

FLORIDA **A&M** UNIVERSITY

**DIVISION OF PHYSICAL
THERAPY
SCHOOL OF ALLIED HEALTH SCIENCES**

**POLICIES AND PROCEDURES MANUAL
2023-2024**

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Intent and Purpose

The purpose of this document is to collate in a centralized document the Policies and Procedures that apply to all students and faculty in the Physical Therapy Program regardless of instructional setting. This document should not be construed to take the place of the Florida A&M University (FAMU) Board of Trustees Policy and Procedure manual which is the legal policy and procedure document for the institution. Additional information may be found in the University's Catalog or the University's Faculty Handbook.

Doctor of Physical Therapy (DPT) 2022-2027 Strategic Plan

All program goals were derived from our mission. The faculty reaffirms our commitment to a process of continual review and revision of the program goals based on our course and outcome assessments, and the changing demands of the profession and the health care environment.

Doctor of Physical Therapy (DPT) Program Mission Statement

The mission of the FAMU EDPT Program is to become a premier provider of Doctor of PT graduates who contribute to abolishing health care disparities and access in existing and emerging health care arenas by developing doctoral prepared practitioners who will increase the availability of health care to medically underserved populations in Florida. The physical therapy program fosters clinical reasoning, reflective practice, life-long learning, and critical inquiry that integrate both evidence and practice.

Doctor of Physical Therapy (DPT) Program Vision Statement

To be recognized in the region, state, and nation as a premier provider of Doctor of PT graduates who contribute to abolishing health care disparities and access in existing and emerging health care arenas.

Factors Critical to Success/Strategies for Improvement

Internal

- a. Recruit faculty in sufficient numbers and with requisite qualifications to meet the needs of the program
- b. Preparation of students for academic success
 - a. Mentoring, tutors, caring environment, apply active learning and critical thinking strategies
 - b. Advisory committee
- c. Classroom technology updates needed
 - a. Increase the #s of Smart Classrooms
 - b. Videotaping students' practical examination performances and faculty demonstrations of lab techniques
- d. Systematic update of the University's central databases for outcome data storage and retrieval
 - a. E.g. admission data

External

- a. Alternate means of funding
 - a. Funding trends at state level based upon key metrics including attrition, employment rates etc.

- b. Funding/scholarships, seek faculty research grants, fellowships, foundation applications.
- b. National competition for clinical sites
 - a. Active participation of the DCE in the Florida Consortium of Clinical Educators
 - b. Engagement with local community PTs
 - c. Focus attention on CIs training and benefits of participating in student teaching.
 - d. Develop a student run PT clinic on-campus.
- c. Improve public opinion and community profile/image.
 - b. Develop internal and external community partnerships (marketing).
 - c. Engage alumni.
 - d. Establish an Advisory Board

DPT PROGRAM'S EXPECTED STUDENT OUTCOMES & GOALS

Physical Therapy program graduates will:

STUDENT OUTCOME #1-Critical Thinking/Inquiry: Demonstrate the ability to analyze and use published literature as the foundation for critical thinking, problem solving and evidence-based practice physical therapy practice.

GOALS

- 100% of DPT students will score a "B" grade on evidence-based course assignments.
- 90% of students will self-report critical thinking skill level of at least 3 on a 5-point Likert scale on the exit interview survey.
- 90% of employers will report critical thinking skill level of graduates at least 3 on a 5-point Likert scale on the employer survey.

STUDENT OUTCOME #2-Clinical Reasoning (addresses the comprehensive and integrative nature of the curriculum including clinical education): Design and implement safe and appropriate plans of care using evidence from the literature that supports pertinent and functional goals, outcomes, and interventions for both normal and impaired individuals.

GOALS

90% of DPT students will:

- a. Score a "B" or better or a "P" grade on plan of care assignments.
- b. Attain entry-level or better status which is equivalent to a "P" grade on all 18 CPI performance criteria, on their final clinical internship.
- c. Achieve entry-level on CPI criteria #7 (applies current knowledge, theory, clinical judgment, and the patient's values and perspective in physical therapy management).

STUDENT OUTCOME #3-Professional Behavior: Demonstrate personal behaviors, attitudes and knowledge of professional standards, values, laws and ethics that reflect one's role and responsibility as a professional physical therapist.

GOALS

- a. 100% of students will achieve entry-level on CPI criteria #5 (adapts delivery of PT care to reflect respect for and sensitivity to individual differences).
- b. 100% students will engage in the professional association activities as evidenced by: attendance and/or participation in state/national professional conferences and/or

participation in community service activities directed at underserved segments of the population.

STUDENT OUTCOME #4-Proficiency in Communicating: Demonstrate proficient documentation skills (passing grade) using appropriate medical terminology, disablement model terminology and patient/client management model terms and practice patterns defined in the GUIDE and will communicate in ways that are congruent with situational needs.

GOALS

- a. 100% of students will achieve entry-level status on CPI criteria #4 (communicates in ways that are congruent with situational needs) during the final clinical internship prior to graduation.
- b. 90% of students completing the exit interview survey will (self) report that they have acquired oral and written communication skills appropriate for entry-level (> 3 on a 5-point Likert scale) in physical therapy.
- c. 90% of employers will rate the level of the graduate's oral and written communication skills > 3/5 on Likert scale.

STUDENT OUTCOME #5-Content Knowledge: Meet the goal of two-year average NPTE Ultimate Pass Rate of 85% by August 2024.

GOAL

- a. Physical Therapy program graduates will consistently meet the goal of two-year average NPTE Ultimate Pass Rate of 85%.
- b. 100% of students will earn a mean score of 70% or better on the Comprehensive Exit Examination administered at the end of the DPT curriculum.

Faculty will:

FACULTY OUTCOME # 1

Contribute to the body of knowledge in physical therapy through scholarly activity including the generation of new knowledge (discovery), critical analysis and review of knowledge within disciplines (integration), or creative synthesis of insights contained in different fields of study.

GOAL

Provide evidence annually of currency in areas of teaching and practice by engaging in one or more activities in area of teaching expertise.

FACULTY OUTCOME # 2

Provide service to the profession, university, and the community.

GOAL

Faculty will participate annually in 2 service activities from 1 or more of the following categories: profession (e.g. membership in professional organization, serving on editorial board, committee member.); department /college/university (e.g. chair/member of committees etc.); and community (e.g. service to individuals/groups, etc.).

FACULTY OUTCOME # 3

Teaching competency.

GOAL

Faculty will use a variety of teaching and learning strategies in the classroom.

The Program will:

PROGRAM OUTCOME # 1

Deliver a comprehensive curriculum that is integrative, emphasizing strong foundational sciences, clinical sciences, critical inquiry, professional development, and clinical education using strategies that promote sound clinical decision making as evidenced by graduates consistently meeting the two-year average NPTE Ultimate Pass Rate goal of 85%.

GOALS

- a. Develop doctoral prepared practitioners who will eventually increase the availability of health care in areas of Florida that suffer from physical therapy shortages.
- b. Improve 3-year graduation rate from 100% within 150% of the matriculation timeline by successfully matriculating 90% of DPT students within 150% of the matriculation timeline as required to be in compliance with CAPTE criterion CO-4.
- c. Program graduates will demonstrate behaviors that exemplify clinical reasoning, reflective practice, life-long learning, and critical inquiry.
- d. Demonstrate cultural competence by providing services to various populations through engagement in prevention, wellness, or health promotion activities with individuals, groups, or the community.

PROGRAM OUTCOME # 2

Faculty in sufficient #s to meet the needs of the program.

GOAL

Recruit 2 core faculty members in FY 2023-24 with expertise needed content areas.

PROGRAM OUTCOME # 3

Consistently use formal methods to assess the clinical education program formerly gather feedback from clinical instructors as to students' performances in the clinic to better inform the re-development of the curriculum.

