



Physical Therapy

ULM DPT Faculty and Staff Program Handbook 2025-2026

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I. Program of Physical Therapy Workplace Commitment

(Adopted from Regis University DPT Program)

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

Be IN:

I commit to...

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

Be REAL:

I commit to...

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

Be BOLD:

I commit to...

- ◆ Seeking the magic in our work

- ◆ Being forward thinking and inspiring innovation
- ◆ Being creative and collaborative in problem-solving
- ◆ Recognizing the wisdom of the whole to inform decision making
- ◆ Providing reflective input that focuses on the greater good

II. Mission, Vision, & Core Values

Physical Therapy:

Physical Therapy is an essential part of the health care delivery system in the United States and physical therapists assume leadership roles in rehabilitation services, prevention, and health maintenance programs as well as professional and community organizations. They also play important roles in developing healthcare policy and appropriate standards to ensure availability, accessibility, and excellence in the delivery of physical therapy services. The positive impact of physical therapy on rehabilitation, prevention, health promotion and health-related quality of life is well supported in the research literature. Physical Therapy includes not only the services provided by physical therapists but those rendered under physical therapist direction and supervision. Physical therapy is a dynamic profession with an established theoretical base and widespread clinical application in the preservation, development, and restoration of optimal physical function. Physical therapists help patients/clients to:

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

University Mission Statement:

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

School of Allied Health Mission Statement:

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

DPT Program Mission, Vision, and Core Values:

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

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

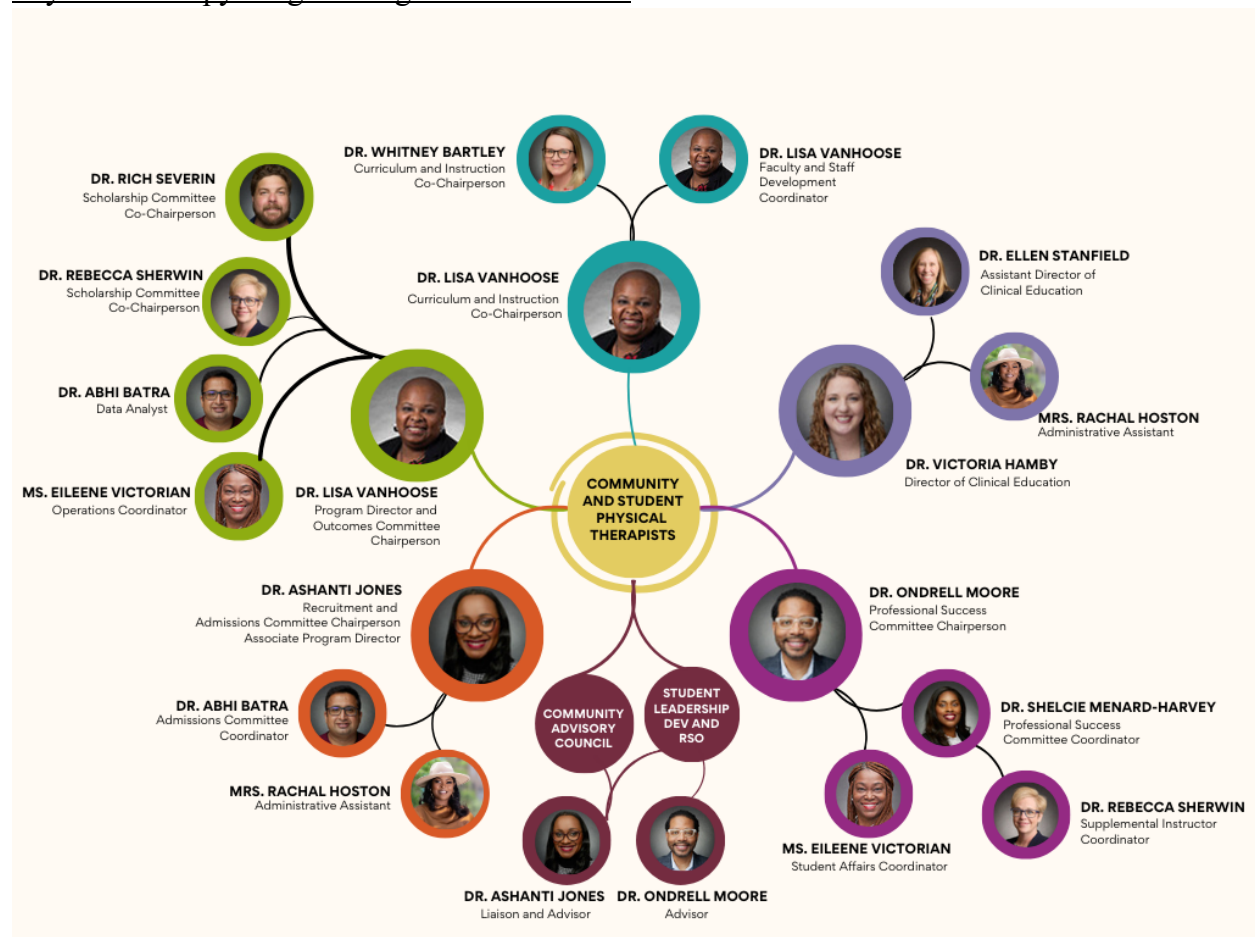
Vision: The ULM DPT program will be a model of excellence for workforce development and research addressing movement-related health disparities.

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

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

III. Physical Therapy Program Organization

Physical Therapy Program Organizational Chart



Physical Therapy Program Leadership

Program Director

The Program Director is a full-time faculty member who leads the Physical Therapy Program at the University of Louisiana Monroe (ULM), reporting to the Dean of the College of Health Sciences. This role involves providing strategic leadership, academic oversight, and administrative management, ensuring the program aligns with university values and meets accreditation standards.

Key Responsibilities:

- **Leadership & Vision:** Guide all aspects of the program including teaching, scholarship, and service; foster a collegial environment and promote interprofessional collaboration.
- **Faculty & Staff Management:** Recruit, mentor, and evaluate faculty and staff; oversee professional development and performance assessments.
- **Curriculum Oversight:** Develop, implement, and assess curriculum to meet evolving healthcare needs and CAPTE standards.
- **Strategic Planning & Resources:** Drive strategic growth; manage budgets, human and physical resources, and secure external funding.
- **Program Representation:** Represent the program at university, state, regional, and national levels; engage with alumni and external stakeholders.
- **Operational Duties:** Maintain up-to-date handbooks/websites, oversee quality assurance, and ensure academic and personal conflict resolution.

The Program Director is also responsible for modeling faculty excellence, serving on committees, and performing duties as assigned by the Dean or Provost.

Associate Program Director

The Associate Program Director is a full-time faculty member who collaborates closely with the Program Director to provide leadership, operational support, and strategic development within the Physical Therapy Program. This role reports to the Program Director and plays a critical role in faculty coordination, program administration, alumni engagement, and interdepartmental collaboration.

Key Responsibilities:

- **Support Leadership & Strategic Initiatives:** Assist the Program Director in program expansion, strategic planning, accreditation, and special projects.
- **Faculty Oversight:** Coordinate adjunct faculty hiring and payment; oversee faculty clinical practice and development; evaluate assigned faculty and staff.
- **Curriculum & Accreditation Support:** Help manage accreditation efforts, maintain up-to-date program documentation, and support interprofessional academic initiatives.
- **Alumni & Marketing:** Develop alumni relations and promote the program through strategic marketing and engagement efforts.
- **Administrative Functions:** Participate in budget planning, represent the program internally and externally, and serve as acting Program Director when needed.
- **Student & Faculty Engagement:** Advise students, support academic success, teach, and maintain involvement in clinical practice, scholarship, and service.

