ULM DPT Policies and Procedures Manual

2023-2024

Table of Contents
Table of Contents

I. Faculty and Staff 4
Faculty Workload 4
The Academic Success Committee: ..... **Error! Bookmark not defined.**
Equal Opportunity and Nondiscrimination for Faculty, Staff 7
Due Process 8
Complaints which Fall Outside the Realm of Due Process 8
Student Complaints: 9
Formal Complaints: 10
Confidentiality of Records and Other Personal Information 10
Policies Related to Staff 11
Maintaining Compliance with Accreditation Policies 11
I. Core Faculty 11
Personnel Policies Including Merit, Promotion, Tenure 11
Faculty Evaluation and Development 15
ULM DPT Program Specific Faculty Evaluation 17
Participation of Core Faculty in Governance 17
Adjunct Faculty 17
Clinical Education Faculty 17
Clinical Education Participants 17
Director of Clinical Education/Assistant Director of Clinical Education: 17
Site/ Center Coordinator of Clinical Education 18
Clinical Instructor 18
Applicable to Clinical Education Faculty 18
Clinical Instructor Qualifications, Responsibilities, and Tools 19
Expectations for Clinical Instructor Qualifications 19
II. Students 20
Equal Opportunity and Nondiscrimination for Prospective/Enrolled Students 20
Sexual Harassment or Gender-Based Discrimination 20
Background and Drug Screen Information 20
Procedures for the Use of Individuals in Demonstrations and Practice for Educational Purposes 20

Due Process....21
Confidentiality of Records and Other Personal Information....21
Safety of Students when in the Roles of Subjects or Patient-Simulators....22
Calibration and Safety Check of Laboratory Equipment and Use/Maintenance of Equipment 23
Students with Disabilities....23
Information Provided to Students Regarding Potential Health Risks and Standard Precaution 24
Governing the Storage and Use of Any Hazardous Materials....25
Safety Regulations and Emergency Procedures....25
Emergency Building Evacuation Procedures....26
Safety Inspection Policy....26
Clinical Education Experiences, HIPAA, and a Patient's Right to Refuse Treatment....27
HIPAA and CMI....30
Laboratory Access by Students Outside Scheduled Class Time....31
Student Retention, Progression, and Dismissal....32
Academic Counseling, Health, and Disability Services....34
Affinity Health Clinic at ULM....35
Current Services....35
Student Fees....36
Financial Aid....36
Admissions Enrollment services....37
Clinical Education Policies for Students....38
What Student Information is Shared with the Clinical Facility....38
IV. ULM DPT Policies and Procedures Manual Attestation Form....40

I. Faculty and Staff

Faculty Responsibility for Determining and Implementing Academic Standards

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

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

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

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

Faculty participate in University and community service activities and any committee appointments made by the Dean of the College of Health Sciences or Program Director.

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

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

Faculty Workload

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

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

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

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

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

ULM DPT Workload Criteria

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

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

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

2. **Intellectual and Scholarly Activities**

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

3. **Service Activities**

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

Workload Suggestions

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

In accordance with the University of Louisiana (UL) system policy, exceptions and adjustments such as higher minimums for faculty who are engaged in instructional activities only, and allowance of lower instructional assignments for scholarly activities and other factors such as

"special accreditation requirements, nature of the subject taught, etc, are anticipated. These adjustments must be approved by the DPT program director and Dean of the College.

Assignment of Workload Expectations

Given that regularly assigned duties of all members of faculty will consist of teaching, scholarship and intellectual activities, and service each academic year, it is acknowledged that the distribution of effort among those three areas may vary **from faculty member to faculty member and from semester to semester**. Changes may occur for a variety of reasons. However, the distribution of effort should always balance the scholarly and intellectual activities and service interests of individual faculty members with their responsibility to deliver academic programs of high quality and meet with **needs of the DPT program and the University**. This variation in the distribution of faculty effort is desirable because it allows optimization of faculty contributions to professional and institutional goals.

DPT program Adjustment of Workload Expectations

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

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

    Workload allocations

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

<u>Equal Opportunity and Nondiscrimination for Faculty, Staff</u>

The University of Louisiana Monroe follows federal law as it does not discriminate based on race, color, national origin, age, retirement status, religion, sex, sexual orientation, citizenship, Vietnam era or veteran status, sickle cell trait, pregnancy, childbirth or related medical conditions, or disability in admission to, access to, treatment in, or employment in its programs and activities. Further, University policy fully embraces equality of opportunity for all employees by affirming that the University will take action to assure that applicants receive fair

consideration for employment and that employees are treated fairly during employment, i.e., transfer, promotion, recruitment, advertisement, layoff, termination, rates of pay, forms of compensation, tenure, selection for training, and other employment practices. For more information, see the ULM Equal Employment Opportunity Policy.