GOAL

Formally assess the clinical instructors to better inform the development of the clinical education curriculum.

Professional and PT: Core Values

Section: 1.1

At all times, students in the physical therapy program shall demonstrate the core values of the APTA. The faculty endorses and will expect all students to abide by the APTA Core Values described below.

CORE VALUES

The APTA defines and endorses seven core values that are essential to at the very essence of professionalism in and unique to physical therapy. These core values are listed below in alphabetical order with no preference or ranking given to these values. The nine values are sufficient in breadth and depth to incorporate the many values and attributes that are part of physical therapist professionalism.

1. Accountability
2. Altruism

3. Collaboration
4. Compassion/Caring
5. Duty
6. Excellence
7. Inclusion
8. Integrity
9. Social Responsibility

Each core value listed is further defined by sample indicators (not exhaustive) that describe what the physical therapist should be doing in practice, education, and/or research if these core values were present. The APTA website provides the complete document.

Available at:

<https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant>

Documentation Dissemination and Implementation of Policies, Procedures and Regulations

Section: 1.2

Policies, procedures and regulations that affect the program faculty and/or students shall be disseminated on an on-going basis through established program communication channels, including but not limited to weekly faculty meetings, committees and student meetings with the Program Director. Program policies and procedures shall be implemented based on directives from the administration, needs identified by faculty and feedback received from students in accordance with the program/s mission, goals and objectives. Course evaluations, faculty meeting discussions and committee review of program functions shall serve as the framework for developing, revising or discontinuing policies and procedures. Faculty meetings will be used to present and/or discuss recommendations regarding program functions, with respective committee chairs assigned to develop appropriate policies and procedures to address the issues presented.

Policies, procedures and/or regulations may be reviewed/edited at any time. New and/or revised Program policies, procedures and/or regulations shall be submitted to the Program Director for final approval. All adopted policies and procedures shall be in compliance with accreditation and university standards, and unless other stated, shall take effect immediately, with implementation by the appropriate body. Faculty shall be notified of revised policies at the faculty meetings. Students shall be notified of relevant policy changes via written or electronic correspondence.

Policies and Procedures shall be reviewed with new personnel at the time of hire.

Admissions Policy and Process

Section: 1.25

Doctor of Physical Therapy (DPT) program selects students based upon cumulative grade point average (GPA), prior academic performance, GRE scores from ETS (Educational Testing Service), physical therapy volunteerism, completed applications (Physical Therapist Centralized Application Service and FAMU School of Graduate Studies, Research and Continuing Education), and letters of recommendation.

The FAMU Doctor of Physical Therapy Program participates in the Physical Therapist Centralized Application Service (PTCAS) each year from July 15th to October 15th, which also serves a tool for recruitment. Additional recruitment efforts are performed by the Program, SOAHS and University with on/off campus activities.

The admission cohort is determined by the number of full-time faculty. At this time, the Program is committed to the recruitment, admission, matriculation, and graduation of 24 scholars each academic year.

Additional information can be found on the Program's website at: <https://ahealth.famu.edu/departments-and-centers/physical-therapy/pdf/DOCTOR%20OF%20PHYSICAL%20THERAPY%20APPLICATION%2072122.pdf>

Textbook Adoption

Section: 1.3

The Curriculum Committee, with input from faculty, shall have the responsibility for coordinating the designation and acquisition of required and recommended texts for the Program. The Curriculum Committee shall receive a list of required and recommended text from each Course Leader. The Curriculum Committee shall present the required/recommended list of text to faculty during faculty meetings, at which time the faculty shall provide input regarding text recommendations. The Course Leader shall have the ultimate decision regarding which text is selected for their respective courses.

The Curriculum Committee shall be responsible for compiling texts that are required and/or recommended and for coordinating the distribution of the text list to the bookstore adhering to the University's Textbook Adoption & Affordability Process (shown below) in a timely manner. **The orientation coordinators shall receive the text list from the Curriculum Committee for distribution to students during orientation.** The text list distributed to students shall also note text that overlaps from course to course.

Recommended/required text shall serve as the reference source for case development and test questions.

Textbook Adoption & Affordability Process

- The bookstore manager sends each departmental contact an email notification along with the Course Book Information Request Form and the adoption list upon the publication of the course schedule each semester. Book orders are due to the bookstore as follows:
 - On or before October 1 for spring semester;
 - On or before March 1 for summer sessions; and
 - On or before April 1 for fall semester.
- The adoption list contains textbooks used the previous semester.
- The Course Book Information Request form includes the information on textbooks required for courses as well as the items mentioned below which are necessary to support the university's compliance with Florida Statutes, Florida Board of Governors Regulations, and the FAMU Board of Trustees Regulations governing textbook adoption and affordability.
 1. Confirmation that all required items ordered, both individually and bundled, are essential for the course and
 2. Each faculty member must provide a strong justification for ordering the newest edition of any textbooks.
- Each Course Book Information Request form **must** be approved by the Dean or Department Director.
- Additionally, the Provost's Office has asked the bookstore manager to send the departmental contacts a Textbook Order Status form. This form provides the Provost's Office with information about whether or not textbooks are being ordered and requires a justification when a textbook is not being ordered. This form is completed by each faculty member and submitted to the Office of the Provost.

- Textbook adoptions are due three (3) weeks after the departmental contacts receive the information from the bookstore manager.
- **No textbooks adoptions are accepted unless they are submitted on the Course Book Information Request Form or submitted via the website at famu.bncollege.com.**
- To ensure that the textbook information is entered into the bookstore's textbook management system correctly, two bookstore employees are involved in the adoption process. One employee enters the course and book information into the textbook management system. Afterwards, a second employee verifies the entered adoptions to ensure the system reflects the correct required materials. At this point, any missing information (edition, enrollment, etc.) is researched by bookstore employees and added to the textbook management system. This step ensures that students have access to complete and up-to-date data.
- As part of this research process, Barnes & Noble staff must ensure that either the International Standard Book Number (ISBN) **or** other identifying information as required by statute and regulations are entered into their text-aid system.
- Nightly, course and book information is uploaded from the bookstores textbook management system to populate the website and all in-store systems. This ensures accuracy and immediate student access. At this point, all course and book information is available on the bookstore website via a portal on the University's website.
- The bookstore staff reviews the sales history of each textbook to determine the quantity of textbooks to order and the number of books they can reserve to buy back from our students.
- Publisher orders are placed approximately eight weeks before each semester (this allows the bookstore team to maximize used book sourcing to save students cash on textbooks.)
- Textbooks adopted for each semester are posted on the University's website thirty (30) days prior to the beginning of each semester.
- **No textbook orders will be accepted after the thirty (30) day deadline for each term. Any request for an exception to the deadline shall be submitted in writing to the Dean and the Office of the Provost for approval prior to the deadline and shall provide a reasonable justification for an exception.** Many textbooks are available in cost saving options e.g. used textbooks save students up to 25% off the new book price, print rentals save students over 50% off the new textbook price and e-textbooks save students up to 60% off the new print price.
- **All Course Book Information Forms must be retained for a period of two (2) academic years by both the bookstore and the departments. After two years, the forms will be scanned and kept in a document management system if office space is not available.**

Emergency and Safety Procedures

Section 1.4

Students shall be informed during their general orientation of potential health and safety risks they may encounter throughout the educational program and in clinical practice. Information included in the orientation includes, but is not limited to, access to emergency services, and regulations concerning universal body precautions. Hazards and safety issues related to use of specific therapeutic equipment and/or techniques shall be noted within specific courses.

Students shall be oriented to each assigned clinical site, during which time they shall review safety and emergency procedures applicable to the assigned site. This review shall be documented and maintained in the student's program file.

Storage and use of any Hazardous Materials and use of Equipment

Safety regulations governing specific use of equipment, storage and use of hazardous materials and regulations concerning universal body precautions shall be posted, distributed and reviewed periodically with all appropriate parties, including faculty and students.

