying number, characteristic, or code

The HIPAA Privacy and Security rules affect all healthcare providers. There are a few simple rules that can help ensure that we protect our patients' right to privacy.

- You should only access or use patient information if you have a need to know this information to do your job, and you should only disclose this information to your coworkers or classmates if they have a need to know this information to do their jobs.
- You may share patient information with other healthcare providers inside and outside the patient's healthcare system who are also involved in the care of the patient unless the patient has objected to these disclosures.
- If you are caring for a patient, you may communicate with the patient's family and friends who are involved in caring for the patient about the patient's condition or treatment, unless the patient has objected to these disclosures.
- You cannot disclose patient information to your family, friends, neighbors, or acquaintances. You should always take care to secure the patient information that has been entrusted to you.

  For example:
- Not sharing your computer passwords or security codes.
- Logging out or password protecting your computer screen when you leave your workstation.
- Locking paper records in a file cabinet or desk drawer when you leave your work area.
- Disposing of confidential waste in accordance with your facility's waste disposal policy or shredding the documents if you have access to a shredder.

Enforcement of HIPAA

Persons violating patient confidentiality practices may be subject to civil and criminal liability under applicable law.

Clinical Education Performance Expectations

All clinical experiences will be graded on a Pass/Fail basis. The expectations for satisfactory performance on the CEI Student Assessment Tool and Clinical Performance Instrument (CPI used for Professional Education I, II, III and IV) are specifically outlined in each clinical education course syllabus. Ratings will be reviewed by the clinical advisor to ensure that each student performs at a minimal acceptable level. The performance criteria used by the clinical

advisor to determine a Pass/Fail grade will be based on the final assessment given by the Clinical Instructor. The determination of the final grade is made by the course coordinator in conjunction with the Director of Clinical Education. Students are required to meet the course objectives as defined in the course syllabus to receive a passing grade.

Consequences of Failure in Clinical Courses

1. A student who is unsuccessful on a clinical experience will receive a grade of "NCR" for that experience.
2. If at any time, a CI or SCCE/CCCE request that the student not continue at the site because of performance or professional issue, the DCE and ADCE will immediately investigate the situation and determine an appropriate course of action based on the clinical education handbook.
3. Students receiving a "NCR" grade for a clinical experience course will be required to repeat the entire clinical experience.
4. Students may not be allowed to restart the clinical experience until the DCE/ADCE has determined if the student must remediate any specific physical therapy competencies, whether through an Independent Study course or the use of a Standardized Patient Experience.
5. Remediation will delay the student's progress to graduation and extend the program completion date. Additional tuition may be charged for remediation of physical therapy competencies that require enrollment in an Independent Study course and/or the use of a Standardized Patient Experience. Students who must repeat a clinical experience course will be charged full tuition for the repeated course.
6. The location, length and type of clinical experience that will be used to substitute for the remediation clinical experience will be determined by the DCE/ADCE in consultation with the core faculty, faculty advisor and Program Chair. Assignment dates and location will be based on availability of sites.
7. Students that are provided with an opportunity to repeat a failed clinical experience may be required to complete weekly check-in assignments with the DCE for the length of the experience.
8. The student will be referred to the ASC by the faculty with recommendations, and that committee will review the recommendations.
9. Once the committee meets, these findings will be forwarded to the Dean, following the University guidelines outlined in the catalog. Recommendations may include enrollment in the remediation independent study course, starting the didactic portion of the program over, returning the following year to progress with a different cohort, or dismissal from the program.
10. The student will be permitted to continue didactic work with their cohort the semester following the unsuccessful clinical experience.
11. During the next regularly scheduled clinical experience, the student will register for the same clinical experience that was previously failed. Course syllabus and requirements will remain the same. The student will be financially responsible for repeating the course.

12. If successful, the student will continue to progress with their cohort and will continue to take clinical education courses sequentially. The final clinical experience will occur following the completion of didactic work in the summer of the final (3rd) year of the program.
13. If the student receives 2 “NCR” grades in any 2 clinical experiences, the student will be subject to suspension from the DPT program and follow due process procedure outlined in the ULM DPT program student handbook and University Catalog.

V. Academic Progression and Behavioral Conduct

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 (which include 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.

Make-Up Policy

If an absence was excused or approved, the student will have up to one week from the original deadline or return to class date, based on the instructor or Program Director's discretion, and no later than the last day of instruction.

Late Work Policy

For every calendar day that an assignment is late, 5% of the score will be deducted unless it is an excused or approved absence.

Standards of Academic Progress

Federal regulations require all schools participating in Title IV federal financial aid programs to have a Satisfactory Academic Progress (SAP) policy that meets the minimum federal requirements. This policy defines Satisfactory Academic Progress, the process by which financial aid is revoked for failure to make Satisfactory Academic Progress, and the process by which students may appeal Satisfactory Academic Progress decisions. This policy applies to all federal, state, and institutional aid, and applies to all students, regardless of status as a financial aid recipient.

The purpose of these standards is to ensure financial aid recipients are progressing toward their degree in an adequate and timely manner. These standards govern financial aid and do not have

any bearing on academic standing, as the Academic Progress Status is a separate policy. A student's Satisfactory Academic Progress status does not affect the ability to enroll in classes, but it can affect their ability to receive aid to cover expenses. All financial aid recipients will be evaluated for Satisfactory Academic Progress at the conclusion of each term, including summer.

Satisfactory Academic Progress is measured by three standards:

- **Minimum GPA (Qualitative Standard):**

Graduate students must maintain a **3.0 term and cumulative GPA**.

- **Pace/Completion Rate (Quantitative Standard):**

All students must successfully complete a minimum of 67% of all hours attempted. Completion rate is determined by dividing the total number of hours earned by the total number of credit hours attempted.
Example: 9 earned hours ÷ 13 attempted hours = 69% completion rates (meets minimum standard of 67%)

- **Maximum Time Frame (Quantitative Standard):**

Students are eligible for financial aid for a maximum of 150% of the required length of a program. The maximum time is determined based on the number of credits required for the student's degree and major. The 150% threshold for ULM degrees is as follows:

- Associate Degree 90 hours
- OTA Degree 111 hours
- Bachelor's Degree 180 hours
- Graduate Degree varies
- ULM DPT Degree 95-98 (multiply the number of hours for your degree by 150%)

The following information is taken into consideration when determining a student's SAP status:

- A student's entire academic record at all schools attended, regardless of whether financial aid was utilized
- Grades of A, B, C, or D are counted as both attempted and earned hours.
- Remedial courses and grades of F, W, I, NC, and IP are counted as attempted hours, but not earned hours.

Note: Even if a student is granted "Academic Renewal" by ULM, the SAP Appeals Committee must still consider these hours in the student's completion rate and in the total hours attempted.

Appeal of a Course Grade

I. Policy Statement

The University of Louisiana at Monroe (ULM) believes students have the right to receive a grade determined through a fair evaluation of their work using a method that is consistently applied and is not arbitrary. Students further have the right to be informed in writing of the grading methods and standards that will be applied to them. This notification should occur at the beginning of the semester, typically through the course syllabus, and at any time during the course in which the faculty member alters the grading standard/method. ULM further believes that the faculty member assigned to a course has the

right to develop this method and standard for determining a grade provided that they are professionally acceptable. ULM presumes that the course instructor's judgment of assignment grades is authoritative.

II. Purpose of Policy

The purpose of this Policy is to:

- ensure that students are protected from receiving an unfair grade,
- preserve the academic responsibility and judgment of ULM's faculty members, and
- ensure that all individuals involved in the matter have an opportunity to present their side of the issue.

It is designed to provide a means for students to seek change when they feel their grade has been determined unfairly and for the professional judgment of faculty members to be protected. Thus,

1. **What may be appealed**: Only the final grade for the course may be appealed. Individual assignment grades are not subject to appeal since they are determined by the professional judgment of the faculty member.
2. **Basis for appeal**: Grade appeals must claim that the student was unfairly evaluated because (a) the course grading standards and/or methods were not followed as specified in the course syllabus, amended as announced by the faculty member, and/or (b) were not applied uniformly when compared to other students in the course. Appeals may not be expanded once they are initiated.
3. **Time frames**: Student appeals must be made to the course instructor within ten working days after the Registrar has posted grades for the course. Any subsequent appeals must be made within five working days from when the parties are notified of the decision. Under normal circumstances, if the party making the appeal fails to meet any deadline for appeal to the next level, the matter will be considered closed. Personnel hearing an appeal should strive to reach a decision within five working days of receiving all information related to the appeal.
4. **Materials to be submitted by the student when appealing beyond the faculty member**: Each grade appeal shall contain the following information:
    a. **Dated letter of appeal** to include the student's name and identification number; semester in which the course was taught; course subject, number, and record number (CRN); faculty member's name; statement of the basis for appeal (see II.2); explanation to support the claim made in the appeal; and the grade believed deserved with an explanation of how the student determined the requested grade. The letter should be signed by the student.
    b. **Supporting information** used by the student to corroborate the claim should be attached to the appeal letter and submitted along with it. The course syllabus must be included in this information.

5. **Materials to be submitted by the faculty member**: When an appeal proceeds beyond the faculty member, it shall contain the following information:
    a. **Dated informational memorandum** to include the faculty member's name; semester in which the course was taught; course subject, number, record number (CRN), and syllabus; student's name and identification number; explanation of how the grade was determined; and any supplemental information that would be helpful in understanding the case. The memorandum should be initiated by the faculty member.
    b. **Supporting information** used by the faculty member to corroborate the explanation should be attached to the informational memorandum and submitted along with it.

6. **Letter of notification**: The student or faculty member choosing to continue a grade appeal to the next level should write a letter to the administrator hearing that appeal. The letter should be dated, signed by the person making the appeal, and express the desire to continue the appeal.

III. Applicability

This Policy is applicable to all students enrolled in ULM courses and to all faculty members teaching those courses.

IV. Definitions

Fair evaluation: Assignment of a course grade to a student using a method and standard known by the student and applied uniformly and without bias to all students in the course.
Grading method: The procedure by which the final course grade is determined for a student, including but not limited to the individual elements (i.e., assignments, examinations, papers, and other factors) whose value and relative weight are used to calculate a final course grade.
Grading standard: The set of expectations applied in determining the final course grade (i.e., grading scale).
Professionally acceptable: Adherence to the standards commonly used in higher education.

V. Policy Procedure

Step 1. Within ten working days after the Registrar has posted grades for the course, students considering a grade appeal should discuss their concerns with the course's faculty member and seek to resolve the matter at that level. It is hoped that most issues will be settled in this manner.

Step 2. If the issue is not resolved at Step 1 and the basis of the appeal is an unfair evaluation, the student may appeal to the next level by submitting the materials specified in II.4 as follows.

a. **College of Health Sciences,** Send the information to the Program Director of Physical Therapy. The program director will provide this information to the faculty member and request the information along with any comments that the faculty member wishes to make in response to the student's appeal. The information will be provided to the student and the student will be allowed to respond. Responses may be submitted in writing or provided verbally if the program director chooses to meet with the student and/or the faculty member. After reviewing all information, the program director will notify each party of the decision and appeal options available.
b. **College of Health Sciences,** Send the information to the faculty member's program director. The program director will provide this information to the faculty member and request the information in II.5 along with any comments that the faculty member wishes to make in response to the student's appeal. The information will be provided to the student and the student will be allowed to respond. Responses may be submitted in writing or provided verbally if the program director chooses to meet with the student and/or the faculty member. After reviewing all information, the program director will notify each party of the decision and appeal options available. If either party chooses to continue the appeal, a notification letter should be sent to the school of Allied Health director. The School of Allied Health director will then request information previously submitted and a summary of the matter from the program director. After reviewing all information, the School of Allied Health director will notify each party of the decision and appeal options available.

Step 3. If the issue is not resolved at Step 2 and the basis of the appeal is an unfair evaluation, the student or the faculty member may appeal to the faculty member's college dean for undergraduate and graduate courses by submitting a notification letter. Appeals are not sent to the Director of the Graduate School. The dean will then request all information previously submitted and a summary of the matter from the previous reviewing administrator. The dean will form an ad hoc Faculty Committee for Grade Appeals to review all submitted information and provide advice on a decision. The Committee will consist of three full-time faculty members selected from the college, excluding individuals teaching in the course subject area, and will be chaired by the college's associate dean, a non-voting member of the committee. After discussions are concluded, all submitted information, a summary of the case, and a recommendation will be given to the dean. The dean will review this information, make a final decision on the appeal, and notify each party of the decision. No further appeals will be allowed, and the case will be closed.

Note: If the faculty member of the course is one of the administrators involved in the review process, then the appeal information after Step 1 will be given to that administrator's supervisor. Further appeals will proceed from that point. If the faculty member is a dean, appeals will be made to the Vice President for Academic Affairs.

The policy may be found here.

Academic progress

Academic progress is monitored throughout the program. Any performance concerns will be communicated by the primary faculty member to the Director of Clinical Education for clinical related concerns and the Program Director for academic-related concerns. Written and practical examinations must be mapped to the Physical Therapist Clinical Performance Instrument (CPI) for the Assessment of Clinical Skills items. A performance report is submitted to the Administrative Analyst who 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 advisor, Program Director, and the Director of Clinical Education. Specific academic expectations required to progress to full-time clinical experiences include successful passing of all clinical competency practical and exams and successful completion of all coursework leading up to each full-time clinical experience with a minimum 3.0 GPA. This process can be found in the ULM DPT Program Student Handbook.

A learner who fails to meet minimum performance expectations will be required to meet with their faculty advisor (mentor) to develop a plan of action (See Appendix D - Individualized Professional Development Plan). The plan may include the use of study resources, additional time in ICE, additional time during the current or future full-time clinical placement, or mandatory completion of PHYT 6879 Independent Study for an additional full-time clinical placement or tailored instruction with DPT faculty. The student is required to provide weekly updates to their faculty advisor until improvements are made on a follow-up written exam or practical. The academic advisor and program director provide the final approval of the removal of the supervised plan of action.

Student Academic Performance Policy

Satisfactory Academic Progress Policy

Satisfactory Academic Progress (SAP) denotes a student's successful completion of coursework toward a degree. Federal regulations require the Office of Financial Aid to monitor the progress of each student toward degree completion. Students who fall behind in their coursework (fail classes), fail to achieve minimum standards for grade point average or fail to complete classes in a maximum timeframe, may lose their eligibility for all types of federal, state and university aid administered by the Financial Aid office.

REQUIREMENT FOR MAINTAINING SATISFACTORY ACADEMIC PROGRESS: To maintain SAP, a student must:

1. Maintain a minimum overall grade point average (GPA) of a 3.0 for Graduate or Doctoral students.
2. Complete at least 67 percent of all attempted credit hours – This will be reviewed at the end of each semester and the aggregate percentage of coursework attempted and passed must equal 67% or greater at each review. (For example: a student who has attempted a total of 12 credit hours and only earns 8 credit hours has completed 67 percent of attempted credit hours).
3. Complete a degree program in a maximum time frame of no more than 150 percent of the average length of the program. The maximum number of attempted hours for a graduate student will vary depending on program specifications. Doctoral students are 96 hours. Students must appeal 18 hours out of the maximum to begin being monitored by the Financial Aid Office for a sufficient completion date.