- Foster Inclusive Culture: Promote diversity, inclusion, and a positive academic environment aligned with ULM values.

The Associate Program Director is a key partner in program leadership, ensuring smooth operations, promoting professional excellence, and contributing to the program's growth and success.

Director of Clinical Education

The Director of Clinical Education (DCE) is a full-time faculty member responsible for managing all aspects of clinical education within the DPT program. Reporting to the Program Director, the DCE leads the Clinical Education Team, ensures effective communication and compliance, and serves as the key liaison between the academic program and clinical partners.

Key Responsibilities:

- Leadership & Oversight:
 - Lead the Clinical Education Team and oversee all clinical education courses.
 - Chair the Clinical Education Advisory Board.
 - Supervise clinical assignments, policies, and remediation processes.
- Program & Student Support:
 - Coordinate clinical placements, ensuring diversity and adequacy of sites.
 - Handle accommodations for students with disabilities in clinical placements.
 - Assign faculty for independent studies and remediation as needed.
- Accreditation & Compliance:
 - Maintain and review clinical education policies and legal agreements.
 - Liaise with Legal and Compliance Counsel on related issues.
 - Oversee student compliance with background checks, HIPAA, etc.
- Curriculum & Evaluation:
 - Provide feedback to the Curriculum Committee based on clinical instructor input.
 - Gather and organize clinical assessment data from various stakeholders.
 - Evaluate clinical instructors and support their development.
- Academic Duties:
 - Teach, conduct scholarly work, serve on university committees, and provide professional service.
 - Participate in site visits to new and existing clinical sites.
- Culture & Inclusion:
 - Foster an inclusive and excellent clinical learning environment aligned with ULM's values.
 -

The DCE plays a vital role in aligning clinical experiences with academic preparation, ensuring program excellence, and supporting student success in professional practice.

Assistant Director of Clinical Education

The Assistant Director of Clinical Education is a key administrative member of the Clinical Education Team who supports and advances the clinical education component of the ULM Doctor of Physical Therapy (DPT) Program. This role involves managing clinical site

relationships, ensuring regulatory compliance, and supporting students through the placement process.

Key Responsibilities:

- **Clinical Placement Management:**
 - Oversee scheduling and coordination of clinical placements.
 - Ensure placements meet JCAHO and CAPTE requirements.
 - Guarantee students receive appropriate and diverse clinical experiences aligned with the academic curriculum.
- **Contract & Compliance Oversight:**
 - Manage the initiation, renewal, and tracking of clinical site agreements.
 - Ensure all clinical contracts are current and meet college and program needs.
 - Maintain confidentiality of student and clinical site information; uphold HIPAA compliance.
- **Relationship & Communication Management:**
 - Serve as a point of contact for clinical agencies, maintaining strong, professional relationships.
 - Act as a liaison between students, faculty, and clinical partners regarding placement logistics and requirements.
- **Student Support:**
 - Provide clinical site details and assist students with site selection and placement requirements.
 - Address student questions and issues related to clinical assignments.
- **Technology & Data Management:**
 - Administer electronic platforms like PT CPI Web or equivalent systems for tracking student placements and evaluations.

The Assistant Director plays a vital operational and communicative role in ensuring the smooth, compliant, and high-quality execution of the clinical education experience within the DPT program, contributing directly to student success and accreditation standards.

Administrative Staff of ULM DPT Program

Operations Coordinator

The Operations Coordinator supports the administrative and operational functions of the DPT Program, ensuring smooth communication, compliance, and coordination across departments and with external stakeholders.

Key Responsibilities:

- **Communication & Coordination:**
 - Facilitate communication among DPT students, administration, student services, and academic departments.
 - Oversee admissions, student status tracking, and external compliance coordination.
- **Event & Process Management:**
 - Coordinate student orientation, graduation, and post-graduate licensure processes.
 - Manage clinic inventory and oversee daily operational needs.

- Data & Records Management:
 - Monitor and manage program data for internal and external use.
 - Assist in accreditation and funding reports.
 - Maintain secure and organized records and files.
- Resource Maintenance:
 - Create and update written materials and program resources to ensure accuracy and consistency.

The Operations Coordinator plays a vital role in maintaining program efficiency, regulatory adherence, and student support through effective organizational and communication systems.

Assistant to the Director of Clinical Education

The Assistant to the Director of Clinical Education provides essential administrative and student support within the clinical education component of the DPT Program. This role enhances student success, operational efficiency, and program inclusivity.

Key Responsibilities:

- Administrative & Student Support:
 - Maintain student files and assist with admissions and post-acceptance processes.
 - Track clinic inventory and coordinate related expenditures.
- Clinical Education Support:
 - Assist with planning and monitoring of student clinical readiness and completion of clinical experiences.
- Compliance & Inclusion:
 - Support faculty and the Student Affairs Coordinator in managing accommodations and compliance reporting.
 - Contribute to an inclusive work and learning environment aimed at improving student retention.

This role plays a key part in bridging administrative functions with student support, contributing to a compliant, organized, and supportive clinical education environment.

Administrative Analyst

The Data Analyst monitors and tracks student performance across all learning domains within the DPT Program. This role ensures timely identification of learners who are not meeting expected performance standards.

Key Responsibilities:

- Performance Monitoring:
 - Track learner progress across academic and clinical domains.
- Reporting:
 - Identify and report students performing below expectations to the faculty mentor-coach, Program Director, and Director of Clinical Education.

The Data Analyst plays a critical role in supporting student success and program accountability by providing accurate, timely performance data to leadership and faculty.

IV. Faculty Definitions, Rights and Responsibilities

Core Faculty

Core faculty are full-time faculty members employed under annual contracts, holding academic titles such as instructor, assistant professor, associate professor, or professor. They play a central role in the academic function of the DPT Program.

Key Responsibilities:

- Curriculum Oversight:
 - Collaboratively design, implement, evaluate, and revise the DPT curriculum.
 - Maintain and uphold academic standards under the leadership of the Program and Associate Program Directors.
- Academic Expertise:
 - Include physical therapists and other professionals with subject-matter expertise tailored to the curriculum.

Core faculty are foundational to the program's success, ensuring educational quality and curricular alignment with the program's goals and accreditation requirements.

Adjunct Faculty

Adjunct faculty (referred to as *associated faculty* by CAPTE) are individuals who contribute to teaching within the program but do not hold a ranked faculty appointment. These individuals may include licensed, practicing clinicians; faculty from other ULM departments; faculty from other institutions; or professionals with expertise not otherwise represented among core faculty.

Adjunct faculty may be involved in a variety of educational activities, such as:

- Classroom and laboratory instruction
- Leading case discussions or journal clubs
- Grading assignments or exams

While adjunct faculty are welcome to attend Faculty Planning Meetings, they do not have voting rights. Those with significant teaching or course coordination roles are included in regular program communications, including E-announcements, and are granted access to meeting agendas and minutes.

Clinical Education Faculty

Clinical education faculty are individuals who facilitate the clinical components of the DPT curriculum and include Site Coordinators of Clinical Education (SCCEs) and Clinical Instructors (CIs). Though not employed by ULM, they operate under formal agreements between the University and clinical sites, outlining specific responsibilities and professional expectations. Primary CIs must be licensed physical therapists; however, students may also engage in short-term specialized experiences under the supervision of other qualified professionals, such as in cardiac rehabilitation or sports medicine, when permitted by law.

Anti-Discrimination, Harassment, and Retaliation

The University of Louisiana Monroe is dedicated to maintaining a campus environment that is free from discrimination, harassment, and retaliation for all employees, students, and visitors. The University promotes a culture of dignity, fairness, and respect, ensuring that no one is subjected to behavior that impedes academic or professional engagement. For full details, refer to the ULM Antidiscrimination, Harassment, and Retaliation Policy.