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 which Fall Outside the Realm of Due Process

The public or any other stakeholder of the Doctor of Physical Therapy (DPT) Program has the right to file a complaint and receive due process. According to Commission on Accreditation in Physical Therapy Education (CAPTE) standards, this is referred to as a "complaint which falls outside the realm of due process." The DPT Program and the College of Health Sciences

encourage any individual who is unhappy with their experience or encounter with any student, faculty, or staff member of the DPT Program to file a written complaint. The school takes all program-related complaints seriously and will act upon any complaint in an expedient manner. Once a complaint has been made, the Program Director will gather information and address the complaint. Any complaint and documentation associated with the resolution of "complaints which fall outside the realm of due process" will be kept on file in the DPT Program's Director's files for a period of 5 years. The formal policy and procedures are outlined in the DPT Program Faculty and Staff Handbook. Complaints by students, faculty, or staff as part of the normal operation of the DPT Program will follow individual and respective policies and procedures outlined in the Student or Faculty Handbook and according to Human Resources policies.
"Complaints which Fall Outside the Realm of Due Process" should be addressed to:
Program Director
College of Health Sciences, Physical Therapy Program
University of Louisiana Monroe
700 University Avenue, Walker Hall 164
Monroe, LA 71209
Procedures for handling a "Complaint which Falls Outside the Realm of Due Process":
1. When possible, the DPT Program Chair will discuss the complaint directly with the party or parties involved within 14 business days. If at all possible, the matter will be reconciled at this point. If needed, DPT Program Chair will meet with all parties separately and may schedule a joint appointment with the two parties in order to attempt to resolve the issue. A letter from the DPT Program Chair acknowledging the resolution of the complaint will be filed and a copy sent to the complainant.
2. If dissatisfied with the action or decision made by the DPT Program Director, or if the complaint is against the DPT Program Director, the involved party may submit a written complaint or appeal to the Dean of the College of Health Sciences. A letter outlining the resolution by the Dean shall be filed with the complaint in the DPT Program Chair's office for a period of 5 years.

Dean, College of Health Sciences
University of Louisiana Monroe
700 University Avenue, Hanna Hall 241
Monroe, LA 71209
3. If the complainant believes that additional review is necessary, then the last line of complaint is with the Vice-President 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 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 Dean or Director must ensure that any staff member named in the complaint receives a copy as soon as practicable. The 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 Program Director's or Dean's decision/resolution must be submitted in writing to the complainant within ten (10) working days.

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

Confidentiality of Records and Other Personal Information

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 other personnel information. Based on ULM Human Resources Policy, Personnel files are the property of ULM and access to the information they contain is restricted. Generally, only the individual employee, immediate supervisor and management personnel of ULM who have a legitimate business reason to review information in a file are allowed to do so. Inspection of these records by persons other than supervisors, the college dean, the Provost, University legal counsel, the President or his designee, or the

Department of Human Resources staff must be authorized by the Associate Vice President for Human Resources, or the President.

Policies Related to Staff

Please see the Unclassified Staff Handbook on the ULM website for information on policies related to staff.
https://www.ulm.edu/hr/documents/ulm-unclassified-staff-handbook-2021.pdf

Maintaining Compliance with Accreditation Policies

Effective November 8, 2022, The University of Louisiana Monroe Doctor of Physical Therapy Program has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org).
If needing to contact the program/institution directly, please call 318-342-1265 or email ulmdpt@ulm.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.
This information is also available on the ULM DPT Program Website.
https://www.ulm.edu/dpt/program/index.html

I. Core Faculty

Personnel Policies Including Merit, Promotion, Tenure

The Academic Professor Tenured Track is designated for full-time faculty who have a terminal degree (PhD, EdD, DPT, etc) and is designed for those faculty members who choose to seek either tenure or promotion or both. It is comprised of Assistant Academic Professor, Associate Academic Professor and Full Academic Professor. The position requires both clinical and didactic teaching at the graduate professional level, and involves a workload of 60 % teaching and 40% of service and scholarship, unless otherwise agreed upon by program director and faculty member. All DPT core faculty members are hired at the Assistant Professor level, unless otherwise agreed upon with the Dean of the College of Health Sciences.