For second-degree students: Second- degree students will be given 150 percent of stated credit hours required for the second-degree program. Once students have obtained a first undergraduate degree, they are not eligible for aid if you return to a Preprogram. You must be a degree seeking student. As of the 21-22 academic year, all second-degree undergraduates and graduates must appeal to receive eligible aid.

Withdrawal: A "W" grade which is recorded on the student's transcript will be included as credits attempted and will have an adverse effect on the student's ability to maintain satisfactory academic progress. Students who officially withdraw from the University must make up for the deficit hours and are encouraged to attend summer school to remove the deficient hours. The successful completion of a course is defined as receiving one of the following grades: A, B, C or D. Courses with grades of F, I, U and W will not qualify in meeting the minimum standard.

Incomplete (I) grade: An incomplete grade indicates that a student has not finished all coursework required for a grade and is included in the cumulative credits attempted. An incomplete will count toward maximum attempted hours but not as hours passed until a final grade is posted in the Registrar's Office.

Repeated courses: A student who has received a failing grade in a course may repeat the course and receive financial aid. Students may only receive federal financial aid for one repetition (repeat) of a previously passed course. Students who have already passed a course with a D or better may only repeat the class one additional time and receive financial aid for that course. All repeated courses are included in the total maximum attempted hours for SAP evaluation.

Academic Renewal: The Financial Aid Office is required to evaluate all attempted hours even if the student has applied for academic renewal.

CONSEQUENCES OF FAILING TO MAINTAIN SATISFACTORY ACADEMIC PROGRESS

Students receiving federal aid who fail to complete qualitative, and completion rate after each semester will result in the following:

1. **FINANCIAL AID WARNING** Students who fail to meet SAP requirements at the end of the semester will be placed on Financial Aid Warning. Students placed on financial aid warning will not need an appeal; however, failure to make satisfactory academic progress by the end of the financial aid Warning period will result in financial aid suspension. Students who reach the maximum time frame do not receive this type of warning term. They will receive a "Close to Maximum Time Frame" warning advising them that they are reaching the point to which they must appeal.
2. **Financial Aid SUSPENSION** Students who are placed on Financial Aid Suspension have the option to appeal for Title IV funding. At the end of the semester, students are notified of financial aid suspension and have the option to submit a typed letter of appeal along with all supporting documentation to the Office of Financial Aid Appeals Committee by the established deadline. (See Appeals Procedures). LATE APPEALS WILL NOT BE REVIEWED.
   The committee will review the appeal and supporting documentation to determine if the student's financial aid should be reinstated or remain in suspension.
   a. **Appeal Denial** All decisions that are rendered by the Financial Aid Appeals Committee will be final and not subject to further review. Students will remain on Financial Aid Suspension until he/she is back in good standing.
   b. **Appeal Approval** If the SAP appeal committee determines the student is eligible for reinstatement of financial aid, he/she will be considered for aid available at the time of reinstatement and will be placed on Financial Aid Probation or Academic Plan. While on Probation or Academic Plan, each student must pass 100% of the classes they attempt while maintaining a semester 3.0 GPA for Graduates.
   c. **Academic Plan (EXT1)** During the Academic Plan period, the student will have to complete a financial aid academic plan with his/her financial aid counselor and academic advisor before federal aid is reinstated for the semester. Upon completion of the academic plan, the student will be required to meet all stipulations within the academic plan. Failure to do so will result in suspension of financial aid until the student is back in good standing.
3. **Financial Aid Probation (On Appeal)** During the Financial Aid Probation period, the student will be required to pass all attempted classes. You cannot have a W, I, F or NC for any classes attempted while on probation. Failure to do so will result in suspension of financial aid until the student is back in good standing.

Appeal Procedures

Students who fail to meet the Satisfactory Academic Progress may appeal the suspension of their student financial aid. Letters of appeal should be based on a mitigating circumstance that negatively impacted the student's ability to meet the minimum required standards. Examples of such circumstances may include, but are not limited to:

- Death or prolonged illness of an immediate family member.
- Medical illness by the student that created undue hardship.

- Natural disasters beyond the control of the student or other personal or family matters/situations that may have negatively impacted the student's ability to meet the minimum required standards.
- If applicable, documentation that supports any retroactive changes that may have occurred.

Steps in the APPEAL PROCESS:

1. Students must provide a completed SAP Appeal form to the Office of Financial Aid
2. Students must include the following to be considered for an appeal review:
    a. SAP Appeal Form
    b. A typed statement of circumstance of why satisfactory academic progress was not met. This statement MUST include specific information that outlines a mitigated change from the prior semester.
    c. Supporting documentation (proof of grade change, current academic transcript, doctor's statement, death certificate, accident report, etc.)
    d. Degree plan
3. After the committee review, the student will be notified via Warhawk Email or Banner of the appeal decision.

Student retention:

Students entering the DPT program at ULM will be assigned a faculty advisor. Students will meet with their advisor at a minimum once a semester to monitor students' overall performance.

During the biweekly faculty meeting, student performance will be discussed. If any faculty member feels that a student is having difficulty, the faculty advisor assigned to that student will meet with the student to discuss their performance and develop strategies to maximize their learning experience.

The faculty member will report the developed academic plan at the subsequent meeting for approval, and any additional strategies to implement to ensure the student's success will be considered. Faculty advisors will meet with their assigned students as needed to address any performance concerns, including professional and ethical behaviors.

Student progression:

Academic progress is monitored throughout the program. Any performance concerns will be communicated by the primary faculty member to the Director of Clinical Education for clinical related concerns and the Program Director for academic-related concerns. Written and practical examinations must be mapped to the Physical Therapist Clinical Performance Instrument (CPI) for the Assessment of Clinical Skills items. A performance report is submitted to the Administrative Analyst who 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 advisor, Program Director, and the Director of Clinical Education. Specific academic expectations required to progress to full-time clinical experiences include successful passing of all clinical competency physical therapy practicals and exams and successful completion of all

coursework leading up to each full-time clinical experience with a minimum 3.0 GPA. This process can be found in the Program Student Handbook.

Student remediation:

The first level of the remediation process is activated when a student receives a grade of <70% on a didactic exam, Comprehensive Exam, Competency Skills Check, or Practical Exam, fails a safety item on a Competency Skills Check or Physical Therapy Practical Exam (PTPE), or fails to meet the minimum performance expectations on a clinical performance tool.

A student receiving an unsatisfactory grade on a didactic exam will meet with the instructor to discuss those areas of deficit and how to best prepare for the next examination. An unsatisfactory grade on a PTPE will need to be remediated during the testing period of time. The student will be permitted one additional make-up PTPE/Practical Exam to achieve a satisfactory grade. Regardless of the grade on the remediation exam, the maximum the student can achieve is a grade of B. Students who are unable to successfully remediate will receive a failing grade in the associated course and be placed on academic suspension.

The second level of the remediation process is activated when a student earns a grade of C in a course and is initiated by the Program Director and Course Coordinator. The process for course remediation must be completed no later than the end of the first week of the ensuing semester following receipt of the course grade of C and is initiated by the Program Director and Course Coordinator.

The student must sign an Acknowledgement of Course Remediation Process (see Appendix C). An Individualized Professional Development Plan (IPDP) is developed and outlines the format, content and evaluation methods, along with the timeline for expected completion (See Appendix D). Completion of the course remediation must occur prior to the end of the first week of the ensuing semester. If remediation is unsuccessful, the student may be permitted one additional remediation attempt at the discretion of the Program Director and the ASC. If a student is unsuccessful after the second remediation attempt, they will be suspended from the program.

Academic suspension:

The student on academic suspension may appeal the grade in accordance with the ULM Appeal Process detailed in the ULM DPT Student Program Handbook or apply for readmission to the program the next academic year, as described in the ULM DPT Student Program Handbook. Students placed on academic suspension (including those that were unsuccessful in the grade appeal and/or the remediation processes; and/or PHYT 6870 Independent Study) have the option to re-apply for the next application cycle; must be re-accepted into the program; and also, be in good standing as demonstrated by three (3) positive letters of faculty support. Program admission of all suspended students will be determined on a case-by-case basis and is contingent upon availability of program seats, availability of clinical placement spots, and overall program resources. An amended program of study will be collaboratively developed by the Program Director, Director of Clinical Education, core faculty, and the re-admitted student. Students will only be allowed one opportunity to gain readmission to the

program. After a student has been admitted to the program on two occasions, and dismissed twice, the student will no longer be eligible to apply to the ULM DPT program.

If a student fails a Competency Skills Check because of safety-related issues or fails to achieve at least 70%, they are permitted to retake the skills check a second time and must seek additional help (available from the course coordinator) and practice the skills prior to arranging to retake the Competency Skills Check. If a student fails to pass on the second attempt because of safety-related issues or fails to achieve at least 70% for the skills, the student will receive a failing grade in the course and will be placed on academic suspension.

If a student earns <70% or fails a safety item on a Physical Therapy Practical Examination, the student will be required to complete a Practical Development Plan Agreement, located in Appendix B of the ULM DPT Student Program Handbook, in collaboration with the course coordinator prior to a second attempt. The course coordinator and faculty content experts are available to the student for additional guidance and mentoring. The second attempt on a Physical Therapy Practical Exam must be completed by the end of finals week. If a student fails the Physical Therapy Practical Exam on the second attempt because of safety-related issues, or fails to achieve at least 70%, the student will receive a failing grade in the course and will be placed on academic suspension.

The second level of the remediation process is activated when a student earns a grade of C in a course and is initiated by the Program Director and Course Coordinator. The process for course remediation must be completed no later than the end of the first week of the ensuing semester following receipt of the course grade of C and is initiated by the Program Director and Course Coordinator.

The student must sign an Acknowledgement of Course Remediation Process (see Appendix C). An Individualized Professional Development Plan (IPDP) is developed and outlines the format, content and evaluation methods, along with the timeline for expected completion (See Appendix D). Completion of the course remediation must occur prior to the end of the first week of the ensuing semester. If remediation is unsuccessful, the student may be permitted one additional remediation attempt at the discretion of the Program Director and the ASC. If a student is unsuccessful after the second remediation attempt, they will be suspended from the program.

Summary Suspension:

Each student is expected to govern their own conduct with concern for other individuals and for the entire University community. Actions that threaten or endanger, in any way, the personal safety, and/or well-being of self or others, or that disrupt or interfere with the orderly operation of the University are cause for immediate disciplinary action prior to the initiation and/or conclusion of an investigation or the student conduct hearing/appeal process. The President, SVP/Provost, or appropriate College Dean has the authority to suspend, summarily, a student when the student admits to guilt or when, in the opinion of the President, SVP/Provost, or appropriate College Dean, such action is appropriate to protect the health or safety of any

individual, or to preserve the orderly operation of the University. (See the Catalog for further information.)

Program Dismissals:

If a student drops below a 3.0 GPA, they will be allowed one semester to return the GPA to a cumulative 3.0. Students unable to restore their GPA may be dismissed from the program. Students cannot receive a grade less than a C in their professional coursework. Students are only allowed to earn a grade of C in up to three (3) courses. Additional policies and information on grading and appeals can be found on the graduate school website. Students that do not meet minimum requirements may be dismissed. Please note that a semester GPA that falls below a 3.0 may cause students to lose their financial aid benefits. Students will then be responsible for covering their tuition without the assistance of federal aid. Knowingly supplying misinformation on any program documents is grounds for disciplinary action, including immediate dismissal from the program.

University Dismissals:

A student will be subject to dismissal from the program for substandard academic or professional performance as follows:

- A grade of "U" or "NCR" in two (2) different required courses (didactic or clinical experiences throughout the 3-year program.
- A second grade of "U" or "NCR" in the same required course (didactic or clinical experiences) whether earned by repeating the course or because of unsatisfactory performance upon attempted remediation via examination.
- Attainment of a semester and/or cumulative GPA less than 3.0 and two (2) or more grades of "U" within the same semester.
- Attainment of a semester and/or cumulative GPA less than 3.0 for two (2) or more consecutive didactic semesters.
- Failure to attain a cumulative GPA of 3.0 or higher at the end of the academic year.
- Failure to maintain the Code of Student Conduct set forth in the University Student Handbook and University Graduate Catalog.

The University Graduate Catalog can be accessed on the ulm.edu website or directly at:
http://catalog.ulm.edu/index.php
The University Student Handbook can be accessed on the ulm.edu website or directly at:
https://www.ulm.edu/studenthandbook/22_23_ulm-student_handbook.pdf

Petition for Readmission of Academic Suspension/Dismissal:

In addition to the readmission policy, any decision for readmission to the program may include conditions of remediation or development, including but not limited to repeating all or part of the program the student has already completed, and which must be successfully completed for the student to re-enter or remain in the program.

Procedure – Committee Materials the Academic Standards Committee will be supplied with the following information prior to hearing an appeal for readmission:

a. Copy of the Appeal Letter for Readmission
b. Copy of the original dismissal letter and previous appeal decisions

c. Copy of student transcripts
d. Copy of any letters of recommendation
e. Any other document the Committee deems necessary to make an informed decision.

Review of Academic Disciplinary Action: The Academic Standards Committee will review and report agreement or disagreement of all disciplinary actions taken regarding dismissals, suspensions and probations of students made by the Associate Dean of Academic Affairs. If requested by the Dean, the Committee will review the progression status of all students who have earned non-progression grades, recommend remediation in accordance with the Remediation policy, or recommend further remediation after an initial failing remediation attempt.

Academic Withdrawal:

Resignation/Withdrawal Policy:

Please be aware that if you drop all classes, your financial aid may be reviewed, and a portion of your financial aid may have to be returned. This would cause you to possibly owe a balance to ULM. It is your responsibility to attend and pass all classes for which you register.
Those students who fail to pass and/or attend all classes will also have their financial aid packages reviewed. All professors involved may be contacted to verify the last date of class attendance. Depending on the class type (modules or full term), the date the student intends to drop and how many hours the student is dropping, it may become necessary to return all or a portion of the financial aid awarded if it is deemed that the student did not fulfill class requirements. A Letter of Intent may be required depending on the type of class or classes dropped and the time of the drop.

If you must resign from a class or from school, PLEASE contact the Financial Aid office first and follow the proper withdrawal/resignation procedure through the Registrar's Office.

After enrolling in classes, a student who wants to resign must:

Consult the Financial Aid office to see what will happen if they drop one or more of their classes, notify the Residential Life Office to cancel a Room and Meal Contract if such contract was requested by the student. You may not be eligible for any type of refund on housing and meal plans. Please refer to their policy for guidance. You will need to get with your Academic Advisor to see your options on withdrawing from one or more of the classes enrolled in.

Students who attend module classes run the risk of losing some or all their applied aid depending on the period within the term they drop one or more registered classes. Please contact the financial aid Office before dropping to discuss what will happen.

Merely discontinuing class attendance is not considered to be a formal resignation from The University. Students who discontinue class attendance and who fail to follow the established resignation procedure will be held responsible for all tuition and fees.

For more details, please contact the Registrar's Office or visit: http://registrar.ulm.edu

The Academic Success Committee

The Academic Success Committee (ASC) made up of ULM DPT core faculty members will be responsible for establishing, maintaining, and implementing academic regulations and policies impacting professional student behavior expectations, coordinating the behavioral expectation of students in the professional program, and maintaining consistency with the established guidelines of the University of Louisiana Monroe. Core faculty have full responsibility to establish, modify, and interpret student policies and procedures of the program under the direction of the program director and approval of College administration. This practice is consistent with other programs within the ULM system.