Emergency and Safety Training

Faculty and students shall obtain emergency and safety training, including HIV and CPR on an annual basis and/or in accordance with jurisdictional regulations prior to clinic assignments. Students and faculty shall be required to have a current physical examination and TB test prior to clinic assignment. Students may have a chest x-ray in lieu of a TB test if they have a positive reaction to the TB test.

Students shall be oriented by anatomy program faculty regarding safety procedures to be utilized prior to student's participation in anatomy

**FLORIDA A & M UNIVERSITY
PHYSICAL THERAPY DIVISION
Accident/Incident Report Form**

Date of incident: _____ Time: _____ AM/PM

Name of injured person: _____

Address: _____

Phone Number(s): _____

Date of birth: _____ Male _____ Female _____

Type of injury: _____

Details of incident: _____

Injury requires physician/hospital visit? Yes ___ No ___

Name of physician/hospital: _____

Address: _____

Physician/hospital phone number:

Signature of injured party

Date

*No medical attention was desired.

Signature of injured party

Date

Return this form to the instructor present with the original to be turned into the Program Administrative Assistant within 24 hours of incident. The report will be kept in the Incident Report File with a copy to the individual's record.

Compliance with Accreditation Policies and Procedures

Section: 1.5

The University and the Physical Therapy Program shall ensure compliance with the criteria as set forth by the Commission on Accreditation of Physical Therapy Education (CAPTE). To maintain accreditation, the program shall insure that required fees and documentation are submitted in a timely manner to CAPTE. “Timely” shall be defined as no later than the due dates established by CAPTE.

The Program Director or designee shall be responsible for providing CAPTE with timely notification (defined as within 30 days of the event’s occurrence) of expected or unexpected substantive changes within the program, and of any change in institutional accreditation status or legal authority to provide postsecondary education.

The program and institution shall make every effort to ensure ongoing compliance with the CAPTE criteria. If it is determined that the program is out of compliance with the Evaluative Criteria, the institution and program shall bring the program into compliance within the timeframe determined by CAPTE, and will immediately provide all documentation of such return to compliance to CAPTE.

Policy on Use of Technology in the Classroom

Section: 1.6

The use of technology in classroom is intended to enrich the educational environment for all students. Therefore, the use of technology that interferes with the educational environment, encourages academic dishonesty, or promotes illegal activities (such as copyright infringement) is prohibited by instructors and the physical therapy program at FAMU.

To minimize distractions and keep students' full intellectual energies inside the classroom, students are required to observe the following when present in the classroom and lab settings.

- Students may use hand held electronic devices, mobile computing technologies, and cell phones only as permitted by the instructor. Mobile technologies may be employed as appropriate when professors or students need to reference information to further classroom inquiry or when utilized as a part of instruction.
- Students need to seek permission prior to the start of class from the instructor for other uses of mobile computing technologies, hand held electronic devices, and cell phones (i.e. texting, phone conversations, and social media applications). If permission is granted, students must place the device on silent mode, and must leave the classroom to interact with the technology when it is not used as a part of classroom instruction.
- The use of an iPad or a computer in the classroom is a privilege, not a right, and should be used for note taking or to further the educational inquiry of the student (ie: referencing information pertinent to classroom activities). If an iPad or a computer is utilized for texting, e-mail, or accessing social media sites (without the explicit permission of the instructor), the instructor may ask the student to discontinue use of the technology for the remainder of the class period.
- Students who would like to use voice and/or video recorders for class lectures must receive explicit written permission of the instructor before doing so. Once permission is given, any recordings obtained may be shared amongst classmates. However, recordings must not be shared outside of the physical therapy division.
- Students may not post ANY material from physical therapy classes on any social networking sites (Facebook, YouTube), or file sharing sites without the explicit written permission of the instructor. In addition, written permission must be sought from any person that is present in any digital media prior to sharing of recordings in any forum.

Students who have official documentation from the office of disability service that recommends the use of technology to accommodate verified learning needs will be allowed to use the recommended technology during class.

- On the first violation of this policy, the student will receive written warning from the instructor about the inappropriate use of technology. On the second violation, the student will receive written warning from the Program Director and may be placed on probation for the use of the technology. On the third violation, the student will not be permitted to use mobile or computing technologies in the classroom for a period of one year and the student may face other disciplinary actions.
- Instructors are encouraged to include this policy in the course description and syllabus of all courses.

ADA

- Students may reference this policy in the Student Handbook of the Physical Therapy Department.

Responsible Use of Social Media

Section: 1.7

Students shall not:

1. Post information about yourself, your role as a student, or the physical therapy department that you are wondering if you should post. What you post today, you may regret tomorrow.
2. Post or disclose patient information.
3. Post information about other students, faculty, or patients that could be interpreted by others to be abusive or harassing or discriminatory in nature.
4. Post materials or media that belong to someone else, or include the likeness of another. If you do post this information, you must get written permission, and give the originator credit. This includes posting videos or pictures of faculty and other students to Facebook, Twitter, YouTube, or any other social media sites.
5. Portray your own personal opinions as if they represented your institution, class, or clinical site.

Professional Conduct and Informed Consent

Section: 1.8

Physical Therapy Program faculty and students shall adhere to the Physical Therapy Standards of Practice and Code of Ethics as set forth by the American Physical Therapy Association. Students shall be required to maintain Student Membership in the Association throughout the Program and shall be oriented regarding the Association Standards and Code of Ethics within their Professional Development curriculum. Program faculty shall be encouraged to be active participants in Association functions and processes.

Client Confidentiality:

Physical therapy program faculty and students shall adhere to the Guide for Professional Conduct and Code of Ethics to assure the rights and dignity of individuals are maintained at all times. (Student informed consent form appended to this policy).

Confidentiality of Student Information:

Information relative to student status, performance issues, etc. is protected by FERPA, and may be discussed on a need-to-know basis with relevant FAMU related personnel, but may not be discussed with other sources without the express written consent of the student. (form appended) (consent form appended to this policy). Records containing confidential information related to employees and students are maintained in locked files in the Dean's Suite or in the Division Director's Office.

Informed Consent:

In accordance with these standards, faculty and/or students, as representatives of the program, shall have the responsibility for providing information and for obtaining permission to initiate intervention in accordance with jurisdictional law to those individuals that present as patients or clients of the program. Clients and/or patients of the program shall be required to sign a "Consent to Participate Form" prior to intervention by physical therapy faculty or students. The signed Consent to Participate form shall be maintained in the physical therapy program's secretarial files.

A Consent for Photo and/or Audio and Videotape shall be obtained from faculty, students, clients and/or surrogates prior to use of photos or videotapes of said individuals. The signed forms shall be maintained in the physical therapy program's secretarial files.

Protection of Modesty and Dignity:

Faculty and students shall be committed to maintaining the modesty and dignity of all individuals during interactions and interventions that require disrobing or exposure of body parts of self and others of same and/or opposite gender during labs and testing throughout the duration of the Program. Students shall be oriented upon entry to the program regarding such disrobing and potential exposure of body parts and agree to such by signing a Student Informed Consent (see attached). Students and faculty shall be sensitive to the needs of others during labs and clinics, particularly as applies to gender, cultural and/or issues of ethnicity.

(Copies of informed consents appended to this policy).

**FLORIDA A & M UNIVERSITY
PHYSICAL THERAPY DIVISION
STUDENT INFORMED CONSENT FORM**

I understand that the education and training of a physical therapist requires the practicing of physical assessments and treatment modalities. I also understand that meeting the goal of full clinical competency may be intrusive of my privacy as a student or my personal space.

As a student in the FAMU Physical Therapy Program, I understand and accept that I may be required to disrobe and/or expose body parts of myself or others of same and/or opposite gender during labs and testing throughout the duration of the Program.