-Tenure-
The purpose of academic tenure is to preserve academic freedom and the integrity of the University by protecting the individual faculty member against capricious dismissal or abuse. Job security of the individual is a corollary benefit but is not the primary purpose of tenure. A faculty member awarded tenure who continues to perform his/her duties effectively can typically expect a continuation in this position. However, tenure is not an unconditional guarantee of lifetime employment. For tenure-track faculty, promotion from Assistant Professor to Associate Professor often coincides with an application for tenure, though not always. Promotion and tenure are separate processes.

The two types of tenure status for full-time faculty at the rank of Assistant Professor or above are tenured and tenure-track. Tenured faculty have been awarded an indeterminate appointment. Tenure-track faculty serve a probationary period while preparing to apply for tenure.

***Criteria for Appointment or Promotion as Academic-Tenure Track Pathway**		
Assistant Professor	**Associate Professor**	**Professor**
Qualifications: Academic or clinical doctoral degree (PhD, DPT, etc.) **Eligible upon hire.**	**Qualifications:** Service as an Assistant Professor with demonstrated excellence in research / scholarly activity, high quality teaching/mentoring, and contributions in service. **Eligible after 5 years of service to the University.**	**Qualifications:** Candidates must meet all of the criteria outlined for the rank of Associate Professor & have demonstrated excellence in independent research and successful continued participation in teaching and service. **Eligible after 10 years of service to the University.**
Teaching/Mentoring: • Strong potential as a teacher, mentor, and role model of professional conduct for students and colleagues. • Teaching experience, didactic or clinical, at the time of faculty appointment is desirable. • Peer evaluations documenting teaching effectiveness • If applicant is already an employee of the university, has demonstrated evidence of consistently meeting basic requirements for satisfactory score on the ULM faculty evaluation by Program Director for Teaching/Instruction each year.	**Teaching/Mentoring:** • Active and effective participation in student education with favorable objective evaluations by students, peers, and Supervisors. • Evidence of being an effective role model and mentor for students and colleagues. • Peer evaluations documenting teaching effectiveness • If already an employee of the university, demonstrates evidence of consistently meeting basic requirements for satisfactory score on the ULM faculty evaluation by Program Director for Teaching/Instruction each year.	**Teaching/Mentoring:** • The teaching performance of a candidate for Professor should serve as a standard of excellence for colleagues. • Continued high quality teaching in the activities of the School, as specified for Associate Professor. Continued participation in mentoring activities. • Continued evidence of local, regional, national, and/or international teaching. • Evaluations from learners & peers documenting that the individual is an outstanding teacher. .
Research/Scholarly Work:	**Research/Scholarly Work:**	**Research/Scholarly Work:**

• Demonstrate a potential for excellence in creative research. • Demonstrate ability to collaborate effectively. • Demonstrate a potential for scholarly writing with publication in quality, peer-reviewed journals. • If applicant is already an employee of the university, has demonstrated evidence of consistently meeting basic requirements for satisfactory score on the ULM faculty evaluation by Program Director for scholarly activity each year.	• Principal Investigator or Co-investigator on research projects and/or grant--driven projects. • Evidence of research productivity manifested as 1 – 3 first--author or senior author peer reviewed publications in rank as Assistant Professor. • If applicant is already an employee of the university, has demonstrated evidence of consistently meeting basic requirements for satisfactory score on the ULM faculty evaluation by Program Director for scholarly activity each year.	• Authorship of textbook or textbook chapters. • Funding for research as demonstrated by being awarded at least two grants (internal or external sources) or a single grant that has been competitively renewed, or alternatively continued substantial and clearly documented contributions as a co-investigator on multiple research grants. • Evidence of outstanding contributions to the individual's field(s) of expertise with • Typically 5-10 peer reviewed journal publications of original and innovative research findings. • National presentations of one's research findings or expertise.
Service: • Potential to contribute to the functioning of the School and/or Institution. • Recognized interest in service to the academic institution, local, state, and/or national organizations, and/or community organizations and services.	**Service:** • Active participation in one or more committees of the School and University. • May serve as an advocate for science and/or health care policy and services. • Service on an outside advisory board for academic or community programs.	**Service:** • Demonstration of leadership in School or University. Active involvement in appropriate • Administrative committees in the School and/or University, including service as chair of some committees. • Service, sometimes as chair, in committees that review grant proposals.

		Continued community service.