A learner who fails to meet performance expectations will be referred to the Academic Success Committee (ASC). The learner, ASC committee members, the Director of Clinical Education, and Clinical Instructors will create an Individualized Professional Development Plan (See Appendix D). The plan may include additional time in ICE, an additional time during the current or future full-time clinical placement, or mandatory completion of PHYT 6879 Independent Study for an additional full-time clinical placement or tailored instruction with DPT faculty.

Academic Integrity

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

Academic Honesty - Academic honesty is highly valued at University of Louisiana 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. Plagiarism is the use of any other person’s work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one’s own work offered for credit. At ULM, 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 in person and 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, or (4) Using information from online or other information services without proper citation.

Professional Behavior

Professional behavior will be required during all classes and laboratories. Students are expected to maintain full attention and demonstrate full participation during classes, labs, clinics, etc. This includes appropriate interaction, asking appropriate questions, turning off cell phones, refraining from talking or sleeping. Preferably, all cell phones and pagers must be turned off. If you must leave your phone on because of responsibilities with your children or work, then please set them on vibrate during all classes, labs, clinics, etc.

Students are expected to use lab time appropriately for practicing techniques or completing assignments. All students must remain in labs for the entire class period unless the instructor dismisses class.

Any student who is disruptive in class or otherwise demonstrates unprofessional behavior will be asked to leave the classroom, lab, clinic, etc. In extreme cases the student may be dropped from the course.

Unprofessional Conduct/ Behavioral Misconduct

In observance of the mission, and goals of the university, the Office of Student Services (Student Conduct) is responsible for administering standards of student conduct. The primary purpose for the enforcement of standards of conduct is to maintain and strengthen the ethical climate and to promote integrity. Clearly articulated and consistently administered standards of conduct support behavioral expectations within an academic community. The enforcement of such standards should be accomplished in such a manner that protects the rights, health, and safety of members of the campus community so that educational goals may be pursued without undue interference.

Any person wishing to initiate a complaint regarding any University of Louisiana Monroe (ULM) student or student organization, faculty member or administrative staff is encouraged to do so in writing or online (https://cm.maxient.com/reportingform.php?UnivofLouisianaMonroe) as soon as possible following the incident. The complainant should include the following information, if available:

1. Date of the incident
2. Name(s) of the accused
3. Description of the incident, including location
4. Contact information of witnesses (names, addresses, and telephone numbers)
5. Contact information of complaint ant (name, address, and telephone number)

Student disciplinary records are maintained in the Office of Student Services with respect to confidentiality of all privileged communications.

Final Appeal Process for Discipline for Behavioral Misconduct

All decisions regarding a student's behavioral misconduct may be appealed by the student in writing to the School Dean. The appeal should be submitted to the School Dean within 5 business days of notification of the Student Affairs Committee decision. The School Dean will review all documentation in the case and may require a personal interview with the student before a decision is reached. The decision of the School Dean is final.

Behavioral Misconduct- Review of Violations

The faculty member and/or responsible supervisor (clinical instructor) making the initial judgment of unsafe or unprofessional behavior in an academic or clinical setting shall inform the student of the behavior issue and notify the Program Director and DCE, if applicable. If in the judgment of the faculty member and/or responsible supervisor the nature of the behavior warrants immediate action, the student may be removed from the classroom or clinical area until the review process has been completed.

Once the action has been reported, the student must meet with the Program Director who will determine, via review of the circumstances, whether further review is required, or whether the student will receive a written warning that subsequent violations must not occur. If the Program Director determines that further review is required to determine the appropriate sanction, the

Assistant Dean will be notified to call a meeting of the Student Affairs Committee for a hearing with the student to review the allegations.

If the student fails to appear at the hearing and the failure of appearance is not excused by the Assistant Dean, the student shall be deemed to have waived the right to a hearing. In such cases the Program Director may proceed to apply such sanctions as deemed appropriate, notifying the School Dean of the action.

Prior to a hearing, the student will be provided with written copies of relevant reports regarding the circumstances and facts of the case to be used at the hearing. The student may make use of another student, faculty, or staff member as an advocate during the hearing. Advocates are to support the student during a hearing and cannot present evidence or substitute for the student's role in offering evidence or questions. The School reserves the right to bar individuals from participating as advocates who have failed to observe the standards of conduct, or who have failed to assist and advise the student properly on the process. The Assistant Dean has sole discretion for making this determination.

Committee members participating will have the right to require the presence and testimony of witnesses relevant to the case, and can interview parties involved, including the student, about the facts of the case. The student shall have the right to hear any testimony related to the case that may adversely affect him/her and to question people giving such testimony. The student is allowed to present witnesses on his/her behalf.

In deliberating the outcome, the Student Affairs Committee will make its decision on facts based on preponderance of evidence available for their review, including, but not limited to, testimony from witnesses, written statements, and other relevant information. In conflicting testimony or statements, the committee will determine as they see fit which version of events is more credible. The Student Affairs Committee will render a decision: the sanction imposed will be sent to the student.

<u>Behavioral Misconduct –Disciplinary Management</u>

Following the hearing, the Student Affairs Committee shall decide on the facts of the case and recommend sanctions if appropriate. Sanction options include but are not limited to:

Professional Behavior Warning: An official sanction given in writing to notify the student of his/her misconduct, warning that subsequent violations must not occur.

Course Failure: An official sanction that will render the student to be suspended from the School.

Disciplinary Probation: An official sanction that places a student in a status such that any subsequent misconduct during the period of probation will result in additional discipline, including suspension or expulsion. The period of probation is determined by the Student Affairs Committee conducting the disciplinary hearing.

Disciplinary Suspension: An official sanction that prohibits the student from attending or participating in any University activities for a designated time period, typically to include the remainder of the semester in which the offense occurred. A written request to return to the

School on expiration of the suspension must be presented to the Program Director at least two months prior to the time the student wishes to re-enroll.

Disciplinary Dismissal: An official sanction permanently prohibiting the student from attending the University. Notifications appear on the student's transcript for five (5) years. Following that period, a student may petition the University to have this notation removed from the transcript.

Notification of the results of the review by the chair of the Student Affairs Committee shall be provided in writing by regular mail to the student's last known address as identified in the records of the University and to the School Dean.

Graduation and Commencement

All Candidates: Caps and gowns are available for purchase at the ULM Bookstore (318.342.1982).
Ed.D. and Ph.D. Candidates: Ed.D. and Ph.D. candidates are responsible for ensuring that their hoods are brought to the commencement ceremony.

Attire: Recommended dress for the ceremony is dark clothing and dark shoes with your cap and gown. Your mortarboard tassel hangs on the right until you are instructed to move it to the left during the ceremony. All graduates will arrive at the ceremony with their gowns unzipped so that the clothing underneath can be seen. Involvement stoles must be approved and purchased through the Office of Student Engagement (https://www.ulm.edu/studentengagement/involvementstolepolicy.pdf)

Commencement Etiquette: Degree Candidates: You are expected to behave in a manner which is appropriate for the occasion. Commencement is a serious academic ceremony, not an athletics or social event. Behavior that is not acceptable in the classroom is not acceptable during commencement. Be happy but be appropriate and respectful!

Guests: Please ask your guests to do the same. Any noise other than normal applause keeps your name from being heard by your family and friends. If you want your name heard, respect your classmates' wishes for the same by asking your guests to act appropriately.

Commencement Participation: If you change your mind about participating in the ceremony without sending an email to commencement@ulm.edu, the mailing of your diploma will be delayed, beyond the expected four to six weeks (see Diplomas in this list).

Graduation with Honors

Students receiving Baccalaureate and Doctor of Pharmacy degrees will be awarded Latin honors in accordance with the following guidelines:

- *Cum Laude* – awarded to students whose cumulative grade point average is within the range of 3.500 through 3.749
- *Magna Cum Laude* - awarded to students whose cumulative grade point average is within the range of 3.750 through 3.899
- *Summa Cum Laude* – awarded to students whose cumulative grade point average is within the range of 3.900 through 4.000

The distinctive *Top Graduate* status at graduation is bestowed upon the Baccalaureate and/or Doctor of Pharmacy degree graduate(s) with the highest cumulative grade point average. Students receiving their first associate degree from ULM will be awarded University honors in accordance with the following guidelines:

- *Honors* - awarded to students whose cumulative grade point average is within the range of 3.500 through 3.799
- *High Honors* – awarded to students whose cumulative grade point average is within the range of 3.800 through 4.000

The cumulative average is the uncorrected average figured on all courses attempted, which includes ULM, transfer, and repeated courses. A letter grade equivalent must be determined for credit (CR) grades awarded to a student for international transfer coursework for the student to receive honors at graduation. A student who has declared Academic Renewal is not eligible for honors recognition at graduation.

For more information about Graduation and Commencement please visit the website: https://www.ulm.edu/commencement-info/

Transcripts

Official transcript requests must be made in writing on forms supplied on the Registrar's website (registrar.ulm.edu) or in the Registrar's Office with the required picture identification. The transcript will be furnished as requested, provided the student has paid all debts owed either to the University or federal or state loan agencies. A provisionally admitted ULM student must clear admission requirements before an official transcript can be released. An official transcript is defined as one mailed directly from one institution to another; it bears the intuition's seal, the Registrar's signature, and the issuance date. Unofficial transcripts are immediately available to students *without* a written request on Banner (banner.ulm.edu), the university online student services system.

V. Program Policies

Academic Advising

The full-time advising staff of the Student Success Center serves as Academic Advisors for all beginning first-year students in any major. They continue to advise all classifications of students that are majoring in Pre-Pharmacy, pre-professional Health Studies, General Studies, or Undeclared. All students should meet with their advisor each semester prior to registration.

How to Prepare for an Advising Appointment

1. Engage in an intense self-study. Explore options. Clarify values and goals. Relate interest and abilities to educational and career plans. Continue to gather information.
2. Make your appointment early.

3. Keep your appointment or call-in advance to cancel so that someone else may have the time slot.
4. Be on time.
5. Review materials that you received at PREP or during previous appointments before you go to your appointment.
6. Read the course descriptions of courses in the curriculum before you go to the advising appointment.
7. Write down any questions you wish to ask your advisor.
8. Take appropriate materials to the advising appointment (pencil/pen, catalog, major information, etc.)
9. Follow through on referrals and recommendations that are made during the advising session.

Laboratory Access

Pictured badges are issued to all students and personnel. Buildings and rooms used by the DPT faculty, staff, and students have access card readers for exterior and interior doors to allow for 24-hour access. General safety precautions and emergency procedures are posted in each room and building.

Students have unlimited access to the dedicated laboratory space outside of scheduled class time for the practice of clinical skills via card swipe access in Walker Hall. Students will have access to practice laboratory space in the Kitty Degree Nursing Building on Fridays and weekends. A DPT faculty will need to be present during practice time in the nursing facility.

Appointments with Faculty

Faculty are eager to support students outside of scheduled class hours and establish office hours on a regular basis for this purpose. Office hours are outlined in each course syllabus. Additional office hours may be needed during registration, examination periods, and prior to beginning clinical experiences. If for some reason you would like to meet with a faculty member outside these hours, you must make an appointment.

The School's administrative coordinators and administrative assistants also have access to the Program Director's and School Dean's calendar to schedule meetings. Students should be aware that faculty are also involved in institutional committee work, clinical work, research, and other professional and community responsibilities during hours when they are not teaching. Therefore, students are encouraged to use office hours whenever possible.

Assessments

As stated in the admission guidelines, adherence to the Code of Ethics for the Physical Therapist (Appendix E) and Standards of Practice for Physical Therapy (Appendix F) as described by the American Physical Therapy Association shall be a continuing part of assessment of all students in all courses and activities relating to or pertaining to the program.

Attendance and Participation

Attendance is one of the professional responsibilities for a DPT student. It is expected that every student will be available for all classes between 8 am and 5 pm M-F during the entire semester

including finals week for the entire 3-year curriculum with occasional required weekend classes. Some class sessions may be scheduled at times other than those noted in the syllabus or school calendar. This is necessary to accommodate guest speakers and experiential learning activities.

Missing class puts a student and their future patients at a severe disadvantage due to the loss of collaboration and interactive learning that takes place in the classroom. There is no substitute for hands-on interaction with course instructor(s) and fellow students, and these experiences cannot be easily replicated.

With the exception of a medical emergency or illness, all examinations/quizzes must be taken at the scheduled time. Students who miss an examination (written or practical or skill check), fail to submit an assignment, or fail to participate in a scheduled activity due to an absence may receive a grade of zero for that examination, assignment, or activity. Specific course expectations and actions taken will be up to the discretion of the course coordinator as published in the course syllabus. Grade actions performed by the course coordinator are considered final, but may be appealed by submitting a written letter to the student affairs committee.

Students should not finalize work schedules or other personal commitments until course syllabi and schedules are provided. Any potential conflicts should be discussed with faculty BEFORE any travel arrangements or commitments are made. It is the student's responsibility to be aware of attendance policies for each class and the potential consequences for unexcused absences.

Tardiness is a form of absence. Students should consider all contingencies in order to be on time for every scheduled class and lab session. Being late is equal to being absent for at least a portion of class/lab time and may be disruptive to a speaker or class already in session.

Excused absences will only be considered for the following reasons:

- Bereavement: Immediate family only (student's spouse, parents, siblings, children, grandparents, father/mother-in-law, son/daughter-in-law, or grandchild). One-day allowance for local funeral and three-day allowance for out-of-town.
- Emergency (Non-Health): Automobile accident, severe weather that leads to a closing or delayed start of the University or an official emergency statement issued in the student's living area that makes travel to school impossible, unwise, or unsafe.
- Health (Personal): Verified illness or hospitalization. Note from physicians verifying illness or hospitalization may be required for documentation.
- Health (Immediate Family): Immediate family members (as listed above) with terminal or acute illness or scheduled surgery.
- Religious observance.
- Jury Duty/Court Summons. A copy of the summons is required for documentation.
- Military Duty: Deployment for three consecutive days or less may be considered excused. Note: longer deployment should be handled through a leave of absence request. A copy of the military orders is required for documentation.

- University/School Approved Activity: Attending school sanctioned professional conferences, scholarly competitions, student forums and educational programs. Verification from school dean, advisor, or course faculty is required for documentation.

In the case of a medical or significant family emergency that results in an extended period of absence from any course, it is the student's responsibility to set an appointment either in person or via email to meet with the Program Director and course coordinators to develop a plan to make up missed class time and assignments. The final decision to allow make-up of class assignments rests with the course coordinator.

In the case of illness, each student is personally responsible for calling or emailing the instructor of the absence as a professional courtesy. This absence does not relieve the student of the responsibility for discussed materials of assignments. Many courses incorporate small group dialogue and grades are affected if students do not actively participate or if they come to class unprepared to discuss expected materials. Absences of more than 3 consecutive days must be substantiated by a written letter from a licensed health care practitioner.

The Graduate School attendance policy is located here. The ULM DPT Program recognizes four types of absences: officially excused absences, instructor excused absences, approved absences, and unexcused absences.