In addition, I will be required to provide and receive “hands on” assessment and treatment intervention by classmates and/or faculty, which may entail palpation and/or touching of body parts of same and/or opposite gender. I understand I will be expected to respect the modesty and dignity of others during lab and testing activities and to avoid any suggestion of sexual innuendo or advances during such activities.

I also understand and agree that all information about a peer must remain confidential and that I will not disclose information obtained to third parties unless required to by law.

I, the undersigned, for myself and on behalf of my heirs, personal representatives, assigns and anyone acting on my behalf, waive, release, forever discharge, covenant not to sue, agree to hold harmless and indemnify FAMU, its Board of Trustees, the Board of Governors of the University System of Florida, and their employees from any and all responsibility for any injury that may occur as a result of my participation as a subject for the practice of physical assessments and treatment modalities.

I fully understand each provision of this consent and I execute this agreement voluntarily.

Print Name _____

Signature

Date

THIS IS A RELEASE OF LEGAL RIGHTS. READ AND BE CERTAIN YOU UNDERSTAND IT BEFORE SIGNING.

Witness Signature

Date

**FLORIDA A & M UNIVERSITY
PHYSICAL THERAPY DIVISION
WAIVER OF CONFIDENTIALITY**

I hereby give my consent to discuss with _____, a representative of the
Physical Therapy program, about issue(s) related to _____

_____ (state the
specific issue or topic to be discussed), issues in connection with my being a student in the FAMU
Physical Therapy Program. The intent is that you and he/she can discuss anything regarding me.

I am giving this consent voluntarily. I also waive my FERPA (Federal Educational Right of Privacy Act)
rights relative to this consent.

_____ Name of PT Student	_____ Signature	_____ Date
_____ Witness	_____ Signature	_____ Date

**FLORIDA A & M UNIVERSITY
PHYSICAL THERAPY DIVISION
CONSENT TO PARTICIPATE FORM**

I _____ voluntarily give my permission, allowing the faculty and students at FAMU to perform tests and measures on my person. I understand and accept that I may be required to disrobe and/or expose body parts of myself to others of same or opposite gender. I will receive “hands on” assessment and treatment intervention by students and/or faculty, which may entail palpation and/or touching of my body parts.

- I agree to let the student or faculty know if I have a medical or other condition that may prevent my participation in the activities asked of me, and or if during the session I am unable to complete a task asked of me.
- I agree to hold harmless and indemnify FAMU, its Board of Trustees, the Board of Governors of the University System of Florida, and their employees from any and all responsibility for any injury that may occur as a result of my participation as a subject for the practice of physical assessments and treatment modalities.

I understand that I can change my consent at any time.

I fully understand each provision of this consent and I execute this agreement voluntarily.

Signature

Date

Witness

Date

**FLORIDA A & M UNIVERSITY
PHYSICAL THERAPY DIVISION
CONSENT FOR PHOTO AND/OR AUDIO AND VIDEOTAPE FORM**

I _____ voluntarily agree to be photographed, video or audiotaped by the FAMU Physical Therapy students and/or faculty, or FAMU media personnel. I give my permission to release any photographs, video images, or audiotapes of myself, taken during this activity, for use in school related publications, as well as public media use. This consent and authorization is to continue for the current academic year unless I sooner revoke my authorization in writing and deliver it to the PT Division's office.

Signature

Date

Witness

Date

Non-Discrimination

Section: 1.9

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Sexual Harassment

The sexual harassment policy is designed to encourage students, faculty, and employees to express freely, responsibly, and in an orderly way their opinions and feelings about any problem or complaint of sexual harassment. Any act by a university employee or agent of reprisal, interference, restraint, penalty, discrimination, coercion or harassment -overtly or covertly -against a student or an employee for using the policy, will necessitate appropriate and prompt disciplinary action. This policy shall not be used frivolously, falsely or maliciously to convey charges against fellow students, faculty members, or employees.

Sexual harassment by any member of the university is a violation of both law and university policy. Accordingly, no academic or personnel decisions, such as awarding of grades and jobs, shall be made on the basis of granting or denial of sexual favors. For purposes of this policy, sexual harassment is defined as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or academic advisement, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

As defined above, sexual harassment is a specific form of discrimination in which power inherent in a faculty member's or supervisor's relationship to his or her students or subordinates is unfairly exploited. While sexual harassment most often takes place in a situation of power differential between persons involved, this policy recognizes also that sexual harassment may occur between persons of the same university status, i.e., student-student, faculty-faculty, staff-staff.

Response to Complaints about the Program not Addressed by Due Process

Section: 1.10

For purposes of this policy, these are any non-grade or non-course related complaints raised either internally or externally that require clarification and/or actions to resolve that are not responded to through established due processes (defined below). For example, these types of complaints may originate from current students, parents, pending and/or rejected applicants, dismissed students, clinical faculty, and other faculty within FAMU or the administration.

The Program receives and investigates the merits of concerns and/or complaints related to the PT Program, faculty, staff, or students pursuant to FAMU procedures. To date, no complaints have been received by the program. The lack of program complaints to date is attributed to ongoing efforts to maintain good communication with all stakeholders of the program.

Program complaints shall be responded to verbally, electronically or in writing by the Program Director **within five (5) business days** of receipt. The actions taken will be documented on the Complaint form. If further response is required, the Program Director may refer the issue to the SOAHS Director of Student Affairs and/or the Dean. Written responses or copies of electronic responses shall be maintained on file in the Program Director's office. Every attempt shall be made by the Program Director to address the needs and concerns of the complainant, applying responsive listening skills and a caring attitude.

Complaints should be made in writing and provide details of the incident, the individuals involved, the date the incident occurred, and provide at least one suggestion as to how the issue may have been handled differently/satisfactorily. Complaints should be addressed to:

Director of the PT Division
Florida A & M University
334 Palmer Ave
Lewis-Beck Building
Tallahassee, Florida 32307
Or by Email to: tracy.thomas@fam.u.edu

Program related complaints may be reviewed with faculty at monthly faculty meetings unless the issue is of a confidential nature.

DUE PROCESS

Due process generally requires adequate notice and a meaningful opportunity to be heard. Complaints that are addressed through due processes include, but are not limited to:

- Grade disputes, which are handled in accordance with Allied Health, Physical Therapy Program Student Handbook policy (see Student and Faculty Handbooks).
- Personal grievance, sexual harassment, or discrimination disputes shall be handled in accordance with Student and Faculty grievance policies.
- Student complaints that are related to course content or delivery are reviewed by Course Professors, and referred to the Director and the Curriculum Committee as for review and action. Course feedback received by the Curriculum Committee shall be documented and maintained on file by the Committee Chair.
- Complaints related to faculty and/or Program delivery that arise through mechanisms such as student evaluations of faculty and courses, are reviewed by the Program Director and, as appropriate, are referred to the Dean of SOAHS.
- Complaints received from faculty shall be addressed directly to the Program Director or others, either informally or on an as needed basis in accordance with University's grievance procedure. The

Program Director shall meet with faculty at least annually to review faculty progress and goals, and to address unresolved issues or concerns.

- Complaints from external sources such as clinical professors and/or CCE's shall be received through faculty site visits, phone contact, and at the time of scheduled student clinical assessments. Complaints from clinical sources shall be documented by the faculty receiving the complaint and relayed to the DCE who shall respond to the complaint if not resolved by the faculty initially receiving the complaint.

**FLORIDA A & M UNIVERSITY
SCHOOL OF ALLIED HEALTH SCIENCES
PHYSICAL THERAPY DIVISION
COMPLAINT FORM**

PERSON RECEIVING COMPLAINT: _____

SOURCE OF COMPLAINT: _____

DATE COMPLAINT RECEIVED: _____

COMPLAINT: _____

ACTION(S) TO BE TAKEN: _____

Distribution:

Program Director

Other Faculty (Name _____)

Other

Signature of Complaint Recipient/Date

7/31/13

Program Equipment and Supplies

Section: 1.11

The Program Director shall sign and approve all equipment and supply requisitions.