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

Policies and procedures related to faculty hiring, academic rank and promotion, sabbatical and other types of leave, and separation from the University are outlined in the ULM Faculty Handbook. These guidelines can be accessed through the Faculty Handbook itself and on the University of Louisiana Monroe Policies and Procedures webpage.

Faculty Orientation

All new faculty—both ranked and adjunct—participate in a formal orientation to the University, with content and timing tailored to the responsibilities of each faculty type. Core (ranked) faculty are required to attend the University’s mandatory orientation and complete a HIPAA general information session. Orientation guidelines are provided to new faculty at the time of their start date, and the orientation process continues throughout the first year. Additional details can be found on the Human Resources website [here](#).

Faculty Evaluation

Faculty evaluation at the University of Louisiana Monroe (ULM) is a key element in promoting academic excellence and is directly tied to tenure, promotion, and merit-based compensation. Evaluations ensure that faculty performance aligns with institutional expectations and professional standards. Following the University of Louisiana System policy, all faculty are evaluated in the areas of **teaching, research and scholarship, service, and university citizenship** through a combination of self-assessments, student evaluations, and administrative reviews. Each academic unit establishes its own discipline-specific criteria for these areas.

For faculty within the ULM DPT Program, evaluation also includes an assessment of adherence to the program’s core values: **Integrity, Inquisitiveness, Cultural Humility, Collaboration, Adaptability, and Accountability**. Faculty must complete all required evaluations to be eligible for salary or merit increases. The evaluation process also provides for remediation when needed, with follow-up reviews and peer input prior to any dismissal decisions, reinforcing a system of accountability and continuous professional growth.

Core Faculty Responsibilities

Core faculty in the ULM DPT Program are expected to demonstrate collegiality, uphold the ULM DPT Workplace Commitment, and actively engage in shared governance across program, college, and university levels. They are also expected to participate in the broader academic and ceremonial life of the University.

Teaching is a primary responsibility and includes course development, classroom preparation, student assessment, and timely feedback. Faculty contribute to ongoing curriculum evaluation and revision in response to advancements in physical therapy and education. They are also actively involved in student advising, scholarship, university and community service, and committee work essential to program operations and outcomes. Faculty are expected to participate in program assessment activities, including evaluations of program leadership, and those teaching clinical content are encouraged to maintain clinical practice to stay current with contemporary physical therapy standards.

Faculty Workload

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

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

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

1. The educational needs of students and the achievement of the University mission statement must be a priority.
2. 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.

3. 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 follows the University of Louisiana Monroe Faculty Workload Policy (Policy #AA003.1), with the following program-specific additions:

1. Teaching and Teaching-Related Activities
 - a. Tenured/tenure-track faculty must complete a minimum of 12 instructional contact hours per fall/spring semester and 6 hours in summer (for 12-month faculty), equating to 24 hours annually for 9-month and 30 hours for 12-month faculty. This includes 24 hours/week of teaching-related activity.
 - b. Non-tenure track/instructors are expected to deliver 15 contact hours per semester (30 per year), with a total weekly workload of 30 hours including related activities.
 - c. Faculty receive 1 hour of credit for preparation, grading, advising, and student meetings per hour of instructional activity.
2. Intellectual and Scholarly Activities
 - a. All faculty are expected to pursue scholarship such as publications, presentations, or advanced degrees. Core DPT faculty must produce one peer-reviewed product every 2 years.
 - b. New faculty (within 5 years) must have a defined scholarship agenda and complete one scholarly product within 3 years.
 - c. A minimum of 5% of faculty time ($\approx$ 2 hours/week) should be dedicated to scholarly work.
3. Service Activities
 - a. Faculty are expected to engage in professional, university, and community service.
 - b. A minimum of 5% of time ($\approx$ 2 hours/week) should be allocated to service, supporting activities like governance, student support, and community engagement.

Workload Distribution Guidelines

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

Adjustments to workload (e.g., increased teaching for instructional-only roles or reduced loads for scholarship/accreditation needs) must be approved by the Program Director and Dean.

Assignment of Workload Expectations

The ULM DPT Program follows a flexible, mission-driven approach to faculty workload assignments, recognizing that faculty contributions to teaching, scholarship, and service may vary by individual and semester. This variation allows the program to align faculty strengths and interests with institutional goals while maintaining academic excellence. Faculty workload distribution must balance personal professional goals with the responsibility to meet the program's educational demands and accreditation requirements.

Teaching is central to the ULM DPT mission, and workload is measured in contact hours to reflect the team-teaching structure of the program. Tenured and tenure-track faculty are expected to deliver 24–30 instructional contact hours per year depending on their appointment (9- or 12-month), while instructors typically carry a higher teaching load. Faculty with administrative responsibilities receive reduced teaching assignments proportional to their administrative time. Each spring, faculty receive a formal workload notification letter outlining their responsibilities for the upcoming academic year, including teaching, service, scholarship, and clinical practice commitments.

Scholarship and service are integral components of faculty responsibilities. Core faculty are required to produce at least one peer-reviewed scholarly product every two years. New faculty are expected to demonstrate a scholarship agenda aligned with CAPTE standards and to complete at least one scholarly output within their first three years. For both scholarship and service, faculty are expected to dedicate an average of two hours per week per 5% of assigned workload. Clinical education faculty may receive additional adjustments based on student placement and supervision demands.

Faculty are required to complete a Faculty Performance Plan (FPP) within 30 days of hire and annually during their performance review. This plan, created in collaboration with the Program Director or Associate Program Director, outlines individual goals for teaching, scholarship, and service in accordance with workload expectations. Teaching assignments are based on faculty expertise and program needs, and final decisions rest with program leadership. Faculty are also expected to be familiar with and follow all curriculum policies as stated in the Student Handbooks, ensuring consistency and quality in student progression and academic standards. The Faculty Workload Policy can be found in **Appendix A** [here](#). This is communicated to the faculty members in the spring of each year using the Faculty Workload Notification Letter found in **Appendix B**.

Faculty Teaching Responsibility

The ULM DPT Program reflects the University's mission by engaging students in meaningful learning experiences that foster critical thinking, ethical values, and social responsibility. The program encourages the development of professional skills and leadership abilities that prepare students to contribute to the improvement and transformation of society. Teaching is a core component of this mission, guiding students in the discovery and application of knowledge through service-oriented learning. Faculty teaching assignments are based on individual expertise, program needs, and discussions with faculty, with final decisions made by the Program Director and/or Associate Program Director.

Faculty are expected to be well-versed in and adhere to the program's Curriculum Policies as outlined in the Student Handbooks and curricular plans. These policies cover essential academic areas such as curriculum structure, course outlines, progression standards, and rules regarding course waivers and transfers. By following these guidelines, faculty help ensure academic consistency, support student success, and uphold the high standards of the DPT Program.

Course Coordinator Responsibilities

The Course Coordinator plays a central role in the design, delivery, and evaluation of each course within the ULM DPT Program. As the instructor of record, the Course Coordinator is responsible for developing course and session objectives that align with program outcomes and the seven curricular threads:

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

This includes integrating relevant content, selecting instructional materials, preparing the course syllabus, and ensuring course policies and expectations are clearly communicated and enforced. The coordinator also works closely with the Program Director, Associate Program Director, and Administrative Assistant to plan course schedules and confirm classroom and lab hours.

A key part of the Course Coordinator's responsibilities involves collaboration with both core and adjunct faculty. The coordinator ensures that teaching responsibilities are appropriately assigned and that all faculty members involved in the course are aligned in their instruction and assessments. This includes leading course planning meetings, overseeing exam and assignment development, and ensuring consistency and fairness in grading. The Course Coordinator also manages the Canvas course site and maintains accurate student grade records, submitting final grades according to University deadlines.