- Officially excused absences are defined as absences for reasons beyond the student's responsibility or control. Those absences typically will be communicated to the instructor by Academic Affairs, the Program Director, or a university representative.
- Instructor excuses are defined as absences that the instructor identifies as excusable. Those absences are based on instructor discretion. Disagreements between the instructor and the student regarding the determination can be brought to the Program Director by either party.
- Approved absences are defined as absences for university or program sponsored events. Those absences require pre-approval by the Program Director or university representative. The student is responsible for notifying the instructor no later than 1 week prior to the absence.
- Unexcused absences are defined as absences that are not approved or excused.

Any student who misses or anticipates missing a lecture or laboratory session will need to inquire about make-up work. If it is an unexcused absence, the instructor is not obligated to accept make-up work.

Mental Wellness on the ULM Campus

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:
ULM Counseling Center; 1140 University Avenue; 318-342-5220
Marriage & Family Therapy and Counseling Clinic, Strauss Hall 112; 318-342-5678
Remember that all services are offered free to students, and all are strictly confidential.

Classroom Conduct and Etiquette

Students are to put all electronic devices, other than tablets and computers being used for learning, in airplane mode, including Apple watches, when in class/labs, practical exams, and clinic, even when participating remotely. Failure to adhere to stated policies for conduct will be considered a violation of professional and University standards and can result in an academic integrity and/or professional behaviors violation.

All communications (verbal, email, discussion boards, etc) between students, and to faculty and staff are expected to be crafted and delivered in a professional and respectful manner.

The online environment is designed to help you expand your professional knowledge not only through the online coursework, but also through rich discussion in community with your virtual classmates and instructors. The discussion boards help you to share your insights and perspectives with others, and to learn from the posts from others. To optimize the learning environment and allow for a welcoming online culture, each online learner should keep these online communication guidelines, or "netiquette" guidelines, in mind.

- Treat others as we would want to be treated. Be kind to others. In the online world, never say online what you would not say directly to someone else in person.
- Treat instructors and classmates with respect, be open minded, and respond to faculty in a timely manner (within 48 hours is generally accepted).
- Use clear and concise language. Read assignment posts and emails aloud to yourself before submitting to ensure clarity.
- Always check for proper spelling and grammar, including the use of complete sentences before posting work on discussion boards, and in email communications to faculty, staff, and classmates. Avoid using all capitals because it can be interpreted as yelling. Remember these are not text messages, and are considered to be professional communications.
- Be very careful with the use of humor, especially sarcasm. The message can be interpreted literally or even offensively.
- Follow HIPAA guidelines for all posts and email communication.

Dress Code

The appearance of all students must conform to the highest standards of cleanliness, safety, and good taste. The dress code for the classroom, guest speakers, clinical environment, and professional meetings is varied. Practiced daily, appropriate dress should become second nature. Failure to adhere to stated policies for dress code will be considered a violation of professional and University standards and can result in an academic integrity and/or professional behaviors violation. Students will be dismissed from class if attire is inappropriate, and an unexcused absence recorded. If you have any questions, see the course instructor. Students requiring medical or cultural allowances for certain policies must have the approval of the program director.

Applies to all non-lab campus activities, professional conferences, service learning and clinical education experiences (unless otherwise dictated by academic course coordinators or clinical facility policy).

- Students are expected to wear a collared shirt, dress blouse or sweater and dress pants, dress shorts, or dress skirt of modest length.
- Jewelry should be kept to a minimum and must not interfere with the ability to effectively communicate with community members.
- Students should be mindful of the unintended impressions that may be created by facial body piercing (nose, lip, eyelash, tongue), tattoos, unnatural hair colors, or excessive makeup.
- Students must wear shoes at all times that coincide with professional attire and a safe environment. Open toe sandals or sandals without a back strap are not acceptable when performing patient gait assistance or transfers.
- Students should demonstrate good personal grooming and hygiene. Hair, including facial hair, should be clean and well groomed.
- ULM name tags should be worn for any off-campus activities, conferences, and clinical experiences.
- Business suits or jackets are encouraged at professional conferences.

The following items are not consistent with professional dress:

- Jeans and denim material
- Revealing shirts, pants, shorts, or skirts
- Caps, hats, or headwear unless for religious/cultural reasons
- Acrylic nails or nail length that interferes with physical therapy practice

Students should wear navy blue scrubs to Functional Anatomy labs for gross cadaver dissection.

Clinical Dress Code

In a clinical setting you represent University of Louisiana Monroe, the Doctor of Physical Therapy program, the physical therapy profession, and yourself. Students are to dress appropriately for the clinical setting and must conform to the dress code of the program or that of the assigned clinic to convey an image of professionalism. Failure to comply with dress codes or instructions will result in removal from clinical experience until proper attire is obtained. All students are expected to present a neat, clean, and well-groomed, professional appearance consistent with the traditional dignity of the healthcare professions. At clinical sites students will:

- Dress appropriately for their role as a student DPT
- Wear only authorized insignia and professional pins
- Avoid excessive cologne or perfume
- Limit jewelry to appropriate style and amount
- Use cosmetics in a conservative manner
- Groom hair, as well as beards, mustaches, and sideburns, in a neat, clean, and conservative style; tie hair back and off face
- Groom nails to not be visible over the tips of fingers; if applied, neutral polish only

- Shirts MUST be of a length that can be tucked into and remain in the pants.
- The shirt must remain tucked when reaching as high as overhead and bending down to touch one's toes
- Clean, closed-toes shoe with socks/stockings are acceptable
- Wear an appropriate lab jacket if required
- Always wear a name tag identifying him/herself as a Physical Therapy student

Items listed below are always unacceptable in clinical facilities:

- T-shirts (unless provided by clinic/facility), shirts without collars, tank tops, sleeveless tops, low cut shirts, grunge look, pajamas, bib overalls, short skirts, or dresses
- Jeans (denim)
- Open-toed shoes, flip flops, and beach sandals
- Jewelry, visible body piercing (exception pierced ears, max 2/ear) or body art that is inflammatory, derogatory, or provocative
- Insignia/slogans which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive
- Display of smoking, alcohol and/or tobacco products
- Under garments which are visible beneath uniforms, scrubs, or other clothing
- Bare midsection, gluteal fold, cleavage, or lower sternum
- Unnatural hair coloring (i.e., blue, purple, green, etc.)
- Dark glasses, sunglasses, hats, caps, visors, and other head coverings shall not be worn indoors
- Leggings and/or jeggings

When a student is in violation of the dress code policy, faculty members should discuss this with the student and the Program Director will be notified of the infraction. Students with inappropriate dress may be asked to leave a classroom or lab. Repeated infractions of the dress code policy will result in a discussion with the Program Director and may place the student in academic jeopardy regarding professional behavior.

ULM's Emergency Response Plan

This Emergency Response Plan (ERP) is designed for use by the Crisis Response Team (CRT) and the ULM Incident Commander to respond to an actual crisis event. Ongoing and overall university emergency response and recovery operations are defined in The University of Louisiana at Monroe Business Continuity Plan (BCP). Each department (the various support departments, operational groups, or other defined infrastructure entities of the university) with important emergency planning and response assignments, has developed a department Emergency Operations Plan. The Department Emergency Operations Plan defines the actions of the department during an emergency situation. All of these plans have important specific purposes and are intended for use in concert to greatly lessen the extent of injuries and limit equipment, material, and property damage.

The University of Louisiana at Monroe will respond to an emergency situation in a safe, effective, and timely manner. University resources and equipment will be utilized to accomplish the following priorities:

Priority I: Protection of Human Life
Priority II: Support of Health & Safety Services Priority
Priority III: Protection of University Assets Priority
Priority IV: Maintenance of University Services Priority
Priority V: Assessment of Damages Priority
Priority VI: Restoration of General Campus Operations
For more information about ULM's Emergency Response Plan, please visit:
https://webservices.ulm.edu/policies/download-policy/341

In Case of Emergency:
Call UPD at 318-342-5350 or 318-342-1911

More information about the University Police Department can be found at ulm.edu/police .

Campus Closure

For information regarding the status of ULM hours of operation and campus closures, please monitor your Warhawk email address. For further information, you may contact the University at 318-342-1000 or check the web page, www.ulm.edu or ULM Safe. Off campus students needing emergency housing due to inclement weather may contact Residence Life at 318-342-5240 regarding cancellation of classes or possible closure due to inclement weather.

Class Cancellations/Schedule Changes

Students will not be admitted to a class unless the instructor has received a roster or notice indicating proper registration from the Registrar.

Students will not be permitted to drop or add courses or make section changes after published drop/add dates except with the approval of the student's major professor, the Director of the school in which the student is registered, and the director of the school in which the course or courses affected are offered. Final approval will be through the Dean of the Graduate School.

If registration changes are made after the deadline, a Drop/Add Form must be used. The proposed change is not official until the form is completed with the proper approvals indicated and filed with the Registrar's Office. When given permission, a student may drop a course with a notation of W as long as it is within the time limit specified by the university calendar. Withdrawals during that period carry no penalties.

Students may drop courses or may resign from the University with grades of W prior to the date specified in the university calendar. After that specified date, students may not drop a course or resign. Students who have extraordinary cases with extenuating circumstances may submit a letter of appeal, along with documentation to substantiate the case, to the director of the Graduate School. Extraordinary cases do not include dissatisfaction with an anticipated grade or the decision to change a major.

Approval of an appeal for dropping a course or resigning after the published date may be granted by the director of the Graduate School for reasons stated below and only if the reason can be officially documented to show direct due cause. If approval to drop a course is granted, the student must also have been passing the course immediately prior to the hardship and must have applied for the approval immediately after the hardship or illness ended. The grade assigned shall

be a W. If the director of the Graduate School allows the student to resign, a W grade shall be assigned in all courses. If the appeal is approved, the director will notify the instructor and the registrar. Examples of appealable cases are as follows:

Communication & Citations

The student will be communicating through numerous formats, including oral, written, and electronic methods throughout the curriculum. Etiquette for all communications, including e-mail, should follow similar rules and expectations including correct grammar, clarity in expression of ideas, and appropriate presentation of the writer as a developing professional. The student is expected to evaluate the impact of this communication prior to transmission or presentation of the information.

All citations (tickets) for on-campus parking violations can be paid online or in person at LA Capitol Federal Credit Union, located on campus on Northeast Drive.

Pay Online: Faculty, Staff and Students with Banner accounts

1. **Login into Banner**

2. Select the **Employee** or **Student** tab/link, as applicable.

3. Click the **Parking Permits/Citations** link.

4. Select **Citation Payment Menu** to make a payment using ULM's Touch Net payment system.

Aramark, contractors, and vendors should pay at LA Capitol Federal Credit Union located on Northeast Drive on campus. Ensure your payment is under the "Miscellaneous Account" and forward all receipts to UPD.

Credit Hour Policy

If a student feels he/she has sufficient knowledge in a subject area and can bypass a course, the student should look into the possibility of taking credit examinations that are recognized by ULM. The exams for which ULM has established credit policies are:

1. ULM Credit Examination, administered by Academic Departments,
2. CLEP Subject Examinations,
3. ACT,
4. SAT,
5. Advanced Placement,
6. DSST.

Visit https://www.ulm.edu/testingcenter/ for more information Federal Definition of the Credit Hour For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that approximates -

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required (outlined in item number one (1) above) for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award credit hours.

Degree Plan

The American Physical Therapy Association states that "physical therapists (PTs) are movement experts who optimize quality of life through prescribed exercise, hands-on care, and patient education." Students who pursue a Doctor of Physical Therapy (DPT) degree can work in a variety of settings including:

- Outpatient clinics or private practices
- Sports, fitness, and wellness centers
- Occupational or workplace environments
- Home health care and Hospice
- Rehabilitation hospitals
- Sub-acute rehabilitation facilities
- Extended care centers, nursing homes and skilled nursing facilities
- Government facilities for civilians and military personnel
- Educational settings such as preschools and vocational schools
- Research facilities
- Primary care facilities

Patients and Patient Simulators

Patients or patient simulators may participate during didactic or laboratory activities in the academic setting to enhance the student educational experience. Patients or patient simulators must sign a consent form agreeing to voluntarily participate in these activities. The PT Program students will abide by the Health Insurance Portability and Accountability Act (HIPAA) to safeguard the confidentiality of health information obtained from patients. All information obtained from the patient or patient simulator is confidential. Patient information should only be discussed with the program faculty in a private venue.

Calibration and Safety of Laboratory 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.

Email

Incidental personal use of a Warhawk email that inaccurately creates the appearance that the university is endorsing, supporting, or affiliated with any organization, product, service, statement, or position is prohibited. A user's communications that are threatening, discriminatory, or disruptive may result in disciplinary action because they are not speech protected by the first amendment. Use of the Warhawk email must be consistent with ULM's university policies and specifically the Technology Acceptable Use Policy, meet ethical conduct and safety standards and comply with applicable laws and proper business practice. Violations of these terms and conditions may result in disciplinary action

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) FERPA rights begin at ULM when a student is accepted to the University and pays their first enrollment deposit (if applicable). These rights include:

Right and Privacy Act/Confidentiality of Students Records

- **The right to inspect and review the student's education records within 45 days of the day ULM of Health Sciences receives a request for access.** Students should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The University official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

- **The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- **The right to provide written consent before the University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent**. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by ULM of Health Sciences in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an

official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of ULM of Health Sciences who performs an institutional service of function for which the school would otherwise use its own employees and who is under direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibilities to ULM of Health Sciences. Upon request, the school also discloses education records without consent to officials of another school in which the student seeks or intends to enroll.

- **The right to file a complaint with the U.S. Department of Education concerning alleged failures by ULM of Health Sciences to comply with the requirements of FERPA.**

The name and address of the Office that administers FERPA is Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-4605
Please refer to the University of Louisiana at Monroe Catalog for further information on the rights and privacy act and confidentiality.

OSHA Training

The Occupational Safety and Health Administration (OSHA) has established guidelines regarding universal precautions and blood borne pathogens. Each student is expected to receive OSHA training each year prior to participating in clinical experiences. Training will be conducted within the School of Physical Therapy at the University of Louisiana at Monroe during an Independent Skills Lab time (see semester schedules for details). It is the responsibility of the student to attend the scheduled lecture and to follow the recommended guidelines.

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.

The University of Louisiana at Monroe (ULM) recognizes that social networking websites and applications, including but not limited to Facebook, Instagram, Twitter, LinkedIn, and blogs, are an important and timely means of communication. Students should have no expectation of privacy on social networking sites. The following actions are strictly forbidden:

- You may not present the personal health information of other individuals (clients/patients/classmates). Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of photographs (such as client/patient activities) may still allow the reader to recognize the identity of a specific individual.

- You may not report private (protected) academic information of another student. Such information might include, but is not limited to course grades, performance evaluations, examination scores, or adverse academic actions.
- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson of the ULM OT Program.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions listed above and below.

In addition to the absolute prohibitions listed above, the actions listed below are strongly discouraged. Violations of these suggested guidelines may be considered unprofessional behavior and may be the basis for disciplinary action.

- Display of vulgar language.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual orientation.
- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity.
- Presentation of personal engagement in illegal activities including use of recreational drugs.
- Posting of potentially inflammatory or unflattering material on another individual's website, e.g., on the "wall" of that individual's Facebook site.