*Adapted from Louisiana State University Health Sciences-Shreveport, Faculty Appointments, Promotion, and Tenure Policy

-Promotion-

The procedure for evaluating a faculty member's application for promotion will be the one in force at the time of application.

a. The program director will appoint a School Faculty Promotion Committee comprised of at least three tenured faculty from the applicant's program at or above the rank for which the applicant is applying. For example, only full professors may serve if the application is for promotion to full professor.
b. If there are not at least three tenured faculty members of appropriate rank in the applicant's discipline or related discipline, the Program director, in conjunction with the faculty member, will identify other non-administrative tenured faculty of appropriate rank from closely aligned programs/disciplines to serve on the School Faculty Promotion Committee. Committees formed in this way require separate approval by the academic dean and the VPAA.
c. The program director will submit the proposed School Faculty Promotion Committee membership to the academic dean and VPAA for approval.
d. The dean will make the candidate's portfolio and a copy of the relevant promotion criteria available to the chair of the School Faculty Promotion Committee.
    i. The chair will arrange for the portfolio of the applicant and the appropriate promotion criteria to be reviewed by the members of the committee.
    ii. The chair will schedule a meeting for all committee members to discuss the applicant and make a recommendation either for or against promotion.
    iii. The chair then submits a memo indicating the committee's recommendation to the program director for review. Vote tallies should be included.
e. After reviewing the submitted portfolio and the relevant promotion criteria, the program director forwards their recommendation, the recommendation from the School Faculty Promotion Committee, and a copy of the relevant promotion criteria to the dean.
f. The dean convenes a meeting of the College Promotion Committee, which will consist of the chairs of all of the Faculty Promotion Committees within the college and a professor or associate professor from those disciplines within the college that did not have a Faculty Promotion Committee.
g. In some situations, if faculty of appropriate rank are not available in the college, faculty of appropriate rank outside of the college may need to be selected to serve. In those cases, approval from the Vice President for Academic Affairs (VPAA) is required.
h. The College Promotion Committee will follow the procedures as outlined for their college's Faculty Promotion Committee. Only committee members at appropriate rank can vote for specific candidates (i.e., an Associate Professor can only vote on an Associate Professor candidate and cannot cast a vote for a Full Professor candidate; a Professor, however, can vote on both Associate Professor and Professor promotion candidates).

i. After review of all previous documentation, the college committee chair and secretary will add the committee's written recommendation to the materials and forward it to the dean. Vote tallies should be included.

a. The dean will review all documentation, which now includes the recommendations of
b. The School Promotion Committee
c. The Program Director
d. The College Promotion Committee
e. The dean, who may consult with faculty and the Program director/department head/program director, will make a recommendation, and forward all documentation to the VPAA.
f. Each dean will meet individually with the VPAA to discuss each applicant from their college.
g. The VPAA, who may also consult with the program director/department head/program director and faculty members, will make a recommendation concerning promotion to the President.

At each level of the promotion process, the faculty applicant will be informed of the resulting recommendation by the committee chair, program director, dean, or VPAA. At any point in the process, the faculty applicant may choose to withdraw their application for promotion.
For full tenure and faculty policy see the ULM Institution Handbook.

Faculty Evaluation and Development

Faculty and Administrator Evaluations

The evaluation policies of the University should contribute to excellence and personal accountability. An equitable and widely understood evaluation system for faculty and administrators ensures that considerations of academic quality will be the basis for academic personnel decisions.

Faculty Evaluation Components

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

ULM follows the University of Louisiana System policy which states, “a reputable university depends on faculty excellence in teaching, research, and service. To promote excellence, all members of the faculty should undergo evaluations to ensure that their academic performance is commensurate with their rank and status, and that they remain accountable for their academic performance to the university and larger community.”

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

Self-Evaluation: The faculty member will submit a completed discipline-specific self-evaluation to the program director/department head/program director at the designated time before the evaluation.

Student Evaluations: Student evaluations are a tool for faculty to continually improve as teachers and mentors.

Administrator Evaluations: Faculty have an annual opportunity to formally and anonymously evaluate their immediate supervisors and other administrators which may include program directors, associate deans, deans, the Vice President for Academic Affairs, and the University President. Faculty may be asked to participate in a 360° evaluation for one or more administrators. If selected, participation is a requirement for merit raise consideration. The administrator and administrator's direct supervisor receive the cumulative evaluation. The dean, director or VP will conduct the annual evaluation of each administrator under his/her direct supervision and will notify the administrator in writing of the summary of the evaluation.