Student support is another essential aspect of the role. The Course Coordinator meets with students regarding accommodations, academic concerns, and grade disputes, serving as the first point of contact for such issues. They are also responsible for monitoring student progression and professional behavior within the course and reporting concerns to academic mentor-coaches and program leadership. At the conclusion of the course, the coordinator leads course evaluations and provides feedback on faculty performance, contributing to continuous improvement in course delivery and instructional quality.

Course Syllabus

Every course in the program must have a course syllabus that is prepared in advance. All syllabi are required to adhere to the designated program syllabus template to ensure consistency and compliance with program standards.

Course Instructional Design

Faculty are encouraged to incorporate inclusive practices when designing course materials. Inclusive instruction emphasizes the use of universal design, transparent teaching methods, and pedagogies that support diverse learning needs and backgrounds, ensuring all students can access and engage with the content effectively.

Course Examination Preparation

Course examination preparation is a critical and multifaceted responsibility for faculty, requiring careful planning to ensure alignment with course objectives and fairness in assessment. Faculty are encouraged to collaborate with experienced colleagues and use resources like the National Board of Medical Examiners for best practices in exam item development. When using forced-choice formats, item analysis should be employed to evaluate question difficulty and discrimination, promoting reliability and validity in student evaluations.

Course Examination Policies

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

Grading System Policy:

Students must earn a minimum score of 75% on both comprehensive written midterm and final exams during the fall semester to pass. If a student fails either exam, they will be given one opportunity to retake a single, comprehensive written exam within one week. Failure to pass the second attempt results in referral to the Professional Success Committee.

Even if the final course grade is 75% or higher, any individual exam score below 75% (midterm, final, or practical) must be remediated in order to pass the course. Written exams, tests, and

quizzes must account for at least 50% of a course's total evaluation, unless an exception is approved by the Program Director. Students with exam-related questions should consult the appropriate instructor directly.

Due Process:

According to the ULM Faculty Handbook, if concerns arise regarding the competence or effectiveness of a tenured faculty member, the University President may appoint an ad-hoc committee composed of at least three tenured faculty members. This committee is responsible for reviewing any formal charges related to contract termination, discharge, or demotion. The process adheres to established principles of due process to ensure fairness. The faculty member under review and the committee chair must receive written notice of the charges—including any alleged policy violations—at least five days prior to the hearing.

Both the faculty member and the administrator bringing the charges are entitled to review all relevant evidence before the hearing, allowing adequate time for preparation. The hearing itself is not a legal trial but is conducted professionally, with a full record maintained. Committee members will receive all case materials in advance. During the hearing, both parties may present supporting or refuting information, call witnesses, and conduct cross-examinations. Committee members also have the opportunity to question witnesses to ensure a thorough and fair evaluation.

Complaints which Fall Outside the Realm of Due Process:

The ULM Doctor of Physical Therapy (DPT) Program recognizes the right of the public and all stakeholders to file a complaint and receive due process, as outlined by the Commission on Accreditation in Physical Therapy Education (CAPTE). These are considered “complaints which fall outside the realm of due process” and differ from internal complaints by students, faculty, or staff. The DPT Program encourages individuals dissatisfied with their experiences involving students, faculty, or staff to submit a written complaint. All complaints are taken seriously and handled promptly by the Program Director, who is responsible for gathering relevant information and addressing the issue. Documentation of these complaints and their resolutions is retained in the Program Director's files for five years, in accordance with program policy.

The standard procedure begins with the Program Director addressing the complaint within 14 business days. If possible, the issue is resolved through direct discussion with involved parties. When necessary, individual and joint meetings may be arranged to facilitate reconciliation. A written acknowledgment of the resolution is provided to the complainant and kept on file. If the complainant disagrees with the outcome or if the Program Director is the subject of the complaint, the matter can be escalated by submitting a written appeal to the Dean of the College of Health Sciences. The Dean's decision is also documented and filed for five years in the Program Chair's office.

Should further review be desired, the complaint may be taken to the Vice-President for Academic Affairs. Additionally, individuals may choose to contact the external accrediting body, CAPTE, for further action. Complaints unrelated to due process that arise as part of routine DPT Program operations are handled according to the appropriate internal policies found in the Student Handbook, Faculty Handbook, or Human Resources guidelines. These processes ensure

transparency, accountability, and the program's commitment to maintaining high professional and ethical standards.

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

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

Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association
1111 N. Fairfax Street
Alexandria VA 22314

Course Evaluation

Courses and faculty in the ULM DPT Program are evaluated by students through the Trajecs system, with the resulting data playing a vital role in faculty development and the continuous improvement of courses and curriculum. Access to evaluation results is granted to the Program Director, Associate Program Director, and faculty assigned to each course. To ensure a well-rounded assessment of course effectiveness, three key sources are recommended: a self-evaluation by the course coordinator, student evaluations, and peer faculty review.

Course Scheduling:

The fall, spring, and summer schedules for the ULM DPT Program are developed collaboratively by the program directors and coordinators, with support from designated staff. Schedule planning takes into account faculty input and preferences, university holidays, academic meetings and conferences, classroom availability, and special events relevant to each semester. In alignment with ULM policy, the scheduling process begins one year in advance of the targeted semester. Faculty members are responsible for communicating their classroom needs to the Operations Coordinator, who then coordinates with the Registrar's Office to finalize classroom assignments.

DPT Faculty: Determining Readiness for Clinical Education

The core DPT faculty at ULM share the responsibility of ensuring that all students are safe, competent, and ready to enter clinical education. This determination is based on performance in competency skills checks, physical therapy practical exams, and written assessments, all of which include safety as a critical pass/fail criterion. Students must demonstrate proficiency in psychomotor and professional behaviors and be in good academic and professional standing, having completed all prerequisite coursework before progressing to clinical experiences (Professional Education I–IV). Faculty may raise concerns about a student's readiness at any

time, and such concerns are regularly addressed during program meetings, where the Director of Clinical Education (DCE) solicits feedback.

If a student is deemed unsafe or unprepared for clinical education by the core faculty, they will not be allowed to begin the clinical experience. In such cases, an individualized Action Plan will be created, outlining the necessary steps for the student to achieve readiness. This plan must be approved by the academic mentor-coaches, clinical education advisor, DCE, and Program Director. Students have the right to appeal the decision to delay clinical participation directly to the Program Director.

DPT Faculty: Determining Skills Necessary for Clinical Education

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

Course Book Lists and Orders Book Lists

The Operations Coordinator is responsible for annually updating the DPT curriculum booklist based on required and recommended texts submitted through the course adoption forms from the previous academic year. Once updated, the booklist is posted to the ULM DPT Canvas page and sent to each student cohort one month before the semester begins. For book orders, about three months prior to each semester, the bookstore sends order forms based on last year's data.

The Operations Coordinator verifies that all courses and sections are included, inserts the appropriate course coordinator's name, and places the forms in faculty mailboxes with instructions for review, edits, and signatures. The Operations Coordinator notifies faculty via email and follows up until all forms are returned. After reviewing the completed forms for accuracy—ensuring all publisher, author, title, edition, and required/suggested status information is correct—the Operations Coordinator scans and submits them to the bookstore.

Faculty Mentor-Coach Roles

In the Entry-Level DPT Program, students are assigned a faculty mentor-coach (MC) before matriculation to guide and support them throughout their academic journey. Mentor-coaches are expected to meet with their assigned students at least once per semester to review academic progress, professional behaviors, and any concerns that may arise. These meetings serve as a platform to address academic performance, discuss strategies for success, and ensure that students remain on track to meet program requirements. During the final week of the program, MCs and students review and sign the DPT Degree Plan to confirm completion of all degree requirements, which is then submitted electronically for record-keeping.