Faculty requests for therapeutic equipment shall be submitted on an annual basis to the Director who shall review the requests and make recommendations regarding item and source of purchase to the Dean.

Routine therapeutic supplies shall be requested by faculty on an ongoing, as needed basis to the Director who shall determine need and resource for requested supplies, which shall then be submitted to the Dean for approval.

Inventory Control

A faculty member assigned by the Program Director shall monitor inventory control and shall be responsible for the ongoing maintenance and safety of the laboratory, equipment and supplies.

Maintenance of Equipment

Electrical equipment shall be calibrated annually.

New Employee Orientation

Section: 2.1

New departmental hires shall attend the Institutional Orientation to receive information regarding Institutional Policies and Procedures, benefits, etc. The Physical Therapy Program shall orient new hires to policies and procedures specific to the program, including job responsibilities and program functions.

New faculty shall be assigned a faculty "mentor" by the Program Director. The mentor shall review and distribute the program policies and procedures, faculty responsibilities and program orientation handbook to the new faculty member. New faculty shall have the opportunity to "shadow" their faculty mentor during the first month of employment. The mentor shall serve as an advisor and resource for new faculty as he/she transitions into full teaching responsibilities.

Employee Grievances

Section: 2.2

The university and the employees agree that all problems should be resolved, whenever possible, before the filing of a grievance. Open communication between administrators and employees is encouraged, so that resorting to the formal grievance procedure will not normally be necessary. At each step in the grievance process, participants are encouraged to pursue appropriate modes of conflict resolution.

A formal grievance is usually initiated by submitting a written grievance to the Program Director. The grievance form is provided in the appendix of the Collective Bargaining Agreement. Additional information regarding the union's grievance procedure may be found in the UFF Collective Bargaining Agreement (Article 6, pg. 9-13).

<https://www.famu.edu/administration/division-of-finance-and-administration/human-resources/forms/AFSCME%20Collective%20Bargaining%20Agreement.pdf>

Administrative Assignments and Standing Committees

Section: 2.3

The Director shall assign faculty to specified administrative assignments in accordance with departmental needs. Standing committees shall be established through the Division Director, who shall appoint a chairperson and members. The respective committee shall be responsible for defining the committee purpose and functions, members' terms of office and frequency of meetings. Terms of office shall be reviewed by each committee on an annual basis.

- **Faculty Advisor to Student Association Groups:** Acts as faculty liaison to PT student groups. Organizes students/faculty to participate in health fairs, career days and other community service activities.
- **Inventory Control:** Oversees inventory control of all PT equipment and supplies with work-study students assigned as Lab Monitors. Makes recommendations regarding department equipment and supply needs to Program Director.

The following committees shall be considered standing department committees:

- **Admissions Committee:** Reviews prospective student files and interview results and makes final decisions on students to be admitted to the program. Revises acceptance criteria and admissions processes, maintains records on number and demographics of applicants and those accepted.
- **Clinical Education:** Addresses clinical educational placements and concerns.
- **Curriculum Committee:** Reviews and recommends changes in curriculum. Responsible for development and implementation of policy on text adoption & desk copies.
- **Assessment & Outcomes Committee:** Establishes the procedure for evaluating program outcomes; conducts the evaluation and makes recommendations for revision of the procedures as well as recommendations for program changes based on the results of the outcome evaluation. Coordinates student evaluation of faculty/course/services.
- **Peer Review Committee:** This committee reviews faculty teaching, scholarship and service activities for all faculty members who are eligible for tenure or continuing contract. Responsible for establishing and implementing a program for faculty development based on identified needs. ~~Organizes and sets up continuing education for the PT Division.~~
- **Strategic Planning/Accreditation Committee:** Coordinates activities and gathers information for Accreditation visit from committee chairs. Responsible for monitoring the external healthcare and physical therapy market such that the PT Division continues to thrive.
- **Student Affairs Committee:** Act as faculty liaisons to DPT classes, organizes students for class elections, fund raising activities, approves class budgetary allocations etc.
- **Alumni Affairs Committee** Coordinates PT Alumni activities, including continuing education, job placement services, maintaining a useable database of addresses, and reunion activities.
- **Student Progress Committee (SPC):** Recommends action (disciplinary or otherwise) regarding student academic and professional behavior progress and makes recommendations to the PT Division Director.
- **Research Committee:** Mentors faculty through the research process. Facilitates faculty-driven student projects. Collects and maintains a record of the scholarly productivity of faculty and students.

Course Professor Responsibilities

Section: 2.4

The Program Director shall assign a Professor(s) for each course. The Professor(s) shall be responsible for coordinating all course functions, including testing and ensuring that the course-related duties are carried forth. The Professor(s) shall :

- Develop course syllabi and schedule of activities/outline for all assigned courses and distribute to students.
- Review course/unit tutorial and make updates as necessary in accordance with current practice environment, current literature and curriculum committee recommendations.
- Determine appropriate supplementary course information and distribute to faculty and/or students as appropriate.
- Obtain all necessary copyright permissions for materials distributed to students.
- Develop and schedule pertinent inquiry seminars, use of audio-visual equipment, and/or guest speakers necessary to enhance fulfillment of course objectives.
- Arrange for sufficient copies of materials to be placed on reserve in library.
- Confirm room availability for activities planned and obtain alternate space as necessary.
- Determine schedule for finals week, reserve rooms for testing and develop testing schedule.
- Revise quizzes, examinations and assignment questions in accordance with course objectives.
- Coordinate test results and analysis with the Testing Center.
- Assign grades for all testing activities and submit to Registrar's Office and the Director within each semester deadline.
- Serve as resource for faculty and students regarding course competencies.
- Complete *DPT Curriculum Assessment Form* at the conclusion of the course/unit.
 - Submit to Curriculum Committee whose Chair shall maintain a copy on file for subsequent course development.

DPT Curriculum Course Evaluation

Section: 2.5

To monitor and improve the quality of each course, all course Instructors of record/Co-Instructors shall assess all aspects of the course sessions and use feedback from students to adjust, modify and make recommendations for change based on supporting evidence received for each course as necessary.

The Instructor of record shall summarize the responses received from all data points and submit the *DPT Course Evaluation Form* to the Curriculum Committee within 1 month of completion of the course. The emphasis for this assessment is "How can this course be improved based on the feedback received?" The curriculum committee shall review all *Course Evaluation Forms* annually when reassessing the curriculum.

**FLORIDA A&M UNIVERSITY
PHYSICAL THERAPY PROGRAM
DPT Curriculum Assessment Form
COURSE EVALUATION FORM**

INSTRUCTOR: _____

COURSE # & TITLE: _____

SEMESTER:YEAR (e.g. 1:1): _____

How many full-time faculty taught this course? ___ How many adjuncts/graduate students taught this course? ___

Did students peer or self-assess? (Y)___ (N)___

LECTURE COURSE EVALUATION			
COURSE OBJECTIVE # (Address 5-Cognitive, Affective, or Psychomotor)	ACTIVITIES TO ACHIEVE EACH OBJECTIVE IDENTIFIED	STUDENT ACHIEVEMENT LEVEL (Quantify/Qualify)	IMPLICATIONS FOR NEXT ADMINISTRATION OF THIS COURSE IN THE CURRICULUM

General comments can be related but not limited to:

	Specific Strengths/Weaknesses Suggestions for Improvement
Relevance of activities to course objectives	
Course organization	
Effectiveness of class time:	
Effectiveness of homework and projects in supporting learning:	
Effectiveness of assignments in developing (written and/or oral) communication skills:	
Quality of tests and quizzes as measures of achievement:	
Usefulness of feedback, e.g., grading and comments:	

Appropriateness of the types of or #s of tests, quizzes, etc.:	
Usefulness of textbook(s):	
Usefulness of supportive material, e.g., class notes, handouts, web-based materials, etc.:	

Supplemental Documents Checklist

- Syllabus _____
- Written Examinations _____
- Point by Serial(s) _____
- Practical Examinations _____
- Rubric(s) _____
- Written Assignments/Presentations _____
- Rubric(s) _____
- Sample of student work _____
- Sample handouts/lab activities _____
- PowerPoint presentations _____
- Lecture materials _____
- Objective / Outcome Analysis _____

Personnel Attendance

Section: 2.6

Physical Therapy Program personnel shall adhere to all policies regarding attendance as stipulated in the University's Faculty Manual. Requests for time off shall be submitted in writing to the Program Director at least 1-week prior to requested date.