Program Director/Department Head/Program Director Evaluation and Conference: The Program director/department head reviews the documents submitted by the faculty, completes a written evaluation, and schedules a conference with the faculty member to discuss the evaluation. Honest discussions of performance are essential for this conference to be useful. During this time, the faculty member's goals for the next year should be established.
Faculty are required to complete all requested evaluations to be eligible for salary and/or merit raise adjustments.

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

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

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

University Citizenship: University citizenship includes participating in University-, College-, and Program-sponsored events and recruiting activities, attending faculty meetings, following University policies, and exhibiting collegial demeanor, collaboration, and student rapport.

ULM DPT Program Specific Faculty Evaluation

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

Participation of Core Faculty in Governance

Shared governance is vital to higher education. Faculty and staff have an opportunity to participate in this process by actively serving as a member of a university committee or council. The University Committees and Councils are appointed to bring together responsible people selected from the various departments and divisions, including students, for the general good of the University. Each committee and council have the responsibility of continually reviewing practices and policies in its area of concern, as well as performing specifically designated duties.

Adjunct Faculty

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

Adjunct faculty are welcome to attend the biweekly Faculty Planning Meeting but do not have voting rights. Adjunct faculty who have major instructing or course coordinating assignments in the Program are included in the distribution lists for regular E-announcements to the core faculty and have access to agendas and minutes for Faculty Planning Meetings.

Clinical Education Faculty

Please see ULM DPT Clinical Education Handbook for an extensive understanding of the ULM DPT Clinical Education Program. Access all program handbooks on the ULM DPT website here.

Clinical Education Participants

Director of Clinical Education/Assistant Director of Clinical Education:

The Director of Clinical Education (DCE) and/or Assistant Director of Clinical Education (ADCE) have several duties in the Department of Physical Therapy Education, but the primary roles are the following:

- Manage and coordinate the clinical education program at the academic institution.
- Determines the course grade for all students.
- Coordinate student placements at clinical sites.
- Communicate with clinical educators about the academic program and student performance.
- Maintain information on clinical education sites.

- Facilitate development of clinical education sites and clinical educators (CIs/SCCEs/CCCEs).
- Collaborate with faculty to discuss and implement plans for students struggling to meet minimum criteria prior to each clinical education experience. Perform site visits with students while on rotation.
- Coordinate the didactic courses, Professional Development I-II, Integrated Clinical Experience I-IV and Professional Education I-IV, which are directly linked to clinical education experiences.

Site/ Center Coordinator of Clinical Education

The Site/Center Coordinator of Clinical Education (SCCE/CCCE) is the primary point of contact between the academic institution and the clinical site. The SCCE/CCCE is not required to be a physical therapist. Their responsibilities include, but are not limited to, the following:

- Administers, manages, and coordinates Clinical Instructor assignments and learning activities for students during the clinical education experience
- Supervises Clinical Instructors in the delivery of clinical education experiences
- Communicates with the academic program about student performance/issues
- Provides information about the clinical site to the academic program

Clinical Instructor

The Clinical Instructor plays one of the most, if not the most, vital role in the student's learning experience. The Clinical Instructor is required to be a physical therapist with at least 1 year of clinical experience. Their specific responsibilities include, but are not limited to, the following:

- Directly instructs and supervises students during the clinical experience
- Carries out clinical learning experiences
- Assesses, provides feedback, and documents students' performance as related to practice, academic, and clinical performance expectations
- Communicates with the SCCE/CCCE and the academic institution/DCE/ADCE as needed

Applicable to Clinical Education Faculty

Clinical Education Team Responsibilities

The DCE and ADCE have established working relationships with clinical faculty and their associated facilities, locally and throughout the United States. There is a continuous development process for clinical sites, and SCCEs/CCCEs and CIs are established through in-services, professional meetings (national, state, and local), continuing education courses, and site visits. The DCE and ADCE facilitate organizational strategies for student development, offer problem solving techniques for their CIs and students, and are a resource for both parties regarding communication, counseling, and behavior modification tactics. Clinical faculty are educated on generalized challenges in current cohorts and strategies for managing various learning styles and abilities of the students.

Communication is frequent and ongoing amongst all parties involved. Communication occurs via email, written correspondence, and verbal communication. Students participate in the Professional Education courses as part of a 4-course series. The Clinical Education Team meets biweekly and, if needed, more frequently. Updates are provided to core faculty weekly at faculty meetings and feedback is encouraged. On-site, virtual, or phone visits will be scheduled for every full-time clinical rotation for each student with the preference of on-site or virtual. The

Clinical Instructor and the student will meet with the DCE/ADCE or core faculty member, both separately and together.