Faculty mentor-coaches are responsible for monitoring students' academic progression and identifying any signs of academic difficulty, such as poor test performance or grade trends. They are expected to be familiar with academic eligibility policies and to report concerns to the Program Director. In addition to providing academic guidance, MCs serve as advocates, promote professional development, and help students access resources or adopt new strategies for success.

All advising interactions must be documented promptly in the student's electronic file to ensure accurate tracking and communication.

Policy on Providing Physical Therapy Services to Students

Promoting both mental and physical health is a priority within the ULM DPT community, and students are encouraged to seek timely care for any health concerns during their enrollment. While students may initially consult ULM DPT faculty due to Louisiana's direct access physical therapy law, faculty should refer them to the campus student health clinic or another appropriate practitioner to avoid conflicts of interest—particularly in cases of subacute, chronic, or recurring conditions. If immediate care is needed, faculty may provide initial intervention but should then arrange a referral to ensure ethical boundaries are maintained between clinical care and academic instruction.

Policy on Providing Physical Therapy Services to Peer Faculty & Staff

Providing pro bono ongoing physical therapy care to a faculty or staff colleague for acute, subacute, chronic, or relapsing conditions is not permitted, as it bypasses proper medical documentation and may lead to inconsistencies in how physical therapy services are delivered and billed. Faculty and staff requiring ongoing treatment should be referred to an external clinic of their choice. If a peer faculty physical therapist provides care, services must be formally billed through insurance, and the individual receiving care is responsible for any applicable copays or deductibles.

Faculty Self-Assessment/Evaluation and Professional Development Plan

The Faculty Self-Assessment and Professional Development Plan is intended to guide faculty in shaping their professional growth through structured reflection and collaborative goal-setting. This process fosters dialogue between faculty members and administrators, aligning individual development with program, College, and University goals. Faculty are encouraged to evaluate their performance in teaching, service, scholarship, and personal development, and to create actionable goals with measurable outcomes. The plan helps faculty identify resources needed for growth and serves as a tool for mentoring, preparing faculty for promotion and ensuring their efforts align with institutional missions.

Annually, each faculty member must complete the Faculty Self-Assessment and Professional Development Plan form in preparation for their performance review meeting with the Program Director. Prior to the meeting, faculty are expected to review relevant evaluations and performance data and submit their completed form at least two working days in advance. During the meeting, past progress and future goals are discussed, along with the resources needed for achievement. These discussions help administrators identify broader development needs across the program and ensure faculty receive appropriate support in their professional advancement.

CPR Certification

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

Professional Development (Continuing Education)

Core faculty members are encouraged to pursue ongoing professional development that enhances their effectiveness in teaching, scholarship, or program operations. This may include attending continuing education courses aligned with developmental goals identified during the faculty's annual review. Licensed ULM DPT faculty must also meet the continuing education requirements set by the Louisiana Physical Therapy Board. Each full-time core faculty member is allocated a projected annual budget for continuing education expenses, as communicated by the Dean's Office. These funds may not be used for professional association dues or licensure renewals. While access to these funds is generally expected, the Program Director, Associate Program Director, College Dean, or Provost may restrict access based on financial constraints. However, continuing education funding awarded through a grant may not be denied unless employment is terminated. Any expenses beyond the allocated amount are the responsibility of the faculty member unless pre-approved by the Dean's Office, based on available resources and alignment with program goals. Faculty are also responsible for arranging coverage for their teaching or clinical duties during their absence.

Continuing Education Travel, Lodging, and Food

The DPT Program will cover travel, lodging, and food expenses (within ULM's per diem guidelines) as long as the total amount—including course registration, transportation, parking, lodging, and meals—remains within the faculty member's annual continuing education budget. Expenses that exceed the allocation are the faculty member's responsibility unless prior approval is granted by the Dean's Office. Reimbursement requests for lodging and meals must be submitted to the ULM Administrative Coordinator within two weeks of travel, and all expenses must be accompanied by receipts to be eligible for reimbursement. Faculty must also comply with all University travel policies and procedures when planning and completing their professional development travel.

All-Program Meetings

Frequency: The program faculty and staff shall meet at least once per month, unless the Program Director makes the decision that a meeting is not needed because of a lack of agenda items. All faculty and staff are expected to be in attendance. Persons who cannot attend should notify the Associate Program Director of their absence. Special meetings may be called by the Program Director or by written petition of one-third of the voting membership of the ranked faculty.

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

Notice & Agenda: Written notice of the meeting shall be distributed to the faculty electronically at least two days in advance of such meetings. The agenda for the meeting shall be prepared by the Associate Program Director in consultation with the Program Director. A call for agenda items will be made in the week prior to the meeting.

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

1. Call to order
2. Approval of minutes of previous meeting

3. Standing Agenda items
 - a. Committee Reports
 - b. Budget
 - c. Clinical Education Update
 - d. Important Dates
4. New Business
5. Adjournment

Voting & Quorum: All members have voting privileges and will be considered in determining a quorum. A simple majority of voting membership of the members not on leave or sabbatical shall constitute a quorum.

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

Time Reporting

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

Faculty Attendance

Faculty are expected to be on campus as needed for teaching, advising, service, and collaboration. They must maintain at least four posted office hours per week at times students are available, with those hours clearly published. Faculty must adhere to scheduled class times, and any changes require Program Director office approval. While remote work is allowed, it should be limited; faculty are generally expected to be on campus most days. Remote attendance at meetings is reserved for exceptional situations and must be approved by the Program Director or Associate Program Director.

Faculty Annual Leave/Attendance Policy

Faculty are encouraged to take annual leave for personal and professional well-being, ideally during times that do not interfere with contractual duties, such as outside of academic semesters. Faculty must notify their supervisor at least two weeks in advance when requesting vacation time. The procedure for requesting time off varies depending on whether the leave falls during the academic semester or outside of it (such as during holiday breaks).

More detailed policies and procedures can be found in the [ULM Faculty Handbook](#)

Annual/Personal Leave

Faculty are encouraged to take time off during student breaks and University closures. They are expected to attend all-day faculty meetings held the week before fall and spring semesters begin. Personal appointments or days off should not conflict with required meetings such as Faculty Planning or committee assignments.

Sick Leave

Faculty must notify the Program Director if they are unable to work due to illness. Sick leave is used when illness or medical appointments prevent faculty from attending classes or meetings. Sick leave is paid leave and can be used for personal illness or for caring for an immediate family member (spouse, parent, or child). It is not charged on non-work days, must be taken in 15-minute increments, and is available after each pay period. Serious health conditions require completion of FMLA documentation.

Requests for time off outside of semester

Faculty must request vacation or personal time off by notifying their supervisor at least two weeks in advance—ideally four weeks if the time off occurs during the academic semester. For in-semester absences, faculty must also communicate a clear plan to cover their responsibilities, including teaching duties, committee participation (especially when quorum is required), and attendance at mandatory events like commencements or ceremonies. Even if a faculty member plans to take only a single day off with no conflicts, they must still inform their supervisor and complete the official leave request through Banner.

When classes are not in session (e.g., during breaks), the process remains important but slightly streamlined. Faculty should notify their supervisor, fill out the official request for leave form, and inform the Operations Coordinator so the absence can be noted on the program's faculty time-off calendar. Emergency absences will be evaluated on a case-by-case basis. These steps ensure that student needs, program operations, and university obligations are not disrupted by uncoordinated time away.