The Director shall grant time off dependent on scheduled department and SOAHS activities, with time off during exam and faculty training weeks granted only under extenuating circumstances and by written request to the Director.

An integrated time off schedule shall be maintained by the Program's Administrative Assistant and distributed monthly to faculty.

Job Descriptions

Section: 2.7

Hiring procedures are located on the University website at:

<https://www.famu.edu/administration/division-of-finance-and-administration/human-resources/index.php>

Faculty and support personnel shall have written job descriptions in accordance with University and Division policy. At time of hire, Physical Therapy Program personnel shall have the opportunity to review their specific job description. Job descriptions (see Appendix) include the following:

- Director
- Professor
- Associate Professor
- Assistant Professor
- DCE
- Senior Secretary

Florida A&M University
School of Allied Health Sciences
JOB DESCRIPTION
Division Director
Division of Physical Therapy

QUALIFICATIONS: At a minimum, the Division Director should possess the following qualifications:

1. Licensed physical therapist.
2. Academic doctorate degree in a related area.
3. Three years' experience as a physical therapist practitioner.

SUMMARY: The Division Director is responsible for planning, organizing, and developing a professional program in the School, the implementation of undergraduate/graduate education program decisions, and for overall program promotion.

Responsibilities assigned to the Director are as follows:

A. Administrative Duties

1. The Director is responsible for the overall operation of the division.
2. The Director is responsible for the general impact and effectiveness of the division in and out of the institution.
3. The Director is accountable for defining the divisional goals, purposes, implementation mechanisms, and timetables for all divisional activities, for assuring that overall divisional goals and purposes are compatible with the goals and purposes of the School.
4. The Director is professionally accountable for the activity of the faculty members and for the evaluation of all personnel assigned to the division in accordance with the current UFF/BOR Agreement.
5. The Director is responsible for the establishment, development, and functioning of an advisory committee.

B. Education

1. The Director is responsible for maintaining liaison with accrediting agencies, clinical affiliates, and funding agencies, as appropriate.
2. The Director is responsible for formative and summative evaluation of the curricula and the division as a whole.
3. The Director is responsible for developing and coordinating clinical training sites.
4. The Director is responsible for establishing and maintaining liaison with heads of clinical services at appropriate clinical agencies.
5. The Director is responsible for recognizing and promoting the continuing education and professional development of the divisional faculty.

C. Students

1. The Director is responsible for acting as liaison between students and the Dean whenever such action is deemed necessary.
2. The Director must insure that the rights of both students and faculty are maintained.
3. The Director is responsible for assuring that appropriate descriptive information is distributed to prospective students and that the admission/selection process is conducted in an equitable manner.

D. Faculty and Staff

1. The Director is responsible for defining and recommending the appropriate number of faculty and staff necessary to accomplish the defined goals and purposes of the division.
2. When faculty vacancies arise, the Director is responsible for maintaining a recruitment program to maintain an appropriate balance in the various ranks by sex, race, and special interest.

3. The Director is responsible for maintaining a cohesive, cooperative, and efficient faculty and staff.

E. Research

1. The Director is responsible for the development of divisional research opportunities and activities as they relate to the roles and training related to health professionals.
2. The Director is responsible for the review of all grant applications and research proposals emanating from the division with respect to quality, accuracy, and appropriateness of purpose.

F. Management Responsibilities

1. The Director reports to the Dean of the School of Allied Health Sciences. All faculty and staff within the specified division report to the Director.
2. The Director participates in School and University activities as assigned.

G. Teaching Responsibilities

1. The Division Director is not a member of the bargaining unit. However, in any academic year, the teaching responsibilities of the director do not exceed $\frac{1}{2}$ to $\frac{2}{3}$ of a full-time faculty workload.

11/16/07

04/11/13

Florida A&M University
School of Allied Health Sciences
JOB DESCRIPTION
Professor
Division of Physical Therapy

SUMMARY: The academic rank of Professor reflects a record of achievement in teaching related to the academic area of specialization, an established record of peer reviewed publications and research and service.

DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Reports to the PT Division Director of the School of Allied Health Sciences.
- Mentors junior faculty.
- Teach undergraduate or graduate course(s) as assigned.
- Select teaching and evaluation strategies appropriate to the students and setting.
- Present ideas clearly.
- Create a climate that is conducive to learning.
- Stimulate intellectual curiosity.
- Provide and maintain a reliable schedule of office hours for student advising, tutoring, remediation and consultation.
- Participate in department and college-wide committees and meetings.
- Engage in curriculum development related to current and new courses.
- Maintain a personal professional development plan, which may include research and/or other creative activities, to assure growth and currency within the academic field.
- Display behavior consistent with professional ethics.
- Manages subordinates in the classroom or laboratory.
- Carries out responsibilities in accordance with the University's policies and applicable laws.
- Teaches within distance education programs for the School of Allied Health Sciences.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each duty and responsibility satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **EDUCATION and/or EXPERIENCE:** Advanced terminal degree (PhD., Ed.D., or equivalent) in appropriate area of specialization; or ten (10) or more years of related experience and/or training, including research; or equivalent combination of education and experience.
- **LANGUAGE SKILLS:** Ability to read, analyze, and interpret common scientific and technical journals. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to students, public groups, or professional organizations in the English language.
- **MATHEMATICAL SKILLS:** Ability to work with appropriate mathematical concepts specific to the particular discipline. Ability to apply concepts to practical situations.
- **REASONING ABILITY:** Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, etc., Ability to apply concepts to practical situations.

CERTIFICATES, LICENSES, REGISTRATIONS: State of Florida PT licensure is required.

OTHER SKILLS AND ABILITIES:

- Ability to work cooperatively with colleagues, supervisors, and support staff at all levels.
- Adaptability and willingness to teach courses and/or perform special duties as assigned.
- Participate in state and/or local community service that is a recognized form of career development.

PHYSICAL DEMANDS: The physical demands described here are representative to those that must be met by an employee to successfully perform the essential functions of this job.

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is frequently required to stand and walk; use hands to finger, handle, or feel objects, tools, or controls; as well as talk or hear. The employee is occasionally required to sit and reach with hands and arms.
- The employee must occasionally lift and/or move adult weight for patient transfers. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and the ability to adjust focus.
- The employee may be required to accomplish job duties using various types of equipment/supplies, to include but not limited to pens, pencils, calculators, computer keyboards, telephone, photo-copier, overhead projectors, monitor and VCR recorders, etc.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee may be exposed to toxic medications or chemicals, contact with “sharps” (i.e., needles) or body fluids, exposed to radiation (i.e., x-rays), and/or combative patients.

The noise level in the work environment is usually quiet.

Florida A&M University
School of Allied Health Sciences
JOB DESCRIPTION
Associate Professor
Division of Physical Therapy

SUMMARY: An Associate Professor continues to improve in refining skills in educating undergraduate and/or post-graduate students in one or more of the health care professions contained within the Health Professions Division. The academic rank of Associate Professor reflects continuing professional growth and five (5) years of successful teaching at the rank of Assistant Professor, and/or experience in a responsible professional position related to the academic area of specialization.

DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Reports to the PT Division Director of the School of Allied Health Sciences.
- Mentors junior faculty.
- Teach undergraduate or graduate course(s) as assigned.
- Select teaching and evaluation strategies appropriate to the students and setting.
- Present ideas clearly.
- Create a climate that is conducive to learning.
- Stimulate intellectual curiosity.
- Provide and maintain a reliable schedule of office hours for student advising, tutoring, remediation and consultation.
- Participate in department and college-wide committees and meetings.
- Engage in curriculum development related to current and new courses.
- Maintain a personal professional development plan, which may include research and/or other creative activities, to assure growth and currency within the academic field.
- Display behavior consistent with professional ethics.
- Manage subordinates in the classroom or laboratory.
- Carries out duties and responsibilities in accordance with the University's policies and applicable laws.
- Teaches within distance education programs for the School of Allied Health Sciences.

QUALIFICATIONS: The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **EDUCATION and/or EXPERIENCE:** Advanced terminal degree (PhD., Ed.D., or equivalent) in appropriate area of specialization; or between seven (7) and ten (10) years of related experience and/or training, including research; or equivalent combination of education and experience.
- **LANGUAGE SKILLS:** Ability to read, analyze, and interpret common scientific and technical journals. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to students, public groups, or professional organizations in the English language.
- **MATHEMATICAL SKILLS:** Ability to work with appropriate mathematical concepts specific to the particular discipline. Ability to apply concepts to practical situations.
- **REASONING ABILITY:** Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, etc., Ability to apply concepts to practical situations.

CERTIFICATES, LICENSES, REGISTRATIONS: State of Florida PT licensure is required.

OTHER SKILLS AND ABILITIES:

- Ability to work cooperatively with colleagues, supervisors, and support staff at all levels.
- Adaptability and willingness to teach courses and/or perform special duties as assigned.
- Participate in state and/or local community service that is a recognized form of career development.

PHYSICAL DEMANDS: The physical demands described here are representative to those that must be met by an employee to successfully perform the essential functions of this job.

- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is frequently required to stand and walk; use hands to finger, handle, or feel objects, tools, or controls; as well as talk or hear. The employee is occasionally required to sit and reach with hands and arms.
- The employee must occasionally lift and/or move adult weight for patient transfers. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception, and the ability to adjust focus.
- The employee may be required to accomplish job duties using various types of equipment/supplies, to include but not limited to pens, pencils, calculators, computer keyboards, telephone, photo-copier, overhead projectors, monitor and VCR recorders, etc.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee may be exposed to toxic medications or chemicals, contact with “sharps” (i.e., needles) or body fluids, exposed to radiation (i.e., x-rays), and/or combative patients.

The noise level in the work environment is usually quiet.

Florida A&M University
School of Allied Health Sciences
JOB DESCRIPTION
Assistant Professor
Division of Physical Therapy

To teach in the entry-level DPT program; to implement a scholarly agenda, and to provide service to the Department, the School, the University, the Professional Association, and the community at large, as indicated.

ESSENTIAL JOB FUNCTIONS: include but are not limited to the following:

- Reports to the PT Division Director of the School of Allied Health Sciences.
- Teaching undergraduate or graduate course(s) as assigned.
- Select teaching and evaluation strategies appropriate to the students and setting.
- Present ideas clearly.
- Create a climate that is conducive to learning.
- Provide and maintain a reliable schedule of office hours for student advising, tutoring, remediation and consultation.
- Participate in department and college-wide committees and meetings.
- Engage in curriculum development related to current and new courses.
- Maintain a personal professional development plan, which may include a record of scholarly activity such as research and/or other creative activities, to assure growth and currency within the academic field.
- Display behavior consistent with professional ethics.
- May manage subordinates in the classroom or laboratory.
- Carries out responsibilities in accordance with the University's policies and applicable laws.
- Teaches within distance education programs for the School of Allied Health Sciences.

REQUIRED KNOWLEDGE, SKILLS, AND ABILITIES:

- Ability to work cooperatively with colleagues, supervisors and support staff at all levels.
- Adaptability and willingness to teach courses and/or perform special duties as assigned.
- Participate in state and/or local community service that is a recognized from a career development.

MINIMUM QUALIFICATIONS:

- DPT or Terminal degree (Ph.D, Ed.D, or equivalent) in an appropriate area of specialization; or between three (3) and seven (7) years of related experience and/or training, including research; or clinical specialist certification, or equivalent combination of education and experience.
- Ability to read, analyze and interpret common scientific and technical journals.
- Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to student, public groups, or professional organization.
- Ability to work with appropriate mathematical concepts specific to the particular discipline. Ability to apply concepts to practical situations.
- Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems. Ability to deal with nonverbal symbolism (formulas, scientific equations, graphs, etc.) Ability to deal with a variety of abstract and concrete variables simultaneously.
- State of Florida PT licensure if as applicable.

PHYSICAL DEMANDS:

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee is frequently required to stand and walk; use hands to finger, handle or feel objects, tools or controls; as well as talk or hear. The employee is occasionally required to sit and reach with hands and arms.
 - The employee must occasionally lift and/or move adult weight for patient transfers. Specific vision abilities required by this job include close vision, distance vision, color vision, depth perception and the ability to adjust and focus.
- The employee may be required to accomplish job duties using various types of equipment/supplies, to include but not limited to pens, pencils, calculators, computer keyboards, telephone, photo-copier, overhead projectors, monitor and VCR recorders, etc.

WORK ENVIRONMENT:

- The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- While performing the duties of this job, the employee may be exposed to toxic medications or chemicals, contact with "sharps" (i.e., needles) or body fluids, exposed to radiation (i.e., x-rays) and/or combative patients.
- The noise level in the work environment is usually quiet.

Florida A&M University
School of Allied Health Sciences
JOB DESCRIPTION
Director of Clinical Education (DCE)
Division of Physical Therapy

MINIMUM QUALIFICATIONS: The **Director of Clinical Education (DCE)** is highly qualified and experienced in the responsibilities of the position. The DCE must highly organize, timely and responsive when advice and expertise are needed. The DCE continually works to elevate the quality of clinical instruction provided to FAMU DPT students as evidenced by the attainment of CI credentialing and works to ensure credentialing of Clinical Instructors (CI). The DCE must be a physical therapist and core faculty member with an understanding of contemporary physical therapist practice, quality clinical education, the clinical community, and the health care delivery system.

Degree status: DPT; or Terminal degree (Ph.D, Ed.D, or equivalent).

The DCE must have good organizational, interpersonal, problem-solving, and counseling skills; and have the ability to work with clinical education faculty (CCCEs and CIs) to address the diverse needs of the students.

ESSENTIAL DUTIES AND RESPONSIBILITIES :

In general, the DCE is responsible for developing planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum.

- The DCE reports to the PT Division Director of the School of Allied Health Sciences.
- The DCE is the faculty member of record for the clinical education courses and should have experience with clinical teaching and/or clinical coordination experience. The DCE is expected to maintain an understanding of contemporary physical therapist practice, quality clinical education, the clinical community, and the health care delivery system.
- The DCE maintains an understanding of contemporary physical therapist practice, quality education, the clinical community, and the health care delivery system.
- Provides Certified Credentialing Workshop for CIs involved with the program.
- The DCE is responsible for evaluations of the Clinical settings from multiple sources e.g.,-students, clinical education faculty, core faculty).
- Use different survey instrument including online surveys used by students and yearly constructed surveys used by graduates and CIs to evaluate clinical programs outcomes.
- The DCE communicates necessary information about the clinical education program to core faculty, clinical education sites, clinical education faculty, and students and facilitates communication about clinical education between these groups, as needed.
- Maintains copies of information provided to sites and/or Web access to information regarding the program.
- Communicates the program goals and expected clinical education outcomes; the overall curriculum; policies and procedures of the academic program pertaining to clinical education; the behavioral objectives for the clinical education courses; the scheduling and assignment of the students; mechanism for providing feedback on the strengths and weakness of the clinical education site and the CIs; cancellation or changes in clinical educations assignments; specific needs of

students assigned to the clinical education site; and requirements of the site for health information, mandatory training, and liability coverage.