These visits are documented in Exxat or alternative platform, the software management system used to house all clinical site information. Students will provide feedback regarding the clinical site and experience via the APTA's Physical Therapy Student Evaluation (PTSE) documents, which are in Exxat or alternative platform.

Clinical Instructor Qualifications, Responsibilities, and Tools

Clinical Instructor Qualifications and Responsibilities:

The Program determines that Clinical Instructors are competent, effective, and licensed physical therapists, with a minimum of one-year full-time post-licensure clinical experience. This is done by talking with the SCCE/CCCE prior to obtaining the clinical placement. Interviews with the CI at midterm and/or during clinical site visits are also part of the assessment process to determine effectiveness. Dialogue includes questions about the CI's teaching style, their ability to provide student feedback, and strategies used to identify and address any challenges. The school communicates with the SCCE/CCCE and the CI at various intervals to determine how effective they are as role models and clinical teachers. To assist in this assessment, information in Exxat or alternative platform and written/verbal communication are also examined.

To ensure that the Clinical Instructor meets all expectations in the Clinical Education Handbook, the program will provide this document to the facilities and discuss the expectations with each of the clinical partners. This is done both with new facilities wishing to be involved in the program and on an on-going basis with established facilities. This is a venue to provide continuing education content and to discuss expectations of the Clinical Education Team for the upcoming year.

Information regarding effectiveness is captured during midterm meetings, during scheduled meetings (in-person, phone and electronic), and at the completion of experience, via the CPI Web student comments and through Exxat or alternative platform.

Expectations for Clinical Instructor Qualifications

Rights and Responsibilities: Clinical Instructor

The following are rights and responsibilities afforded to the Clinical Instructor:

1. The Clinical Instructor's primary responsibility is excellence in patient care.
2. The Clinical Instructor is responsible for providing the student with appropriate supervision, coaching, and opportunities to improve performance.
3. The Clinical Instructor is responsible for assessing the student's ability to practice competently, safely, ethically, and legally as appropriate to the student's level of education.
4. The Clinical Instructor is responsible for documenting objective and subjective data regarding student performance and discussing the assessment with the student and DCE/ADCE in a timely manner. The final assessment is to include information regarding a student's level of competency based on the facility's standards. This is done by utilizing the CPI and other forms of assessment.
5. The Clinical Instructor has the right to regular consultation with the DCE/ADCE on issues, such as problem resolution and communication development.
6. The Clinical Instructor has the right and responsibility to terminate a clinical experience if there is evidence of patient endangerment or other issues that might jeopardize the care

or well-being of patients. Any permanent action of this nature must be carried out in collaboration with the DCE/ADCE and the site SCCE/CCCE.

7. The Clinical Instructor may be eligible to receive discounts for continuing education courses sponsored by ULM or by clinical education companies that have agreed to provide discounts to ULM faculty including Clinical Instructors.

II. Students

Equal Opportunity and Nondiscrimination for Prospective/Enrolled Students

Sexual Harassment or Gender-Based Discrimination

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.

If you encounter sexual harassment or gender-based discrimination, sexual misconduct, or power-based violence please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix.

Background and Drug Screen Information

ULM DPT Program follows the College of Health Science student background check and drug screen testing policy which can be found at the following link:
https://webservices.ulm.edu/policies/download-policy/791

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

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

- Complete the ULM DPT Program Participation Consent Form for all participants.
- Additional forms may be completed per off site facility requirements.
- An adequate number of faculty members will be present at all times in all lab/lecture situations to ensure safety of all participants while performing activities.
- The participant must be informed that they may ask questions at any time.

- The participant must be informed that they may refuse to participate in any specific lab activity and/or may discontinue their participation in lab/lecture at any time.
- ULM DPT Program Participation Consent Form will be kept by the course coordinator or faculty member for seven years.

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.

Confidentiality of Records and Other Personal Information

The right to inspect and review the student's education records within 45 days of the day the University 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 to 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 the University 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 University 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 the University. 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 the University 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.

Safety of Students when in the Roles of Subjects or 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 DPT 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 Check of Laboratory Equipment and Use/Maintenance of Equipment

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

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

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

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 make arrangements 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.

Services for Students with Special Needs:

ULM strives to serve students with special needs through compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodation may include but are not limited to extended time on exams (time plus one-half), interpreters, permission to record lectures, and note-taking assistance.