Procedures for Use of Visual or Audio Representations of an Individual

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

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

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

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

- Complete the ULM DPT Program Participation Consent Form for all participants.
- Additional forms may be completed per off site facility requirements.

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

Laboratory Incident Report

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

1. In the case of a life-threatening illness or injury (breathing emergency, cardiac emergency, severe bleeding) call 911.
2. University Police Department must be called (318-342-5350) immediately. The Accident Information Form should be completed found [here](#).
3. Student injuries in the classroom or labs are not covered by worker's compensation.

Confidentiality of Records

Faculty personnel files are securely stored in a locked file cabinet in the Program Director's office and include documents such as workload forms, faculty development records, promotion materials, CVs, licenses (if applicable), and other relevant personnel information. According to ULM Human Resources policy, these files are the property of the university, and access is strictly limited to individuals with a legitimate business reason, such as the employee, their immediate supervisor, certain university administrators, legal counsel, or Human Resources staff. Any inspection by others requires authorization from the Director of Human Resources or the President.

Use and Maintenance of ULM DPT Equipment

The ULM Doctor of Physical Therapy (DPT) Program relies on its physical space and equipment to support its educational and research missions. All students, faculty, and staff are expected to care for these resources responsibly. The Associate Program Director oversees annual preventive maintenance and equipment calibration. Faculty must promptly report any damaged or malfunctioning equipment to the Associate Program Director and then Operations Coordinator to ensure it is clearly labeled and addressed to prevent injury and maintain safety. Respect for others using nearby spaces during labs and skill sessions is also expected at all times.

Clinical equipment is stored in Walker Hall, Cardio Lab, room 1-120, 1-121, Brown Annex Neuro Storage, and MSK Storage and is primarily intended for in-class demonstrations and student practice. Faculty may borrow equipment by signing it out with the designated staff person and must return it promptly—no later than three days unless an extension is approved by the Program Director. Returned equipment must be signed back in and stored properly. Failure to

comply with the sign-out procedure or return deadlines may result in loss of borrowing privileges and possible financial liability.

Social Media

Intellectual exchange, open dialogue, and honest communication are important values at ULM. Adherence to these values is critical in our approach to the utilization of social media. ULM's Social Media Policy was designed to protect personal and professional reputations, as well as maximize the impact of ULM's promotional opportunities in social media. Employees should use this as a resource for posting content and managing official ULM social media sites. The policy applies to all ULM faculty and staff and the social media accounts associated with schools, colleges, departments, and offices. All social media accounts (existing and new) associated with ULM must be approved through an application process. Refer to the [ULM Faculty Handbook](#)

University Policies

All program faculty are subject to all other employment policies and procedures of the University. If there is a conflict in the policies and procedures described in this handbook and University policies and procedures, University policies and procedures shall prevail. Refer to [University of Louisiana Monroe Policies and Procedures](#):

V. DPT Admissions Policies and Procedures

DPT Admissions Policies and Procedures

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

The Office of Admissions conducts outreach and promotion of the Doctor of Physical Therapy program through attendance at various graduate college fairs and presentations to pre-health student groups at other institutions. Prospective students are provided the opportunity to attend one of our scheduled campus visit dates offered in the spring and summer, as well as speak with a designated admissions counselor via phone or through a virtual webinar. Prospective students requesting to meet with faculty are provided with this opportunity based on scheduling and faculty availability.

Criteria for admission are as follows:

- Completion of a baccalaureate degree prior to matriculation with a major in a field other than Physical Therapy from a regionally accredited institution of higher education. No academic major is given priority consideration during the selection process.
- Completion of prerequisite course work** with a minimum grade of “B-” or above in each prerequisite course preferred and a minimum cumulative grade point average of 3.0. Prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.
- Demonstration of an undergraduate cumulative grade point average of 3.00 on a 4.00 scale preferred.
- Demonstration of familiarity with the profession of physical therapy.
- Evidence of potential for success in graduate education.
- Evidence of potential for success as a professional in the field of physical therapy.

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

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

Prerequisite Courses

Human Anatomy with Lab	4 CR
Human Physiology with Lab	4 CR
Biology with Lab	8 CR
Advanced Biology with Lab	3 CR
Chemistry with Lab	8 CR
Physics with Lab	8 CR
Mathematics (college algebra or higher)	6 CR
Statistics	3 CR
English Composition	6 CR
Advanced English Composition or Technical Writing	3CR
Psychology	6 CR
Public Speaking	3 CR

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

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

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

The ULM DPT program offers an in-person admissions anatomy and physiology assessment three times per year for \$50, intended for applicants whose coursework is over five years old.

The assessment consists of 100 questions, and a passing score of 80% satisfies the program's admission requirement for anatomy and physiology. Applicants may attempt the assessment up to three times total, but only twice within a single application cycle.

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

All applicants to the Doctor of Physical Therapy (DPT) program at ULM must apply through the Physical Therapist Centralized Application Service (PTCAS) [here](#). Required application materials include official transcripts from all postsecondary institutions and two letters of recommendation—one from a licensed physical therapist and one from a college-level faculty member or other approved evaluator listed on the PTCAS website. The DPT Admissions Committee reviews all applications, and qualified candidates are invited for interviews between January and March, either on-site or in person, based on their initial applicant rank.

The ULM DPT program uses a holistic admissions process that considers prerequisite and cumulative GPAs, personal statements, healthcare and community service experience, recommendation letters, and interview performance. With a class size capped at 48 students, admission is competitive, and selection from the interviewed pool is based on a combination of qualifications rather than rank alone. Historical admissions trends guide how many interview invitations and initial admission offers are extended. A designated alternate list is maintained in case additional offers are required to meet enrollment goals.

Transfer credit requests from other DPT or health professions education programs are evaluated individually. Only graduate-level, ground-based courses completed within the past three years with a minimum grade of B- from accredited institutions will be considered. The program's faculty or a designated dean reviews course syllabi to assess content and rigor for equivalency. While up to 12 semester hours of transfer credit may be accepted, only credit hours (not quality points) transfer, and GPA calculations are based solely on coursework completed at ULM.

VI. Adjunct Faculty Policies and Procedures

Adjunct Faculty Definition

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

the distribution lists for regular E-announcements to the core faculty and have access to agendas and minutes for Faculty Planning Meetings.

Process for Finding and Requesting Adjunct Faculty

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

Adjunct Faculty Meetings/Adjunct Faculty Council

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

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

Adjunct Faculty Assignment and Contract Process

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

Once selections have been confirmed, the Administrative Assistant sends a schedule to each of the adjuncts selected for the courses and updates the courses in Banner so that all selected adjuncts have access to their respective courses. A master spreadsheet is then compiled by the

Associate Program Director which includes all courses, as well as pay calculations for each adjunct and each course. The pay totals and courses are sent to the College of Health Sciences (CHS) Dean's Office.

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

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

Adjunct Faculty Evaluations

Adjunct faculty who teach at least 9 contact hours per course are evaluated annually using both coordinator and student feedback. The Associate Program Director oversees the process, assigning a course coordinator to conduct the evaluation and meet with the adjunct to discuss performance and identify any areas for development. Student evaluations are also collected, compiled, and reviewed with the adjunct and course coordinator to assess teaching effectiveness and content expertise.

The course coordinator submits a summary of findings and recommendations to the Associate Program Director, who maintains adjunct files, including required documentation such as CVs, licenses, and transcripts. All records are reviewed and approved by the Program Director and stored by University administrative services. This evaluation process supports rehire decisions and guides individual and group professional development for adjunct faculty.

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:

[College of Health Sciences Student Background Check and Drug Screen Testing Policy](#)

Parking

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

Special parking permits are only approved by the University Parking Supervisor or the Director of University Police.