Individuals also should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

VI. General Policies & Services

Change of address

A student must provide a local and permanent address at the time of admission to the University. Local and permanent address changes must be updated on the Banner Self Service website https://banner.ulm.edu/. A student is responsible for the consequences of all communications sent to the address on file in Banner (e.g., classes dropped for non-payment of tuition, probation/suspension status on grade report or transcript).

Compliance with Exposure Control, Hazardous Communication, and Fire Evacuation

Exposure Control Plan Part of the OSHA Bloodborne Pathogens Standard requires that this plan include a schedule and methods of implementation for the various requirements of the standard. Employees in the positions affected by the bloodborne pathogens standard receive an explanation of this Exposure Control Plan (ECP) during their initial training session. All affected employees also receive this information in required annual refresher training. All employees have an opportunity to review this plan at any time during their scheduled work hours by contacting their department safety coordinator or by contacting the Environmental Health & Safety Officer. If requested, the Environmental Health & Safety Department will provide an employee with a copy of this plan free of charge within fifteen days of the request.

Hazard Communications Information

The majority of the hazardous chemicals used and stored at the University of Louisiana at Monroe are normally below the reportable quantities as prescribed by the Environmental

Protection Agency and the Louisiana Department of Environmental Quality. In keeping with the intent of the Right- to-Know legislation, ULM has established the Hazardous Communication Program (29 CFR 1910.1200) and OSHA Laboratory Standard (29 CFR 1910.1450- Chemical Hygiene Plan). These programs are implemented to provide appropriate knowledge to students, faculty, visitors, and employees of proper safety practices when working in areas where exposure to hazardous chemicals is a safety consideration.

PURPOSE

The purpose of the hazard communication program is to effectively inform ULM employees of all potential or existing chemical hazards. The method used to effectively inform employees includes:

1. Safety Data Sheets (SDS)
2. Container labeling and other forms of warning
3. Employee education and training

Proper handling, storage, and disposal requirements are outlined in the Chemical Hygiene Plan located in the ULM Safety Manual. Personal Protective Equipment for Hazard Communication can be found here: https://www.ulm.edu/safety/documents/ppe_for_hazcom.pdf

Determining Chemical Hazards

Foremen, supervisors, lab managers or their representatives shall:

1. Compose and maintain an up-to-date list of all hazardous materials in his/her area of responsibility.
2. Provide the list of hazardous materials to the Environmental Health and Safety Office with appropriate updates, at least annually.
3. Ensure all hazardous materials are properly labeled.
4. Provide safety instructions to employees/students covering proper handling, health considerations, storage, emergency response and disposition of hazardous material using the information provided by chemical manufacturers and distributors on material safety data sheets (SDS).

Emergency Building Evacuation Procedures

In the event of a fire or other emergency please remember the following steps to safely evacuate the building:

1. Pull the fire alarm if it has not already sounded, so that everyone will be alerted of the need to evacuate the building. If the fire alarm has sounded, begin evacuation of the building.
2. All building occupants should exit the building at the nearest exit to the room that they are in. If the nearest exit is blocked due to fire or an emergency, the next safest exit should be used.
3. The last occupant of each room should shut the door to the room. This will help prevent fire and smoke damage to the room.
4. Once you have evacuated the building please go to the designated assembly area for your building, if it is safe to do so. Buildings may have more than one designated assembly area.

5. Department heads, directors, and supervisors must account for all of their employees after the evacuation. If a person is thought to be missing, tell emergency personnel (fire, police, safety, etc.) as soon as possible. Tell the emergency personnel the name of the missing person and the probable location in the building. Try to confirm that the person is actually missing. Make sure that they did not come out of a different exit. If possibly make sure that their car is still in the parking lot. If the person is located, tell emergency personnel immediately so that they do not risk their lives looking for this person.
6. No one is allowed to re-enter the building until the fire department, police, safety, or other qualified personnel confirm that the building is safe to re-enter.
7. Once the evacuation is completed, the Building Safety Coordinator needs to complete and submit the fire drill/building evacuation report.

NOTE: Tests are performed on fire alarm systems periodically. In these cases, an announcement will be made in the building that if the alarm sounds do not evacuate the building because maintenance and testing are being completed on the fire alarm system.

Safety Inspection Policy

A quarterly building inspection including all equipment within the building is performed by the College of Health Sciences Business and Facilities Manager (CHSB FM). The DPT program administrative assistant assists the CHSB FM with the quarterly inspections. When issues and problems are found they must be reported to the Facilities Management and Environmental Health and Safety Department using the quarterly building inspection form required by the state's risk management program.

Specific items elsewhere: https://www.ulm.edu/safety/building_inspection_instructions.html

The quarterly building inspection form is designed to help the person performing the inspection identify hazards in the building. All items that appear on the form may not be applicable in your building, if this is the case then simply place an "x" in the N/A column. For items that do apply to your building, carefully check the items, and place an "x" in the YES or NO section as appropriate. When issues and problems are found please be sure to use the comments section of the form to specifically identify the problem. The specific location and a good description of the problem are extremely helpful in getting the problem addressed. If a work order has been issued to correct the problem, please note the work order number in the comment section.
For more specific information on what each question in the form is about please see the following below:
Fire Safety and Emergency Equipment
Building and Office Safety
Electrical Safety and Storage Methods
Other Building Safety Issues & Concerns

Financial Aid

Financial Aid is intended to assist students and their families with the costs of higher education. Students may obtain a combination of grants, loans, and campus-work study depending on several factors, such as need. In order for financial aid to be processed and awarded, students must complete the FAFSA at www.fafsa.ed.gov Once a student's FAFSA at www.studentaid.gov

is received and processed in the Financial Aid Office, students will be awarded. Students accept awards on student self-service accounts and need to continue to monitor self-service throughout the year for financial aid updates. Students may visit, email, or call their financial aid counselors when questions or concerns arise. Please visit www.finaid.ulm.edu for office hours and counselors' available times, plus detailed information concerning types of aid and how to receive and maintain aid.

Financial aid programs offered through ULM are scholarships, grants, loans, and employment. For additional information or questions, visit our website at https://www.ulm.edu/financialaid/. The Financial Aid Office is located in Sandel Hall, Room 115.

Complete the FREE Application for Federal Student Aid (FAFSA). The FAFSA begins the process for financial assistance. The FAFSA becomes available on-line after October 1st at www.studentaid.gov. It is recommended to file your FAFSA on-line. The electronic completion will take approximately 2-4 weeks for a response, where paper applications will take four to six weeks. When completing the application, make certain you list ULM's Title IV school code (002020) so that your results can be electronically transmitted to ULM.

THREE STEPS TO APPLYING FOR FINANCIAL AID NOTE:
Apply early for admission to ULM. You may obtain an Application for Admission from the Office of Admissions (Sandel Hall 102, Phone 318-342-5430) or on-line at www.ulm.edu. You must be admitted to ULM before aid can be awarded.

Step 1. Apply for your FSA ID at www.fsaid.ed.gov. The FSA ID is required to complete your financial aid application on-line. Dependent students will also need a parent to apply for an FSA ID.
Step 2. Complete the FAFSA to begin the process for financial assistance. The 2019-2020 FAFSA is available online after October 1st at www.studentaid.gov. When completing the application, make certain you list ULM's Title IV school code (002020) so that your results can be electronically transmitted to ULM.
Step 3. After filing your FAFSA, the Office of Financial Aid Services will contact you via email and will notify you via Banner Service and email if further documentation is necessary for processing. You must maintain Satisfactory Academic Progress (SAP) to be eligible for federal financial aid.

THE DIRECT SUBSIDIZED LOAN PROGRAM provides affordable loans to students that are enrolled at least half-time, are meeting the minimum standards of Satisfactory Academic Progress, and have been determined to have unmet financial need as defined by federal guidelines. The amount of eligibility varies depending on the amount of the student's unmet need and the number of academic hours earned to date. The interest accrued on the loan is paid by the government and principal payments are deferred as long as the student remains enrolled on at least a half-time basis and meets certain other pertinent criteria. Repayment of the loan begins 6 months after the student graduates, drops below half-time, or withdraws from the University.

THE DIRECT UNSUBSIDIZED LOAN PROGRAM is available to students on a non-need basis. While appropriately enrolled in school, the student has the option of paying the accrued

interest on the loan while enrolled or allowing the interest to be capitalized into the balance of the loan. Principal and interest payments begin six months after the student graduates or drops below half-time enrollment status.

The eighth semester of the ULM DPT Curriculum includes a four-hour Professional Education IV course and an optional elective one-to-three-hour Independent Study course. Since half-time status at ULM is five hours for Professional and Graduate Students, those students not participating in the optional elective Independent Study course will not qualify for federal loans. Those students may qualify for private or alternative loans. It is the responsibility of the student to financially plan accordingly for the eighth semester of the ULM DPT Curriculum.

Nondiscrimination and Sexual Misconduct Policy

Sexual Harassment or Gender-Based Discrimination:
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment, and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at (318) 342-1004; you may also file a complaint online, 24 hours a day, at: https://www.ulm.edu/titleix/.
ULM does not discriminate, or tolerate discrimination, against any member of its community on the basis of sex (including pregnancy, sexual orientation, or gender identity) in matters of admissions, employment, or in any aspect of the educational programs or activities it offers. As a recipient of federal financial assistance for education activities, ULM is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment, and retaliation.
Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX. Furthermore, ULM's Sexual Misconduct and Power Based Violence Policy prohibits all types of sexual misconduct, including sexual exploitation and power-based violence. This policy also prohibits retaliation against any person opposing sex discrimination, sexual misconduct and power-based violence or participating in any sex discrimination, sexual misconduct and power-based violence investigation or complaint process internally or externally.

Due Process

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 that Fall Outside 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 encourages 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 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 Program 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 Program Director, or if the complaint is against the DPT Program 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, Kitty Degree Hall 152
Monroe, LA 71209

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

Student Complaints

The University of Louisiana Monroe affirms the right of students to bring forth complaints and is committed to resolving these matters in a fair, equitable and timely manner, so as to protect the

rights of both the individual and the community. This Complaint Policy applies to student complaints that are not addressed by the Academic Appeals Procedure, Americans with Disabilities Act, Honor Code, Student Conduct Code, Sexual Harassment Policy, student records policies, or any other existing formal procedure under which a complaint may fall.

Informal Complaints:

Before making written complaints, students are encouraged to seek resolutions by discussing them informally with the relevant faculty or staff member who is most associated with the matter. A faculty or staff member with whom a concern is raised by a student is expected to deal with the matter in an open and professional manner and to take reasonable and prompt action to try to resolve it informally. A student who is uncertain about how to seek informal resolution of a concern is encouraged to seek advice from the Office of Student Services located in the Student Center 239.

Formal Complaints:

Where it has not been possible to resolve a concern informally, a student may make a formal complaint. A student who wishes to make a formal complaint must submit it in writing on the prescribed incident form located on the Student Affairs website at: https://publicdocs.maxient.com/incidentreport.php?UnivofLouisianaMonroe. The written complaint must be submitted within thirty (30) calendar days after the occurrence of the action or matter.

The Division Vice President, Dean or Director who receives a complaint must acknowledge it in writing within three (3) working days to the complainant. He or she must also report the complaint to the relevant college, department, or division office and must maintain a file of all documentation in relation to the consideration of the complaint. The Division Vice President, Dean or Director must ensure that any staff member named in the complaint receives a copy as soon as practicable. The Division Vice President, Dean or Director must consider the complaint in accordance with the principles of fair play and must ensure that all parties to the complaint are accorded the full benefit of those principles. The process may include meetings with relevant staff and/or the complainant. The parties may, if they wish, be accompanied by a peer support person at the meeting. The Department Head's or Dean's decision/resolution must be submitted in writing to the complainant within ten (10) working days.

If the complaint is in regard to a Division Vice President or a Division Vice President's office, it should be directed to the President's Office to be addressed by the President's designee and/or a committee appointed by the President. The decision or course of action taken by the President's designee and/or the appointed committee is final.

Once all institutional processes have been exhausted and the issue is not resolved, students may file a formal complaint with the Louisiana Board of Regents.

Louisiana Board of Regents

Academic Affairs

P.O. Box 3677

Baton Rouge, LA 70821-3677

Self-Development, Counseling & Special Accommodations Center

The challenges of college life require a variety of personal strengths and problem-solving skills. The Self-Development, Counseling & Special Accommodations Center's professionally trained counselors are available to help students enhance their strengths and develop their abilities to effectively manage their experiences of living, learning, and growing at ULM.
The Self-Development, Counseling & Special Accommodations Center offers many free and confidential services to undergraduate, graduate, and professional students. These services include individual, couples, and group counseling, consultation, and assistance with referrals. Counselors assist students in meeting their increased academic, personal, and social demands. Substance abuse prevention, education, intervention, counseling, and referral services are available. The Self-Development, Counseling & Special Accommodations Center also provides direct crisis intervention services for ULM students. These services may include ongoing counseling, referral to university or community resources, or consultation for faculty and staff facing a crisis situation.

In addition, counselors design and implement outreach workshops and programs to student classes, groups, organizations, and residence halls. These presentations, which are available upon request, educate students on a wide range of issues related to personal growth, mental health, and enhanced academic performance.

The Self-Development, Counseling & Special Accommodations Center is open Monday through Thursday from 7:30 a.m. to 5:00 p.m. and Friday from 7:30 a.m. to 11:30 a.m. Students may schedule an appointment by calling 342-5220. Emergency care on weeknights and weekends may be obtained by contacting the University Police Department at (318) 342-5350. UPD contacts a counselor who will then respond immediately to the student in crisis.

Services for Students with Special Accommodations

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. A student with a physical disability or learning disability must 1) submit a Request for Special Needs Accommodations Form, 2) submit disability documentation that substantiates the requested accommodations, and 3) participate in an intake interview with a Counseling Center staff person. While requests for disability services may be made at any time, it is strongly recommended that students submit the necessary documents to the Counseling Center as early as possible. Doing so will facilitate the timely provision of approved accommodation. Students may contact the Counseling Center at (318) 342-5220 for an appointment. The Center offers a number of opportunities to students with special needs and works with the student to eliminate or lessen obstacles to their education. Services of the Center

include the provision of support to students with permanent or temporary disabilities, individual counseling, and assistance with academic accommodations. For additional information, refer to the Special Needs section of the Counseling Center website. (http://www.ulm.edu/counselingcenter/special.html).

Housing accommodations, as well as designated parking for these students, are facilitated by other departments on campus.

Immunization

New students seeking enrollment at ULM should receive a Proof of Immunization Compliance Form from the Admissions Office or on-line here. Completed forms may be faxed to (318) 342-1915 or mailed to the Admissions Office.

Support Services

ULM's Student Support Services (SSS) is a comprehensive, federally funded TRIO program that offers assistance to a small, select number of undergraduate students at ULM. SSS provides assistance at every stage of undergraduate education, whether you are deciding what to take in your first semester or wondering how to prepare for that first job interview. We provide intensive academic, personal, and career counseling to help you reach your goals at ULM. We will do all that we can to assist our students in achieving success at ULM. Our program strives to retain and matriculate students toward the successful completion of their baccalaureate degree by creating a model environment for student growth, retention, and diversity. Students who make a commitment to participate fully in their educational process will find great benefits in SSS.