The University Counseling Center acts as the point of entry for individuals who have documented learning disabilities, psychological disorders, or medical conditions, including vision loss or blindness, deafness, mobility impairments, and chronic health issues. Accommodation decisions are made on an individual basis and are determined according to the

documentation provided by the student. The Director of the Counseling Center, or a Counseling Center professional, works with the student to evaluate the effects of the student's disability in relation to the curriculum and academic standards and/or, if applicable, their residence hall setting. During this process, faculty and other campus representatives may be consulted. After appropriate accommodation is determined, the student will be required to complete a Permission to Release of Information Form which authorizes the Counseling Center to write an accommodation letter on their behalf. Academic accommodation letters will be emailed to the student's Warhawk email address. The student is then responsible for providing the letter to their professor(s). Students seeking academic accommodation for future semesters must complete a new Release of Information Form in order to obtain an updated accommodation letter pertinent to the specific semester they are enrolled. Recommended residence hall accommodation will be forwarded to the Director of Residential Housing. The documentation and accommodation letters are retained in the student's file with the Counseling Center. Parking accommodation is available through the University Police Department.

The University Counseling Center is open Monday through Thursday from 7:30 am until 5:00 pm and Fridays from 7:30 am until 11:30 am.

Karen Foster, Director
Email: kfoster@ulm.edu
Contact: (318) 342-5220
Web site: https://www.ulm.edu/counselingcenter/special.html

Information Provided to Students Regarding Potential Health Risks and Standard Precaution

There are numerous health risks associated with being a student physical therapist, including but not limited to 1) exposure to infectious diseases, 2) exposure to toxic substances, and 3) strains and sprains, and trauma from slips, trips, and falls. The faculty is committed to educating students in practices that minimize these risks. During student onboarding and annually thereafter, students will review the "Hospital e-Tool: Physical Therapy Module" created by the Occupational Safety and Health Administration found here.

Students must provide documentation to the Department they have reviewed and understand health risks and precautions by the end of the first week of the first fall semester.

In accordance with the ULM Environmental, Health, and Safety Manual, faculty will provide students with information regarding potential health risks they may encounter within their respective courses, as well as policies and procedures governing use of standard precautions, storage and use of any hazardous materials, safety regulations and emergency procedures. Faculty who teach courses involving community activities will also provide students with this information. Students must report any injuries sustained during course activities to the course instructor. Injuries sustained while on campus or during other department-sponsored activities must be reported to the Program Director. Injuries sustained during Professional Education I-IV must be reported to the CI and the DCE/ADCE immediately. Injuries sustained off campus during non-school related activities or illnesses acquired must be reported to Course Instructors and the Program Director in cases where students' ability to meet course requirements.

Governing the Storage and Use of Any Hazardous Materials

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 Environmental, Health, and Safety Manual. Personal Protective Equipment for Hazard Communication can be found here.

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).

Safety Regulations and Emergency Procedures

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.

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 possible, 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 are listed here.

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

Clinical Education Experiences, HIPAA, and a Patient's Right to Refuse Treatment

Please see ULM DPT Clinical Education Handbook for an extensive understanding of the ULM DPT Clinical Education Program. Access all program handbooks on the ULM DPT website here.

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. 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 offers an optional Professional Education Experience to occur in the final half of the Spring Semester of the Third year in the PHYT 6870 Independent Study elective course. This may be used as a make-up session or an opportunity to gain additional experience in an area of interest. If a student chooses to enroll in this course and would like to use that time for additional clinical exposure, the DCE will need a minimum of a 6-month notice. The optional time in the clinic is not a required clinical course, therefore placement is not granted and is assigned on a first come first serve basis.

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.
  - Students are required to complete a weekly planning form. Form and instructions
  - are found in ULM DPT Clinical Education Handbook.
  - The End of Week 1 Questionnaire is to be completed by students by the end of
  - the first week of each clinical experience. The completed form is to be uploaded
  - to Exxat or alternative platform and emailed to the DCE in the ULM DPT Clinical Education Handbook.

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:
Professional education experiences provide the student with 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 professional education experience.

B. Students are allowed one day of absence for each full-time clinical. <u>These days are to be used only for illness, emergency, or death in the family.</u> Additional days missed for illness or other approved reasons must be made up during the <u>current professional education experience</u>.