Contact UPD on 318-342-5320 or visit the University Police Department, located in Filhiol Hall at 3811 DeSiard Street, for information about obtaining a temporary parking pass.

Adjunct Faculty Absence

Adjunct faculty are expected to attend all scheduled classes, exams, and clinical or lab sessions in accordance with the course schedule and University Calendar, except in cases of illness, emergencies, or authorized travel. Unplanned absences must be reported to the faculty member's supervisors as soon as possible to allow for appropriate coverage. Planned absences require approval from the Program Director and/or Associate Program Director at least two weeks in advance. It is the shared responsibility of the adjunct faculty member and the Directors to ensure instructional and other duties are adequately covered during any absence.

Academic Integrity

Faculty and students must adhere to ULM's published Academic Dishonesty policy, which emphasizes the importance of academic honesty. Students are expected to submit original work and properly cite any words, ideas, or content that are not their own, including from print, digital, verbal, or visual sources. Proper attribution is required for any content derived from identifiable sources. In online learning environments, academic dishonesty may include having others complete assignments, allowing extensive revisions by someone else, copying another student's work, or using uncredited information from online sources.

If an adjunct faculty member suspects a violation of academic integrity, they must report it by emailing the Associate Program Director (serving as the Faculty Representative) and copying the Program Director. The email should include key information such as the date of the incident, names of those involved, course details, the type of offense (e.g., cheating, plagiarism, fabrication), a description of the incident, and the instructor's chosen sanction. Supporting documentation—such as papers, screenshots, or Turn-It-In reports—should be attached to the report.

Adjunct Faculty Job Description

The Adjunct Faculty member in the ULM Doctor of Physical Therapy (DPT) Program plays a vital role in teaching, advising, and supporting curriculum development and evaluation. The position involves a primary focus on academics (90%), including meeting scheduled class sessions, developing and evaluating course materials, collaborating with faculty on content integration, and assessing student performance. Adjuncts are also expected to participate in curriculum discussions, support the mission and philosophy of the program, and attend relevant course and faculty meetings to ensure coherence across the curriculum.

The remaining 10% of duties involve professional development, maintaining appropriate licensure and competence, engaging in community or professional service, and supporting the

program's administrative needs. Although office hours are not required, adjuncts are available to meet with students as needed. Adjunct faculty are expected to uphold a strong professional presence, contribute to a positive working environment, and participate in activities that enhance the quality and reputation of the ULM DPT Program.

The role requires strong decision-making abilities, the capacity to facilitate critical thinking in students, and effective communication skills in both individual and group settings. Faculty must maintain academic integrity, provide accurate advising, and deliver results that positively impact students, the program, and the physical therapy profession. The position calls for knowledge of academic and clinical systems, use of evidence-based literature, and proficiency in instructional technology.

Minimum qualifications include a Master's degree in a relevant field (PhD preferred) or a DPT with licensure in Louisiana if applicable. Experience in teaching, advising, and adult education is preferred. The role requires physical ability to perform teaching and lab tasks, and mental abilities such as critical thinking, conflict resolution, and time management. The working environment includes classroom, office, and potential clinical settings, requiring flexibility and professionalism in a dynamic academic atmosphere.

VII. Physical Therapy Program Committees

The Physical Therapy Program uses both standing (long-term) and ad hoc (short-term) committees to support planning and operational needs. Below are the general expectations for faculty involvement:

- All faculty are expected to engage in shared governance by serving on committees, with assignments based on individual workload.
- Committees act on behalf of the faculty to carry out assigned responsibilities.
- Faculty must complete committee and task force duties in a timely manner to support program goals.
- Committees are required to record meeting minutes, noting member participation, and save them on OneDrive.
- Each committee must meet at least once per semester.

Standing Committees

DPT Curriculum Committee

The Curriculum and Instruction Committee is composed of three core faculty members and three clinicians. This committee is responsible for reviewing the DPT program's curricular content and instructional methods to identify areas for quality improvement. Their work supports ongoing curriculum refinement to ensure alignment with professional standards, clinical relevance, and student learning outcomes.

Admissions Committee

The Admissions Committee, composed of ULM DPT core faculty and an administrative coordinator/assistant, is responsible for overseeing the holistic admissions process, including the recruitment and selection of students. The committee coordinates with the Physical Therapist Centralized Application Service (PTCAS) to manage the application cycle, reviews applicants' admission materials, and selects a diverse group of ULM faculty and staff to evaluate applications and conduct interviews. Responsibilities include notifying eligible applicants of interview selection, hosting interviews, calculating total applicant scores, and notifying accepted students and those placed on the waitlist. The committee also actively plans and participates in recruitment events throughout the year to attract a diverse and qualified applicant pool.

Professional Success Committee

The Professional Success Committee (PSC) consists of ULM DPT core faculty members will be responsible for establishing, maintaining, and implementing academic regulations and policies impacting professional student behavior expectations, coordinating the behavioral expectations of students in the professional program, and maintaining consistency with the established guidelines of the University of Louisiana Monroe.

Student Affairs Committee

The Student Affairs Committee is composed of representatives from the Program Director's office, core faculty, and an administrative coordinator/assistant, and is chaired by the Associate Program Director. This committee is responsible for ensuring that due process is provided to all students facing suspension or dismissal. In cases involving appeals, the committee thoroughly reviews and considers all relevant information before making progression recommendations to the Program Director. Additionally, the committee establishes appropriate conditions for continued progression when a student with academic or professional behavior concerns is allowed to remain in the program and monitors the student's compliance with those conditions.

Clinical Education Committee

The Clinical Education Team is composed of the Director of Clinical Education (DCE), Assistant Director of Clinical Education (ADCE), Administrative Coordinator for Clinical Education, core faculty, and student representatives from each class. This team is responsible for coordinating and instructing clinical education courses, meeting with clinical education advisors, and conducting site visits as needed via phone, virtual platforms, or in person. They review and evaluate the Clinical Performance Instrument (CPI), develop remediation plans for students when necessary, and are actively involved in recruiting and maintaining clinical education sites. The team ensures all sites have valid contracts and oversees faculty development efforts, including clinical instructor credentialing and site-specific continuing education. Additional responsibilities may be assigned by the DCE.

Outcomes Committee

The Outcomes Committee is composed of three core faculty members who are responsible for monitoring, facilitating, and evaluating the outcome assessment process for courses and student learning. Through faculty collaboration, the committee ensures that assessment efforts produce meaningful results that inform continuous programmatic improvements. Additionally, the

committee is tasked with analyzing data related to program operations and student outcomes to support informed decision-making and maintain the quality and effectiveness of the DPT program.

Media & Communications Committee

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

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

Ad Hoc Committees/Task Forces

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

VIII. Formal Program Assessment

Formal Program Assessment Process

The ULM DPT Program implements a comprehensive, ongoing program assessment process to evaluate how well it fulfills its mission. Conducted at minimum annually, this formal process draws from professional standards, institutional policies, program guidelines, and outcomes data. It examines all key aspects of the program, including admissions, faculty performance, curriculum effectiveness, and student outcomes. The assessment process identifies strengths and weaknesses, determines whether changes are needed, and outlines specific steps and timelines for implementing improvements.