Services We Offer

Student Support Services offers various services to ensure that students on the ULM campus are successful in their academic career. Some of these services include:

- First generation scholarships
- One-on-one guidance and support
- Priority Registration
- Peer mentoring
- Social engagement
- Help with improving study skills
- Financial aid advising and FAFSA assistance
- Career exploration
- Tutoring
- Life skills development
- Free scantrons
- Personal counseling
- Financial and economic literacy seminars
- Help with course selection
- Free printing
- Computer lab
- GRE and LSAT study materials
- Graduate school preparation and tours
- Cultural enrichment trips locally and out of town

- A friendly, welcoming environment

All services are provided free of charge
Location: 206 Strauss Hall; **Contact: 318-342-1091**

Bookstore

ULM Bookstore offers textbooks, Warhawk gear, electronics, gifts and much more!
https://ulm.bncollege.com/shop/ulm/home
Location: 4020 Northeast, Sandel Hall, Monroe, LA 71209
Contact: (318) 342-1982

Enrollment Services

Admissions Enrollment Eligibility Policy
Applicants who submit an application but fail to enroll for the term indicated on the application will be required to submit a term change form (www.ulm.edu/admissions/) For the **following semester only** (summer term does not count). If you do not attend the following semester, you must submit a new application and pay the application fee.

It is the responsibility of the student to inform ULM of any attendance at other institutions before eligibility is determined by the Admissions Office. Students under academic suspension from another institution are not eligible to enroll at ULM. Should a student fail to inform the ULM Admissions Office of ineligibility and attend while under suspension, credits earned will be voided.

Campus Security Office

The ULM Police Department is available at all hours. For **Cell Phone users: 318-342-5350**. Other information: crime prevention program, fire, Internet, and travel safety are available from the University Police website (http://ulm.edu/police/).

Career Connections and Experiential Education

The ULM Office of Career Connections & Experiential Education (CCEE) works with students on career preparation and job search. From helping students find the right career, to writing a resume, to assisting with the job search, the staff of Career Connections is available to assist ULM students and alumni in their career development.

The Career Connections office offers assistance related to part-time employment, internships, and full-time job search. Various workshops, career fairs, and on-campus interviews are held throughout each semester. Career Connections also works with employers to make them aware of the type and quality of graduates ULM produces and to be constantly aware of current workforce requirements.

It is the goal of Career Connections to assist ULM students and alumni with job-related skills and facilitate their career development efforts.
For more information about Career Connections, please visit: www.ulm.edu/careerconnections/

Activity Center

Intramurals - Wellness - Recreation

ULM's 88,000 sq. ft. Activity Center is one of the finest multi-purpose recreational facilities in the region. The Activity Center houses the University's Intramurals, Wellness and Recreation Programs, which are open to students, faculty and staff and the community at large. Students pursuing four or more credit hours are automatic members and gain admittance by presenting their valid ULM ID. Part-time students, faculty and staff, and the community at large are invited to purchase an Activity Center membership.

The Intramural Program sponsors competitions in more than fifty events each year. Intramural activities are organized into men's and women's individual and team, and co-recreational divisions. Recreational equipment is available for check out through the Service Center with presentation of a valid I.D.

ULM's Wellness Program is comprehensive in nature and serves the University community. Components of the program include but are not limited to health promotion and disease prevention education, programs, and services (fitness assessments, exercise prescriptions, exercise classes and related seminars, and wellness counseling).

For more information on ULM's Activity Center, please visit: ulm.edu/recserv/

Dining Services

ULM offers various dining opportunities for both campus and off campus students, including multiple restaurants in the Student Union Building and the cafeteria, Schultz. Take advantage of the dining services by signing up for a meal plan. More information can be found at https://univlamonroe.campusdish.com/.

Intramural Athletics

The ULM Office of Intramurals strives to provide progressive and comprehensive programming designed to meet the interests and needs of the students, faculty, and staff regardless of their athletic ability or skill.

Intramural offerings consist of a variety of over 50 activities composed of competitive sports, recreational pursuits, and special events. These offers include league play in competitive team sports such as flag football, basketball, volleyball, softball, and soccer, as well as individual and co-rec opportunities and various activities. A complete list of events is contained in the Intramural Handbook. A detailed schedule is available at the beginning of each semester. Intramural league and other events take place primarily at the Activity Center and University Park. Intramural calendars are routinely published and available at the information center. More information about ULM's Intramurals can be found at: https://www.imleagues.com/spa/intramural/7e17658af31045a5897a8922fe5f12eb/home

Student Health Services Policy

Affinity Health Clinic at ULM

To better serve your medical needs, ULM has partnered with Affinity Health Group who will be responsible for operating our Health Clinic at ULM.

All services previously offered will be enhanced by lab and pharmacy services Monday through Friday from 8-5 at the same location (1140 University Avenue). Call 318-342-1651 to make an appointment but walk-ins are welcome. There is no co-payment for faculty and staff who are insured by Vantage.

These are some of the many benefits offered through the new clinic administration. For full information about the Affinity Health Clinic at ULM, visit www.ulmhealthclinic.com/

The Affinity Health Clinic at ULM is located in the Student Health and Counseling Center at the corner of University and LaSalle Streets and is staffed by Board Certified Family Nurse Practitioners. Clerical personnel are available to handle your billing and referral needs. An immunization specialist is also available to answer your immunization compliance questions.

General Information
Student I.D. cards are required for service.

Current Services
Affinity Health Group at ULM provides many types of services and treatments for students such as:

- Screening and treatment of sexually transmitted diseases
- HIV Testing
- Immunizations
- Allergy injections
- Prescriptions
- Women's health
- Mental health
- Minor surgical procedures
- Family health sickness or wellness visits
- Complete laboratory services
- Physical exams

Hours of Operation
The Affinity Health Clinic at ULM is open Monday through Friday from 8:00 a.m. to 5:00 p.m. During non-operational hours, students can seek medical treatment at Affinity Walk-in clinic on Broadmoor Blvd.

Library Services

Students are expected to utilize the ULM library for assignments, understanding of APA format, etc. The library resources can be accessed either on-campus (check the library for specific summer hours) or electronically (http://www.ulm.edu/library).

Media Support Services

The school, as well as the library, is equipped with an assortment of media support for teaching and independent study options. Media services are available during library hours, seven days a week. Use of this equipment is free of cost to the students. Students are expected to pay nominal fees for supplies used in developing teaching or other presentation materials.

Parking

General Parking Regulations

All vehicles must be registered with a University of Louisiana Monroe permit/hang tag which authorizes persons to park in the zone designated by the parking permit/hang tag. The university does not guarantee a parking space will be available at any time.

The University of Louisiana Monroe assumes no responsibility for the safety and/or security of any vehicle or its contents at any time while operated or parked on campus. The university reserves the right to tow and impound vehicles abandoned or parked in any place, or in a manner creating a potential hazard for pedestrian or vehicular traffic or impeding the movement of emergency equipment.

All vehicles parked on campus must be operable or are subject to being towed. The owners of such vehicles are required to pay towing costs and impoundment fees. All students, faculty, staff, employees of contractors and other organizations affiliated with ULM are responsible for fines arising from violations incurred in the operation of their vehicles, including those incurred by other individuals who use said vehicles. This applies to all vehicles owned by or registered at the address of the party responsible.

Nonpayment of parking fines and fees assessed for permits or violations, while on the ULM campus shall constitute grounds for prohibiting students from registering for subsequent semesters and are subject to collections. Transcripts validating credits earned for academic courses also shall be withheld pending full payment of any parking fines and fees.

ID Card Information

One of the main services our department provides is the printing and delivery of ID cards to all members of the university community who need access to various locations on campus. What you need to know about the ID card process varies depending on if you are an incoming student, a current student, or a faculty/staff/retiree.

Incoming Students: The Warhawk ID Card is your official ID at ULM. After attending PREP, your Warhawk ID card will allow you to register for classes, obtain your sports pass to football games and other sporting events and access numerous campus services such as:

• Residence Halls • Apartments • Activity Center • Library • Dining Halls

Current Students: Need to report a lost or stolen ID card? Do not worry, we have your back. Connect with the Warhawk ID office representative immediately and let them know how you can be assisted.

Faculty & Staff: The Warhawk ID Office provides ID cards to faculty and staff affiliated with the university. The supervisor or the Human Resource liaison of the employee who needs an ID will initiate the paperwork for the process for Identification Card.

Requirements:

- An applicant will not be photographed when it is obvious, they are purposely altering their appearance in an effort which would misguide/misrepresent their identity.
- An applicant's face cannot be obscured by any type of garment which includes a scarf, hat, etc. • The photograph may be taken with or without prescription glasses.
- An applicant may not wear dark glasses or sunglasses for the photograph.
- An applicant will not be considered to be misrepresenting their identity based on the applicant's makeup, clothing or accessories not matching the traditional expectations of an applicant's gender. Makeup is defined as regular everyday cosmetics used by an applicant, regardless of gender, where it is the intent to highlight natural beauty and/or hide blemishes or flaws.
- In the event the ULM Warhawk ID office asks for or receives a photograph submitted by an individual, it must adhere to the following guidelines:

  o 700 pixels wide x 1000 pixels tall

    - o jpg file format o full face and head are visible, well lit, clearly focused and the photo must fill most of the frame
    - o background must be generally consistent, neutral coloring and not distracting
    - o background, clothing, etc., are free from distracting or potentially offensive text or images.

Photos submitted to the WIDS office will be reviewed by the staff before printing onto your ID card. Should your photo not meet the listed guidelines you will be notified via @warhawks.edu e-mail.

All **"NEW" Students** will be issued a permanent Identification Card at no charge.
All **"NEW" Faculty and Staff** will be issued a permanent Identification Card at no charge.
All **lost, stolen, damaged, SSN or name change** will be charged a fifteen ($15) dollar replacement fee payable at LA Capitol Federal Credit Union. Please bring the receipt with you to the Warhawk ID Services Office as proof of payment.
ID cards shall be surrendered upon request to ULM Police or other university personnel.
ID cards are non-transferable. This means card-bearers must never loan their ID card to anyone else. The ID card will be confiscated from the individual trying to use someone else's card and returned to the Warhawk ID Services Office as a stolen card.

University Information Technology

Helpdesk Support:

During normal business hours, contact the Helpdesk directly at 318-342-3333.

On-campus: dial #3333

Parking Zones

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 at pedestrian crossings. 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.

Mobility Impaired Parking Procedure

An Application for Mobility Impaired Parking Permit and a memo, which are to be presented to the attending physician, can be obtained from the University Police Department or they can be downloaded at https://webservices.ulm.edu/forms/get-form/829. Students must have their physician carefully read the memo and complete and sign the application which verifies their disability. Students must present the completed form to the University Police Department for approval. The University Police Department will provide students with a decal which designates the length of time they are eligible to receive mobility impaired parking. Students with temporary injuries who apply for mobility impaired parking will be assigned parking privileges for the anticipated length of recovery. Re-application for the permit is necessary if the condition persists beyond 90 days. For any impairment that is considered permanent by your physician, recertification must be done each Fall for the academic year.

Transportation

Intermodal Transit Facility

The Intermodal Transit Facility is a 270-space parking facility centrally located on University Avenue. This facility is also a stop for Monroe Transit System buses which service the campus.

The facility is open to students (except resident students), faculty/staff, and visitors with a valid ULM parking permit. Parking is on a first-come, first-served basis. The only regulated spots in this facility are those designated as handicapped parking.

Hours of operation are 6 a.m. to 10 p.m. Drivers will have access to their vehicles and may exit the facility outside of those hours, but no vehicles can enter between 10 p.m. – 6 a.m.

There is a gate regulating access; when it is open, spots are available, otherwise the gate will close when the transit facility is full. The speed limit is 10 mph inside the facility.

The facility can be entered from Lincoln or Claiborne Streets, although drivers should not make a left turn from University Avenue onto these streets. Drivers should arrive from behind the facility or travel up University Avenue from Northeast Drive.

When exiting, drivers should take a route away from University Avenue to avoid traffic congestion.

Library Services

Students are expected to utilize the ULM library for assignments, understanding of APA format, etc. The library resources can be accessed either on-campus (check the library for specific summer hours) or electronically (http://www.ulm.edu/library).

Printing

At the University of Louisiana at Monroe, student printing is funded through the Student Technology Access Plan (STAP). Thus, since printing is funded by STAP for the given semester, only actively enrolled students taking classes are allowed to print.
Printing is controlled using the Paper Cut NG system, aptly named myPrint on the ULM campus. Every student is allotted 300 print credits at the beginning of the Fall and Spring semesters. Credits are added to the students' accounts around midnight Saturday night of each week at a rate of 150 credits per week with a maximum credit limit of 300 (i.e., start the week with 300, use 75, only 75 will be added back).

Note: We continue to investigate a plan to allow students an e-commerce option to purchase more print credits.

The cost of printing is as follows:

- Black & White Simplex = 1 credit
- Black & White Duplex = 1.5 credits
- Color Simplex = 10 credits
- Color Duplex = 15 credits

The cost of printing 1 impression (1 single-sided page) is calculated based on the costs of the printer, toner, maintenance kits, repair, and paper.

Use of personal or specialized paper is not allowed.

To conserve your printing quota in a manner that will benefit you academically, printing is intended for your personal, academic use only. Absolutely no printing for personal gain; you therefore should refrain from using your printing quota for non-University purposes.
Please review your print job before printing to avoid unwanted blank sheets or other errors. You will be charged for these pages and no refunds will be approved for these errors. Refunds will be reviewed before they are approved. Refunds are issued for problems due to defective equipment, i.e., paper jams or toner smears that will deem it unacceptable to turn in for academic grading.

These types of problems should be directed to the computer lab assistant. Please allow 24 hours for the refund to be reviewed during normal working days. Requests submitted during the weekend will be reviewed on Monday.

Mobile Printing

If you are on campus, log in to myprint.ulm.edu and select Mobility Print. This will give you instructions on how to set up my Print on your personal device. This service will only work while connected to the ULM Student wireless network.
If you are off campus, you can utilize the Web Print feature. The formats allowed are Microsoft Excel, PowerPoint, Word, Adobe PDF, and picture files. The file size limit is 10MB. You have the option of printing to a black/white printer or a color printer. The print job will be automatically duplexed if it has multiple pages. You can release the documents at any of the release stations on campus within 24 hours. After this time, the document will be deleted.
Do not use Web Print if you are on campus or using a lab computer.

Institution Policies and Procedures

University of Louisiana at Monroe Policies and procedures can be found here:

https://webservices.ulm.edu/policies/

VII. Appendices

Appendix A: Unexcused Clinical Absence Form

Unexcused Clinical Absence Request Form

Students may request time off from clinical for extenuating circumstances (e.g. attendant in a wedding). Completion of the Unexcused Clinical Absence Form (Appendix F) is required prior to leaving campus for the clinical experience. The absence form will be reviewed by the clinical education team and returned to the student indicating if the time-off was approved. An email notification must be sent to the DCE upon completion of request.

* Required

* This form will record your name, please fill your name.