C. Students observe the holidays of the facility and not of the program 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 Form found in ULM DPT Clinical Education Handbook 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. If the time-off is approved, the student must take the form to the CI and discuss the request. If the CI approves, the student will sign the form and the student will return to the DCE. 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 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.

HIPAA and CMI

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 their 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.

Laboratory Access by Students Outside Scheduled Class Time

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 dedicated laboratory spaces outside of scheduled class time for the practice of clinical skills via card swipe access.

Student Retention, Progression, and Dismissal

Student retention:

Each student entering the DPT program at ULM will be assigned a faculty mentor-coach (MC) that will monitor the student's overall performance. Students will meet with their MC teams at a minimum once a semester and meet one-on-one with the MC as needed to address any performance concerns, including professional and ethical behaviors.

During scheduled faculty and/or Academic Success Committee meetings, student performance will be discussed. If any faculty/committee member reports performance concerns, the MC assigned to that student will request a meeting with the student to discuss their performance and assist the student in developing strategies to maximize the student's learning experiences.

The MC will report the developed academic plan at the subsequent faculty/committee meeting, and any additional strategies to implement to ensure the student's success will be considered. This process can be found in the Program Student Handbook in the Academic Success Committee section.

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 physical therapy practical examinations have to 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 mentor-coach, 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 skills checks and physical therapy laboratory 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.

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.

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 student must sign an Acknowledgement of Course Remediation Process which can be found in the ULM DPT Student Program Handbook. An Individualized Professional Development Plan (IPDP) is developed and outlines the format, content, and evaluation methods, along with the timeline for expected completion. The IPDP can be found in the ULM DPT Student Program Handbook. Completion of the course remediation must occur prior to the end of the first week of the ensuing semester following receipt of the course grade of C and is confirmed by the Program Director and Course Coordinator. 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 DPT Student Program Handbook or apply for readmission to the program the next academic year, as described in the 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.

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.

Academic Counseling, Health, and Disability Services

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.

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.

Student Fees

Students registered for classes at ULM will have the office visit fee waived. Other expenses incurred during the visit will be billed to the individual insurance company. If a student does not have insurance, fees for services are due at the time of the visit.

-Disability Services-

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.

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 http://finaid.ulm.edu. 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 52 | Page 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.

Admissions 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.

Clinical Education Policies for Students

Tools Used to Assess Performance:

CPI Progression Through Clinical Education

Students are expected to have reached "Entry-Level Performance" on the CPI for all 18 performance criteria prior to the culmination of their terminal clinical education experience in year three, semester 9. In order for students to move through the clinical education curriculum, there is an expected progression of the CPI performance criteria that shows students are making satisfactory progress towards entry-level. As stated in the clinical education experience syllabi, the final grade of each course is determined by the DCE/ADCE which includes but is not limited to meeting certain CPI criteria for each experience.

By the end of the ten weeks in PHYT 6150 Professional Education I students are required to have 100% of the CPI criteria at or above "Advanced Beginner Performance" and receive 14 out of 18 CPI criteria at or above "Intermediate Performance". Students are also required to have no "significant concerns" on criteria1, 2, 3, 4, and 7.

By the end of the six weeks in PHYT 6250 Professional Education II, students are required to have 100% of the CPI criteria at or above "Intermediate Performance" and receive 14 out of 18 CPI criteria at or above "Advanced Intermediate Performance". Students are also required to have no "significant concerns" on criteria 1, 2, 3, 4, and 7.

By the end of the ten weeks in PHYT 6350 Professional Education III, students are required to have 100% of the CPI criteria at or above "Entry Level Performance". Students are also required to have no "significant concerns" on criteria 1, 2, 3, 4, and 7.

By the end of the ten weeks in PHYT 6550 Professional Education IV, students are required to have 100% of the CPI criteria at or above "Entry Level Performance". Students are also required to have no "significant concerns' ' on criteria 1, 2, 3, 4, and 7.

The DCE and ADCE are responsible for determining the student grade for the course. Multiple factors are taken into consideration and are outlined in the corresponding syllabus.

What Student Information is Shared with the Clinical Facility

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 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 to 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 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 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. 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 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.

IV. ULM DPT Policies and Procedures Manual Attestation Form

ULM DPT Program Policies and Procedures Manual Attestation Form

I _____ attest that I have received and reviewed the ULM DPT program policies and procedures manual. I also confirm that I understand and agree to the expectations and responsibilities of my role as it relates to the program and University policies and procedures in which I will uphold to the best of my abilities. My signature below represents my full acknowledgement and compliance.

_____ _____

Signature Date