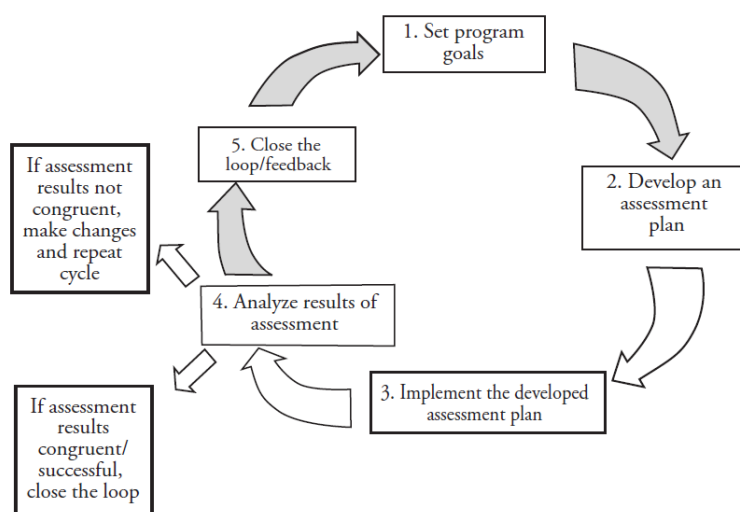
Systematic assessment covers multiple critical domains: the program's mission, vision, goals, and policies; the performance and development of core, adjunct, and clinical education faculty; communication and resource allocation; admissions and prerequisites; the curriculum and clinical education components; and the achievement of expected student outcomes. It is a collaborative effort involving core and adjunct faculty, students, staff, and relevant stakeholders.

Data are collected and analyzed through a 5-step cyclical process, with findings reviewed during faculty retreats each summer and fall. This process is shown in the figure below.

Each area of assessment is assigned to a specific responsible party. For example, the Admissions Committee evaluates PTCAS data and reviewer feedback, while the Program Director oversees enrollment trends, faculty performance, facility needs, and policy compliance. The Director of Clinical Education monitors clinical education resources and entry-level performance using the Clinical Performance Instrument (CPI). Faculty mentors and the Outcomes Committee track student progression and identify those at academic risk, while graduate outcomes are evaluated through surveys targeting program goals such as social responsibility and excellence.

Assessment data are securely stored, compiled into an annual comprehensive report, and shared with faculty and stakeholders during planning retreats. The process includes a regular review of Standard Operating Procedures (SOPs) and ongoing program revisions based on assessment findings and stakeholder feedback. This structured, evidence-based approach ensures continuous improvement and alignment with institutional goals and accreditation standards.

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



(APTA, Outcomes Assessment in Physical Therapy Education)

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

Strategic Planning

The ULM DPT Program Strategic Plan is closely aligned with the University's Strategic Plan, reflecting four of its five foundational pillars: student success, faculty and staff distinction and well-being, intellectual activity, and community engagement. Recognizing that the pillar of athletic excellence does not directly apply to the DPT program, the core faculty chose to replace it with a fifth pillar—curriculum strength—which better reflects the program's priorities and

professional focus. This alignment ensures the DPT program remains connected to the university's broader mission while addressing the unique needs of the physical therapy field.

The development of the Strategic Plan was a collaborative effort by the DPT core faculty, crafted through dedicated discussions during faculty meetings. This inclusive approach ensures that all core faculty members contribute to the ongoing direction of the program. The plan is responsive to program assessment results, evolving trends in higher education, the healthcare landscape, and changes in physical therapy practice. These elements help maintain a forward-looking, adaptable strategy that supports academic excellence and professional readiness.

The strategic planning process follows a structured five-step cycle: assessing the business environment through SWOT analysis, identifying goals and objectives, developing a written plan with performance metrics, implementing and sharing the plan with stakeholders, and regularly evaluating and revising the plan as needed. Core faculty and staff are required to participate in annual fall planning retreats, while students, adjunct and clinical faculty, and—beginning in May 2026—alumni and employers, provide input through focus groups and planning sessions. Strategic goals are assessed annually and reviewed every 3–5 years, with any changes requiring majority approval from faculty and staff. All planning documentation is stored in a centralized location for ongoing access and transparency.

IX. Appendices

Appendix A: Faculty Workload Policy



Faculty Workload Policy

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

I. Policy Statement

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

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

II. Purpose of Policy

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

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

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

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

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

III. Applicability

This Policy is applicable to all full-time faculty.

IV. Definitions

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

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

V. Policy Procedure

ULM Workload Criteria

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

Teaching and Teaching-Related Activities

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

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

Scholarly Activities

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

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

Service

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

Assignment of Workload Expectations

While the workload policy for each school and college will likely be different, it is acknowledged that the distribution of effort among these three areas of activities will vary among faculty of the same unit, as each faculty member plays a different role in the operation of the unit. However, the distribution of effort should always balance the scholarly and intellectual activities and service interests of individual faculty members with their responsibility to deliver academic programs of high quality and meet the needs of the University. This variation in the distribution of faculty effort is desirable because it allows optimization of faculty contributions to professional and institutional goals.

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

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

VI. Enforcement

The Provost is responsible for the enforcement of this policy.

VII. Policy Management

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

VIII. Exclusions

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

IX. Effective Date

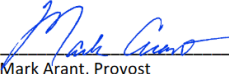
This Policy will become effective on the date signed by the University President.

X. Adoption

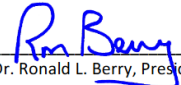
This policy is hereby adopted on this 23rd day of February 2023.

Recommended for Approval by:

Approved by:



Dr. Mark Arant, Provost



Dr. Ronald L. Berry, President

XI. Appendices, References and Related Materials

N/A

XII. Revision History

Initial approval date of the policy: May 3, 2017

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



ULM Physical Therapy Program

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318.342.1265

ADDENDUM 1

ULM DPT FACULTY WORKLOAD POLICY

Introduction

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.

Section V. Policy Procedure

ULM Workload Criteria (DPT specifications in bold)

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 meet 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.

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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:

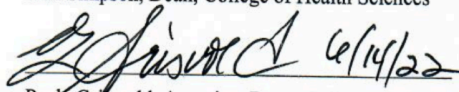
1. A minimum of one peer-reviewed disseminated scholarship product is required for every 2 years of academic service.

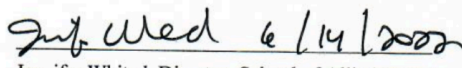
- a. The product must meet the requirements of CAPTE.
2. Clinical education faculty may be allowed additional adjustments based on student clinical needs.
3. An average of 2 hours a week must be spent on scholarship/service work per 5% allocation.

Workload allocations

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

 06/14/2022
Don Simpson, Dean, College of Health Sciences

 6/14/22
Paula Griswold, Associate Dean, College of Health Sciences

 6/14/2022
Jennifer Whited, Director, School of Allied Health

Appendix B: Faculty Workload Notification Letter



Faculty Workload Notification Letter

Dear: [First Name] [Last Name]

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

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

Teaching:

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

Scholarship: (Describe Scholarship Focus)

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

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

Faculty Signature

Date

Program Director Signature

Date

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Appendix C: ULM DPT Program Faculty & Staff Attestation Form



College of Health Sciences/ Physical Therapy Program

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ULM DPT Program Faculty & Staff Handbook Attestation Form

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

Faculty/Staff Signature

Date

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Appendix D: Student Professional Development Portfolio



College of Health Sciences/ Physical Therapy Program

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

318.342.1263

STUDENT PROFESSIONAL DEVELOPMENT PORTFOLIO

Student Name: _____ Student ID: _____

ACTIVITY: _____ Date: _____

PRE-ACTIVITY INFORMATION:

CATEGORY: _____ Points available: _____

GOAL/OBJECTIVE: _____

PLAN OF ACTION/PROCESS: _____

POST-ACTIVITY INFORMATION:

Activity Description/Summary: _____

Faculty/Advisor Comments on Activity:

_____ Satisfactory _____ Unsatisfactory

_____ Additional follow-up recommended: _____

Points earned: _____

PORTFOLIO PROGRESS:

Faculty/Advisor Comments on portfolio progress:

(Student Signature/Date)

(Faculty/Advisor Signature/Date)

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