1. Student Name *

2. Current Clinical Rotation (Professional Education Course) *

3. First Day of Absence *

Format: M/d/yyyy

4. Number of Days Requesting to be Absent *

5. Scheduled return to clinic date *

6. Email *

7. Phone number *

8. Clinical Instructor Name *

9. Clinical Site Location (Include name and address) *

10. Clinical Instructor Email and Phone number *

11. Reason for Absence *

Appendix B: Practical Development Plan Agreement

College of Health Sciences/ Physical Therapy Program
Walker Hall 164 | 700 University Avenue | Monroe, LA 71209
318.342.1265

Practical Development Plan Agreement

In accordance with the ULM DPT Student Handbook, I _____ (print student name) understand that a grade <75% or failure to demonstrate safety on any physical therapy practical exam will require me to complete a Development Plan with the course coordinator prior to a second attempt. A second attempt on a physical therapy practical exam must be repeated and passed by the end of the current semester in order to progress in the Physical Therapy program. In order to pass the second practical examination, the student must achieve a minimum of 75% which corresponds to a final physical therapy practical exam a score of 75%. If a student FAILS TO PASS the practical exam on the second attempt because of safety-related issues or fails to achieve at least 75% for the practical, the student **WILL RECEIVE A FAILING GRADE FOR THE COURSE**. A failing grade results in the student being placed on academic suspension.

Specific guidelines on this policy can be found in the Program Progression and Practical Exam Section in the ULM DPT Student Handbook.

Physical Therapy Practical Exam for the grade <75% in: _____
(Course number and grade)

I agree to complete the following developmental activity/(ies) prior to the second attempt at the practical exam: (Additional documentation may be attached to this form)

_____
_____

The second attempt of the physical therapy practical exam will be _____ (Date prior to the end of the
current academic semester).

_____ _____
(Student Signature/ Date) **(Primary Course Faculty Signature/Date)**

_____
(Program Director/ Assist. Program Director Signature/Date)
**Once signatures are completed, a copy is issued to the student, and the original goes in the student file.*

This is to verify that_____(Student) has successfully completed the practical exam process as defined above.

_____ _____
(Student Signature/Date) **(Faculty Signature/Date)**

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Appendix C: Acknowledgement of Course Remediation Process

College of Health Sciences/ Physical Therapy Program
Walker Hall 164 | 700 University Avenue | Monroe, LA 71209
318.342.1265

Acknowledgement of Course Remediation Process

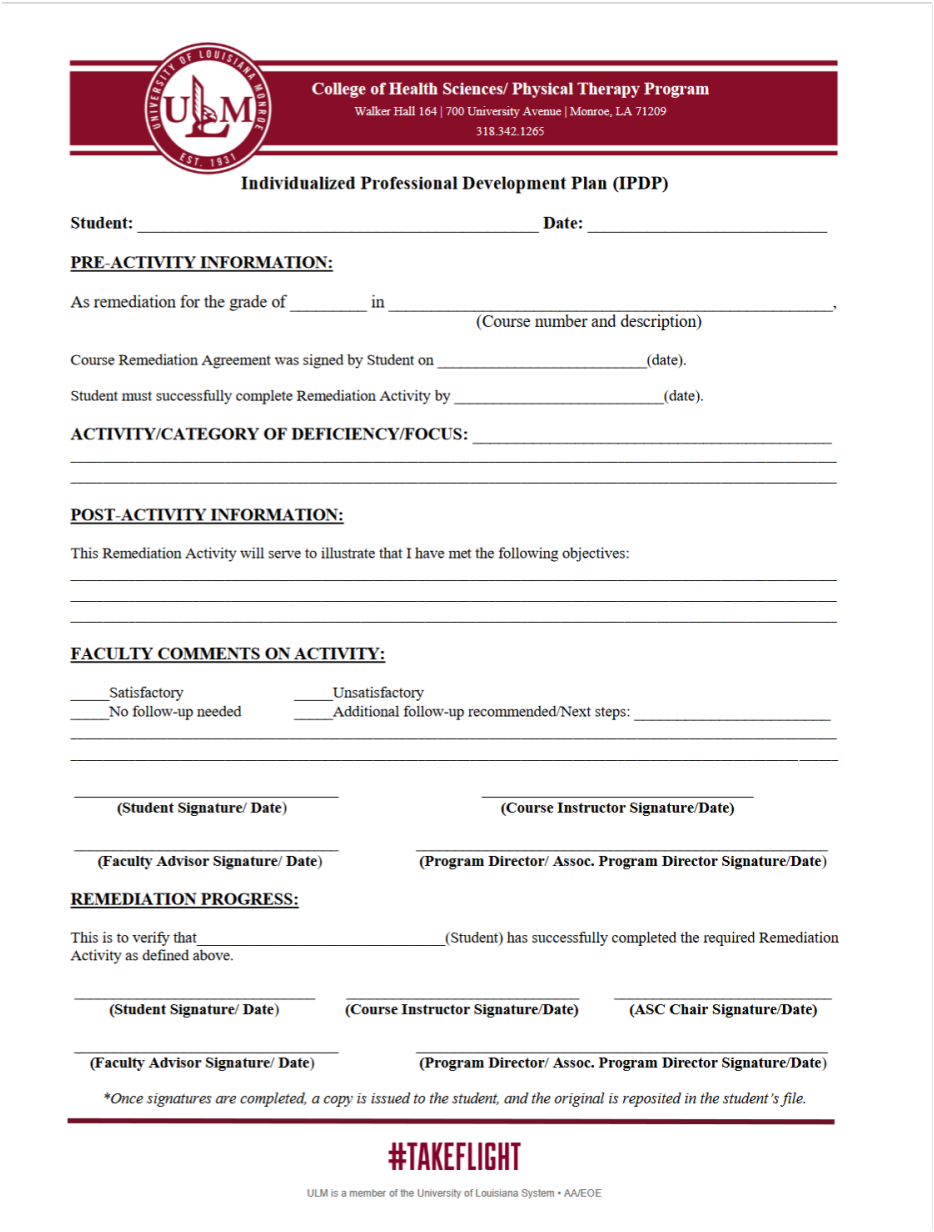
In accordance with the Physical Therapy Student Program Handbook, I _____ (print student name) understand that a grade of "C" in any course may be subject to remediation to progress in the Physical Therapy program for which an Individualized Professional Development Plan (IPDP) will be established. Regardless 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 reposited in the student's file.]

Appendix D: 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 reposited in the student's file.*

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Appendix E: Code of Ethics for the Physical Therapist

Code of Ethics for the Physical Therapist

HOD S06-20-28-25 [Amended HOD S06-19-47-67; HOD S06-09-07-12; HOD S06-00-12-23; HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24] [Standard]

Preamble

The Code of Ethics for the Physical Therapist (Code of Ethics) delineates the ethical obligations of all physical therapists as determined by the House of Delegates of the American Physical Therapy Association (APTA). The purposes of this Code of Ethics are to:

1. Define the ethical principles that form the foundation of physical therapist practice in patient and client management, consultation, education, research, and administration.
2. Provide standards of behavior and performance that form the basis of professional accountability to the public.
3. Provide guidance for physical therapists facing ethical challenges, regardless of their professional roles and responsibilities.
4. Educate physical therapists, students, other health care professionals, regulators, and the public regarding the core values, ethical principles, and standards that guide the professional conduct of the physical therapist.
5. Establish the standards by which the American Physical Therapy Association can determine if a physical therapist has engaged in unethical conduct.

No code of ethics is exhaustive nor can it address every situation. Physical therapists are encouraged to seek additional advice or consultation in instances where the guidance of the Code of Ethics may not be definitive. The APTA Guide for Professional Conduct and Core Values for the Physical Therapist and Physical Therapist Assistant provide additional guidance.

This Code of Ethics describes the desired behavior of physical therapists in their multiple roles (eg, management of patients and clients, consultation, education, research, and administration), addresses multiple aspects of ethical action (individual, organizational, and societal), and reflects the core values of the physical therapist (accountability, altruism, collaboration, compassion and caring, duty, excellence, integrity, and social responsibility). Throughout the document the primary core values that support specific principles are indicated in parentheses. Unless a specific role is indicated in the principle, the duties and obligations being delineated pertain to the five roles of the physical therapist. Fundamental to the Code of Ethics is the special obligation of physical therapists to empower, educate, and enable those with impairments, activity limitations, participation restrictions, and disabilities to facilitate greater independence, health, wellness, and enhanced quality of life.

Principles

Principle #1: Physical therapists shall respect the inherent dignity and rights of all individuals.

(Core Values: Compassion and Caring, Integrity)

1A. Physical therapists shall act in a respectful manner toward each person regardless of age, gender, race, nationality, religion, ethnicity, social or economic status, sexual orientation, health condition, or disability.

1B. Physical therapists shall recognize their personal biases and shall not discriminate against others in physical therapist practice, consultation, education, research, and administration.

Principle #2: Physical therapists shall be trustworthy and compassionate in addressing the rights and needs of patients and clients.

(Core Values: Altruism, Collaboration, Compassion and Caring, Duty)

2A. Physical therapists shall adhere to the core values of the profession and shall act in the best interests of patients and clients over the interests of the physical therapist.

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2B. Physical therapists shall provide physical therapist services with compassionate and caring behaviors that incorporate the individual and cultural differences of patients and clients.
2C. Physical therapists shall provide the information necessary to allow patients or their surrogates to make informed decisions about physical therapist care or participation in clinical research.
2D. Physical therapists shall collaborate with patients and clients to empower them in decisions about their health care.
2E. Physical therapists shall protect confidential patient and client information and may disclose confidential information to appropriate authorities only when allowed or as required by law.

Principle #3: Physical therapists shall be accountable for making sound professional judgments.
(Core Values: Collaboration, Duty, Excellence, Integrity)
3A. Physical therapists shall demonstrate independent and objective professional judgment in the patient's or client's best interest in all practice settings.
3B. Physical therapists shall demonstrate professional judgment informed by professional standards, evidence (including current literature and established best practice), practitioner experience, and patient and client values.
3C. Physical therapists shall make judgments within their scope of practice and level of expertise and shall communicate with, collaborate with, or refer to peers or other health care professionals when necessary.
3D. Physical therapists shall not engage in conflicts of interest that interfere with professional judgment.
3E. Physical therapists shall provide appropriate direction of and communication with physical therapist assistants and support personnel.

Principle #4: Physical therapists shall demonstrate integrity in their relationships with patients and clients, families, colleagues, students, research participants, other health care providers, employers, payers, and the public.
(Core Value: Integrity)
4A. Physical therapists shall provide truthful, accurate, and relevant information and shall not make misleading representations.
4B. Physical therapists shall not exploit persons over whom they have supervisory, evaluative or other authority (eg, patients/clients, students, supervisees, research participants, or employees).
4C. Physical therapists shall not engage in any sexual relationship with any of their patients and clients, supervisees, or students.
4D. Physical therapists shall not harass anyone verbally, physically, emotionally, or sexually.
4E. Physical therapists shall discourage misconduct by physical therapists, physical therapist assistants, and other health care professionals and, when appropriate, report illegal or unethical acts, including verbal, physical, emotional, or sexual harassment, to an appropriate authority with jurisdiction over the conduct.
4F. Physical therapists shall report suspected cases of abuse involving children or vulnerable adults to the appropriate authority, subject to law.

Principle #5: Physical therapists shall fulfill their legal and professional obligations.
(Core Values: Accountability, Duty, Social Responsibility)
5A. Physical therapists shall comply with applicable local, state, and federal laws and regulations.
5B. Physical therapists shall have primary responsibility for supervision of physical therapist assistants and support personnel.
5C. Physical therapists involved in research shall abide by accepted standards governing protection of research participants.
5D. Physical therapists shall encourage colleagues with physical, psychological, or substance-related impairments that may adversely impact their professional responsibilities to seek assistance or counsel.
5E. Physical therapists who have knowledge that a colleague is unable to perform their professional responsibilities with reasonable skill and safety shall report this information to the appropriate authority.
5F. Physical therapists shall provide notice and information about alternatives for obtaining care in the event the physical therapist terminates the provider relationship while the patient or client continues to need physical therapist services.

Principle #6: Physical therapists shall enhance their expertise through the lifelong acquisition and refinement of knowledge, skills, abilities, and professional behaviors.
(Core Value: Excellence)
6A. Physical therapists shall achieve and maintain professional competence.
6B. Physical therapists shall take responsibility for their professional development based on critical self-assessment and reflection on changes in physical therapist practice, education, health care delivery, and technology.
6C. Physical therapists shall evaluate the strength of evidence and applicability of content presented during professional development activities before integrating the content or techniques into practice.
6D. Physical therapists shall cultivate practice environments that support professional development, lifelong learning, and excellence.

Principle #7: Physical therapists shall promote organizational behaviors and business practices that benefit patients and clients and society.
(Core Values: Integrity, Accountability)
7A. Physical therapists shall promote practice environments that support autonomous and accountable professional judgments.
7B. Physical therapists shall seek remuneration as is deserved and reasonable for physical therapist services.
7C. Physical therapists shall not accept gifts or other considerations that influence or give an appearance of influencing their professional judgment.
7D. Physical therapists shall fully disclose any financial interest they have in products or services that they recommend to patients and clients.
7E. Physical therapists shall be aware of charges and shall ensure that documentation and coding for physical therapist services accurately reflect the nature and extent of the services provided.
7F. Physical therapists shall refrain from employment arrangements, or other arrangements, that prevent physical therapists from fulfilling professional obligations to patients and clients.

Principle #8: Physical therapists shall participate in efforts to meet the health needs of people locally, nationally, or globally.
(Core Value: Social Responsibility)
8A. Physical therapists shall provide pro bono physical therapist services or support organizations that meet the health needs of people who are economically disadvantaged, uninsured, and underinsured.
8B. Physical therapists shall advocate to reduce health disparities and health care inequities, improve access to health care services, and address the health, wellness, and preventive health care needs of people.
8C. Physical therapists shall be responsible stewards of health care resources and shall avoid overutilization or under- utilization of physical therapist services.
8D. Physical therapists shall educate members of the public about the benefits of physical therapy and the unique role of the physical therapist.

Explanation of Reference Numbers:
HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Last Updated: 8/12/2020
Contact: nationalgovernance@apta.org

Appendix F: Standards of Practice for Physical Therapy

Standards of Practice for Physical Therapy

HOD S06-20-35-29 [Amended: HOD S06-19-29-50; HOD S06-13-22-15; HOD S06-10-09-06; HOD S06-03-09-10; HOD 06-03-09-10; HOD 06-99-18-22; HOD 06-96-16-31; HOD 06-91-21-25; HOD 06-85-30-56; Initial: HOD 06-80-04-04; HOD 06-80-03-03] [Standard]

Preamble

The physical therapy profession is committed to transforming society by optimizing movement to improve the human experience. Physical therapists pursue excellence in a professional scope of practice that includes optimizing physical function, health, quality of life, and well-being across the lifespan, and they work to improve population health in the communities where they practice. The American Physical Therapy Association (APTA) attests to this commitment by adopting and promoting the following *Standards of Practice for Physical Therapy*. These standards are the profession's statement of conditions and performances that are essential for provision of high-quality professional service to society, and they provide a foundation for assessment of physical therapist practice.

I. Ethical/Legal Considerations

A. Ethical Considerations

The physical therapist practices according to the APTA *Code of Ethics for the Physical Therapist*.

The physical therapist assistant complies with the APTA *Standards of Ethical Conduct for the Physical Therapist ssistant*.

B. Legal Considerations

The physical therapist complies with all the legal requirements of jurisdictions regulating the practice of physical therapy.

The physical therapist assistant complies with all the legal requirements of jurisdictions regulating the work of the physical therapist assistant.

II. Administration of the Physical Therapy Service

A. Statement of Mission, Purposes, Goals, Objectives, and Scope of Services

The physical therapy service has a statement of mission, purposes, goals, objectives, and scope of services that is reviewed annually and reflects the needs and interests of the patients and clients served, the physical therapy personnel affiliated with the service, and the community.

B. Organizational Plan

The physical therapy service has a written organizational plan.

The organizational plan:

- Describes relationships among components within the physical therapy service and, where the service is part of a larger organization, between the service and the other components of that organization;
- Ensures that a physical therapist provides the clinical direction of physical therapist services;
- Defines supervisory structures within the service; and
- Reflects current personnel functions.

C. Policies and Procedures

The physical therapy service has written policies and procedures that are reviewed regularly and revised as necessary; reflect the operation, mission, purposes, goals, objectives, and scope of the

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service; are legally compliant with federal and state law; and are guided by the association's positions, standards, guidelines, policies, and procedures.

D. Administration
Guided and informed by APTA positions, standards, guidelines, policies, and procedures, the physical therapist responsible for the clinical direction of physical therapist services ensures:

- Compliance with local, state, and federal requirements;
- Services are provided in accordance with established policies and procedures;
- The process for assignment and reassignment of physical therapist staff (handoff communication) supports individual physical therapist responsibility to their patients and clients and meets the needs of the patients and clients; and
- Continuing competence of physical therapists and physical therapist assistants by providing training consistent with their respective roles.

E. Fiscal Management
The physical therapist responsible for physical therapist services, in consultation with physical therapy staff and appropriate administrative personnel, participates in the planning for and allocation of resources. Fiscal planning and management of the service is based on sound accounting principles.

The fiscal management plan:
- Includes a budget that provides for optimal use of resources;
- Ensures accurate recording and reporting of financial information;
- Allows for cost-effective utilization of resources;
- Follows billing processes that are consistent with federal regulations and payer policies, charge reasonable fees for physical therapist services, and encourage physical therapists to be knowledgeable of service fee schedules, contractual relationships, and payment methodologies; and
- Considers options for providing *pro bono* services.

F. Improvement of Quality of Care and Performance
The physical therapy service has a written plan for continuous improvement of quality of care and performance of services.

The improvement plan:
- Provides evidence of ongoing review and evaluation of services; and
- Provides a mechanism for documenting improvement in quality of care and performance and is consistent with requirements of external agencies, as applicable.

G. Staffing
The physical therapy personnel affiliated with the physical therapy service have demonstrated competence, and are sufficient to achieve the mission, purposes, goals, objectives, and scope of the service.

The physical therapy service:
- Ensures that the level of expertise within the service is appropriate to the needs of the patients and clients served, and consistent with the scope of the services provided; and
- Provides appropriate professional and support personnel to meet the needs of the patient and client population.

H. Staff Development
The physical therapy service has a written plan that provides for appropriate and ongoing staff development.

The staff development plan:

- Includes strategies for lifelong learning and professional and career development that include self-assessment, individual goal setting, and organizational needs;
- Includes mechanisms to foster mentorship activities;
- Includes information regarding evidence-based practice and relevant clinical practice guidelines; and
- Includes education regarding use of clinical practice guidelines, reflective reasoning, clinical reasoning, metacognition, and the value of mentoring.

I. Physical Setting

The physical setting, where applicable, is designed to provide a safe and accessible environment that facilitates fulfillment of the mission, purposes, goals, objectives, and scope of the physical therapy service. It is appropriate for the number and type of patients and clients served. The equipment is safe and sufficient to achieve the purposes and goals of the physical therapy service.

J. Coordination

Physical therapy personnel collaborate with all health services providers and with patients, clients, caregivers, and others as appropriate; and use a team and person-centered approach in coordinating and providing physical therapist services.

III. Patient and Client Management

Physical therapist practice incorporates all components of evidence-based practice, integrating best available research evidence, clinical expertise, and an individual's values and circumstances to make decisions regarding services for patients and clients, practice management, and health policy.

A. Physical Therapist of Record

All patients and clients receiving physical therapist services shall have a physical therapist of record who is responsible for patient and client management.

B. Patient and Client Collaboration

Within the patient and client management process, the physical therapist, the individual, and their caregiver(s) establish and maintain an ongoing collaborative process of decision-making that exists throughout the provision of services and can extend over the lifespan.

C. Initial Examination/Evaluation/Diagnosis/Prognosis

The physical therapist performs an initial examination and evaluation to establish a diagnosis and prognosis prior to intervention. Wellness and prevention encounters may occur without the presence of disease, illness, impairments, activity limitations, or participation restrictions. Physical therapist services include the use of assessments to identify the presence of risk factors, and cognitive and environmental barriers and opportunities that may be targets for health promotion activities.

The physical therapist examination:

- Is documented and dated by the physical therapist who performed it;
- Identifies the physical therapy and as indicated other health needs of the patient or client;
- Performs or orders appropriate diagnostic and or physiologic procedures, tests, and measures;
- Produces data that are sufficient to allow evaluation, diagnosis, prognosis, and the establishment of a plan of care;
- Refers for additional services to meet the needs of the patient or client; and
- Includes, when appropriate and available, results from diagnostic and physiologic testing.

D. Management Plan and Plan of Care

The management plan is the framework of physical therapist services provided to patients or clients, groups, or populations. The management plan is based on best available evidence and may include recommendations and goals developed by other entities. When indicated, the management plan describes the need for additional testing or other information to inform decision-making regarding the

need for ongoing physical therapist services. A management plan is indicated when prevention, health promotion, and wellness services are provided in groups or populations.

The management plan includes a plan of care when physical therapist services are indicated to address a health condition. The plan of care is based on the best available evidence and consists of statements that specify the goals of the plan, predicted level of optimal improvement, interventions to be used, proposed duration and frequency of the interventions that are required to reach the goals and outcomes, and plans as appropriate for referral, consultation, or co-management with other providers.

A plan of care is not needed when the physical therapist is being consulted for expert opinion or advice, or for diagnostic or physiologic testing. In such situations the physical therapist documents the reason(s) that the plan of care was not created.

The physical therapist involves the patient or client and appropriate others in the development of the management plan and plan of care.

E. Intervention

The physical therapist provides or directs and supervises intervention consistent with results of the examination, evaluation, diagnosis, prognosis, and plan of care. Intervention is focused on meeting the goals of the plan of care and optimizing functional performance, emphasizes patient or client education, and promotes proactive, wellness-oriented lifestyles. It may be provided in an episode of care, in a single encounter such as for wellness and/or prevention, in specialty consultation, or as follow-up after an episode of care. Services also may be provided intermittently over longer periods of time in cases of managing patients or clients with chronic conditions, creating a lifelong patient or client relationship with the physical therapist.

An *episode of care* is the managed care provided for a specific health condition or conditions during a set time period. The episode can be for a short period, or on a continual basis, or it may consist of a series of intervals of service.

The intervention:

- Is provided at a level that is consistent with best available evidence and current physical therapist practice;
- Is in direct alignment with the patient's or client's desired outcomes and goals;
- Is altered in accordance with changes in response or status; and
- Is provided in such a way that directed and supervised responsibilities are commensurate with the qualifications and legal limitations of the physical therapist assistant.

F. Lifelong and Long-Term Patient and Client Relationships

Physical therapists foster and encourage lifelong and long-term patient and client relationships. Where feasible, physical therapists, as entry-point providers, provide services within the community that are available to patients or clients over a lifetime. Efforts are made to address movement system disorders and to maintain optimal health and wellness through physical therapist intervention as needed.

Lifelong and long-term patient and client relationships:

- Foster continuity of service over patients' and clients' lifespans by addressing changes in the movement system, health status, or disabilities as they arise;
- Empower patients and clients to advocate for their own health;
- Empower the physical therapist to advocate on behalf of patients and clients within the health services system; and
- Foster identification by patients and clients that they have their own physical therapist among various health professionals.

G. Reexamination

The physical therapist reexamines the patient or client as necessary to evaluate progress or change in status. Reexamination may occur during an episode of care, during follow-up encounters after an

episode of care, or periodically in the case of the management of patients and clients with chronic conditions. During reexamination the physical therapist modifies the management plan accordingly and refers the patient or client to another health services provider for consultation as necessary.

H. Conclusion of an Episode of Care

The physical therapist concludes an episode of care when the goals and outcomes for the patient or client have been achieved, when the patient or client is unable to further progress toward goals, or when the physical therapist determines that the patient or client will no longer benefit from physical therapy. Conclusion of a single episode of care may not, in many settings or circumstances, signal the end of a patient or client provider relationship.

I. Communication/Coordination/Documentation

The physical therapist communicates, coordinates, and documents all aspects of patient and client management including the results of the initial examination and evaluation, diagnosis, prognosis, plan of care, intervention, responses to intervention, changes in patient or client status relative to the intervention, reexamination, and episode of care summary. The physical therapist of record is responsible for "handoff" communication and follows "handoff" procedures developed by the physical therapy service to the next physical therapist of record. When possible, patient records and data are recorded using a method that allows for collective analysis. The physical therapist ensures that protected health information is maintained and transmitted following legally required practices.

J. Co-management/Consultation/Referral

At any point in an episode of care, or in a long-term or lifelong physical therapist-patient or client relationship, a physical therapist may engage in 1 or more of the following actions related to involvement of other clinicians. Other clinicians may be those in other professions and also may be physical therapist colleagues, some with advanced practice credentials or board certification in a clinical specialty.

- Co-management: The physical therapist shares management responsibility for the individual with another clinician(s).
- Consultation: Upon the request of another clinician(s), the physical therapist renders professional expert opinion or advice by applying highly specialized knowledge and skills to aid in the management of an individual's health condition. The physical therapist documents the findings and any recommendations of the consultation as part of the management plan. When a physical therapist is consulted for the purposes of diagnostic or physiologic testing, the physical therapist determines the need for and performs the testing in accordance with best available evidence. The results of the testing are documented and communicated to the referring clinician(s). Unless indicated, the consultant physical therapist does not assume management responsibility of the individual. The physical therapist also seeks consultative services from other clinicians when situations exist that are beyond the expertise or available resources of the physical therapist. In these cases, the physical therapist shares responsibility for the individual with the consultant.
- Referral: The physical therapist may:
  - Refer an individual to another provider and either conclude care or not develop a plan of care;
  - Refer an individual to another provider and continue the management plan at the same time;
  - Receive an individual referred from another provider who chooses not to continue services for the individual;
  - Receive an individual from another provider who continues to provide services to the individual (if the physical therapy episode of care is ongoing, the physical therapist shares responsibility for the individual); or
  - Receive an individual from another provider for diagnostic and or physiologic testing.

IV. Education

The physical therapist is responsible for individual professional development. The physical therapist assistant is responsible for individual career development.

- The physical therapist and the physical therapist assistant, under the direction and supervision of the physical therapist, participate in the education of peers, other health services providers, and students.

- The physical therapist educates and provides consultation to consumers and the general public regarding the purposes and benefits of physical therapy.
- The physical therapist educates and provides consultation to consumers and the general public regarding the roles of the physical therapist and the physical therapist assistant.

V. Advocacy

The physical therapist and the physical therapist assistant will participate in advocacy for patients' and clients' rights with respect to:

- Physical therapy being an entry-point for patients into the health services system;
- Physical therapists serving in primary care roles;
- Appropriate access to needed health services including physical therapist services; and
- Communities creating safe and accessible built environments, where population health is a priority.

VI. Research

The physical therapist applies research findings to practice and encourages, participates in, and promotes activities that establish the outcomes of patient and client management provided by the physical therapist.

The physical therapist:

- Remains current in their knowledge of literature related to practice;
- Protects the rights of research subjects and maintains the integrity of research;
- Participates in research as appropriate to individual education, experience, and expertise;
- Educates physical therapists, physical therapist assistants, students, other health professionals, and the general public about new evidence from research and the outcomes of physical therapist practice; and
- Accesses and translates knowledge in support of clinical decisions, and uses literature based on its quality and appropriateness.

VII. Community Responsibility

The physical therapist demonstrates community responsibility by participating in community and community agency activities, educating the public, formulating public policy, and providing *pro bono* physical therapist services.

Explanation of Reference Numbers:
HOD P00-00-00-00 stands for House of Delegates/month/year/page/vote in the House of Delegates minutes; the "P" indicates that it is a position (see below). For example, HOD P06-17-05-04 means that this position can be found in the June 2017 House of Delegates minutes on Page 5 and that it was Vote 4.

P: Position | S: Standard | G: Guideline | Y: Policy | R: Procedure

Last Updated: 8/12/2020
Contact: nationalgovernance@apta.org

Appendix G: ULM Complaint/Incident Tracking Form

ULM DPT Complaint/Incident Tracking Form

Records of complaints are kept in a secure folder for up to 5 years.

* Required

* This form will record your name, please fill your name.

1. Please Enter Today's Date *

Format: M/d/yyyy

2. Person Filing the Complaint, Last Name *

3. Person Filing the Complaint, First Name *

4. Please select the option that best identifies you. *

- ○ ULM DPT Student
- ○ ULM DPT Faculty
- ○ Clinical Instructor/CCCE
- ○ Other ULM Faculty
- ○ Other ULM Student
- ○ Other

5. Enter Other

6. Please indicate if this complaint is related to clinical education. *

- ○ Yes, Clinical Education
- ○ No, Related to other aspects of the DPT program

7. Please Enter Date of Occurrence. *

Format: M/d/yyyy

8. Please explain the nature of the complaint. *

9. Please name persons involved in the complaint and how they are involved. *

10. Please list the names and phone numbers of any witnesses or persons who can substantiate our complaint.

11. Who else have you contacted concerning this complaint? *

12. Please describe the complaint in detail below: *

13. To complete the submission of your complaint, please send an email to ulmdpt@ulm.edu (mailto:ulmdpt@ulm.edu) to notify the program that you have completed an ULM DPT complaint tracking form. If you have additional questions or concerns about the complaint please contact Chasity King at 318-342-1265. Please contact Chasity King if you have not received a response within 48-72 hours. Please click yes below if you agree to abide by this requirement. *

- ◯ Yes, I will abide by the above request
- ◯ No, I will not

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

Microsoft Forms

Appendix I: ULM DPT Student Program Handbook Attestation Form

College of Health Sciences/ Physical Therapy Program

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

318.342.1265

ULM DPT Student Program Handbook Attestation Form

I _____ attest that I have received and reviewed the student handbook. I also confirm that I understand and agree to the expectations and responsibilities of my role as a student 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.

_____ _____

Student Signature Date

Appendix J: Student Professional Development Portfolio

College of Health Sciences/ Physical Therapy Program
Walker Hall 164 | 700 University Avenue | Monroe, LA 71209
318.342.1265

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)**

#TAKEFLIGHT
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