- The DCE is responsible for ensuring that there are effective written agreements between the institution and the clinical education sites that describe the rights and responsibilities of both, including those of their respective agents.
- Ensure that agreements address at a minimum; the purpose of the agreement; the objectives of the institution and the clinical education site in establishing the agreement; the rights and responsibilities of the institution and the clinical education site; and the *procedures* to be followed in reviewing, revising, and terminating the agreement.
- Must maintain up-to-date written agreements available, on file, minutes of or notes from meetings or other communications with CIs.
- The DCE is responsible for using information provided by the clinical education faculty and other information needed, for assessment of student learning in the clinical education experiences, including assigning the grade for the clinical education courses.
- Uses and maintains the on-line Web CPI as stipulated in the Clinical Education packet.
- The DCE is responsible for determining if the clinical education faculty are meeting the needs of the program based on program assessments tools.
- Display behavior consistent with professional ethics.
- May manage subordinates in the classroom or laboratory.
- Carries out responsibilities in accordance with the University's policies and applicable laws.

Salary and course Load Justification for DCE position for DPT Program:

- (1) At a minimum, the program typically places 25-30 students on a minimum of four (4) clinical experiences each. Therefore, the DCE should be prepared to secure and place a minimum of 120 clinical rotations for each cohort students. This will result in 240 placements at clinical sites throughout the country, annually.
- (2) Average salary for Licensed Physical Therapist based on Bureau Labor Statistics.

Florida A&M University
School of Allied Health Sciences
JOB DESCRIPTION
Administrative Assistant
Division of Physical Therapy

Provides administrative secretarial services to the Physical Therapy Director and Faculty.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- * Reports to the PT division Director of the School of Allied Health Sciences.
- * Perform office and clerical functions which include composing, typing, editing, transcribing and distributing correspondence, scheduling appointments, routing inquiries and correspondence, maintaining records, etc.
- * Greets visitors in a courteous manner, use of proper telephone etiquette, respond to and route inquiries appropriately, all while maintaining a professional demeanor.
- * Stays apprised of activities occurring throughout the School.
- * Uses own discretion to determine priorities
- * Composes correspondence for the Director and Faculty.
- * Distributes packages, faxes, mail, messages, etc. to the appropriate personnel within the Physical Therapy Program.
- * Collects department mail and disseminate the mail in timely manner.
- * Schedules and attends meetings.
- * Takes and transcribes minutes.
- * Prepares, maintains and distributes a variety of reports.
- * Makes travel arrangements for the Program Director and Faculty.
- * Other duties as determined by the Program Director.

MARGINAL JOB FUNCTIONS:

- Maintain work area in a neat and orderly fashion.
- Assist the Program Director and other faculty and staff members, in special projects as requested.

REQUIRED KNOWLEDGE SKILLS AND ABILITIES:

- A minimum of two years' experience in a progressively responsible administrative secretary or administrative assistant position.
- The ability to orally communicate effectively with others, with or without the use of an interpreter.
- The ability to communicate effectively using the English language, written and oral, with or without the use of auxiliary aides or services.
- The ability to expedite his/her work in a timely manner.
- The ability to analyze facts, exercise judgment and arrive at valid conclusions.
- Proficient computer skills and familiarity with word processing and spreadsheet software.

PHYSICAL DEMANDS:

- Expose to short, intermittent or prolonged periods of sitting or standing in the performance of job duties.
- Performance of job duties will require using various types of equipment and supplies including but not limited to, calculators, adding machines, telephones, writing utensils, etc.
- Transporting oneself to other campus offices, conference rooms and other off-campus sites.

WORK ENVIRONMENT:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. While performing the duties of this job, the employee may be exposed to toxic chemicals (i.e. copy machine). The noise level in the work environment is usually quiet.

Faculty Annual Performance Evaluations

Section: 2.7

(1) The performance of all faculty (instructors, assistant professor, associate professor, professor), including faculty with the appointment modifiers of adjunct, visiting, research and clinical must be evaluated at least once annually, with a more intensive review in the third year of employment. This regulation is supplemented by the Collective Bargaining Agreement for applicable faculty employees.

(2) Faculty Employee Evaluation.

(a) The purpose of the evaluation is to assess and communicate the nature and extent of an employee's performance of assigned duties as it relates to teaching effectiveness, contribution to the discovery of new knowledge, the development of new educational techniques, service, and other forms of creative activity.

(b) Application of the criteria for evaluating faculty employees shall not violate the faculty employee's academic freedom or constitutional rights.

A faculty employee shall not be punished for exercising such freedom or rights, either in the performance of University duties or duties outside the University. At the same time, a faculty employee may reasonably be expected to show, both in performance of University duties and duties outside the University, an awareness that membership in the academic profession carries with it special responsibilities.

(c) The criteria and procedures set forth in this rule pertain to the annual and other evaluations of faculty. In cases where dishonesty, incompetence, neglect of duty, or irresponsibility of a bargaining unit faculty member is charged, different proceedings should be undertaken pursuant to the BOT/UFF Collective Bargaining Agreement. In cases of misconduct or incompetence of an out-of-unit faculty member, different proceedings should be undertaken pursuant to applicable University rules.

(d) The performance evaluation shall be based upon assigned duties and shall consider the nature of the assignments.

(e) In evaluating teaching, the evaluation of its effectiveness shall be related to approved written objectives of each course which shall be given to each class at the beginning of the academic term.

(f) Faculty employees may be evaluated by other University officials. In this regard, a faculty employee may be evaluated for duties performed under the supervision of academic vice presidents, deans, directors, chairpersons, and/or any other University official who may supervise the faculty employee's activities. If appropriate, a faculty employee may be evaluated by public school officials for service to public schools or school districts.

(h) Utilization of Evaluation.

1. The chairperson of each department or other administrative unit shall collect the evaluation data for each faculty member in the department, which data shall be placed in the faculty member's personnel file.

2. Existing evaluations and the data in the faculty member's personnel file upon which evaluations are based shall be considered in recommendations and final decisions on tenure, promotion, salary, and retention.

3. The contents of the faculty evaluation file shall be confidential and shall not be disclosed except to the affected faculty employee, and to those whose duties require access to the file in accordance with the University's evaluation procedures or by the President or President's

designee in the discharge of official responsibilities or upon order of a court of competent jurisdiction.

(3) Evaluation Instrument. Faculty should be evaluated using the “Florida A&M University Faculty Evaluation Form” or a comparable instrument which has been approved by the University. The University evaluation form can be accessed on the Academic Affairs website at www.famu.edu.

(Faculty Handbook Pg. 48-50:

<https://storage.googleapis.com/production-constantcontact-v1-0-9/679/219679/TtP9gkrG/27f89694d0be49c1b2d46211fa56b381?fileName=Faculty%20Handbook%20-%20-%20%20Spring%202008.pdf>

Faculty Code of Conduct

Section: 2.9

The State of Florida can achieve its potential for greatness with an outstanding university system. Achieving this greatness dictates a strong and respected Board of Trustees, Board of Governors, administration, faculty, and staff. The Board of Governors reaffirms its determination to develop the State University System of Florida as group of universities of national distinction in their respective. The Board is dedicated to making these institutions preeminent centers of learning and leadership and dynamic forces in American progress. The Board asserts that the dissemination of knowledge, the search for truth, and the development of educated, free minds constitute the professional responsibilities of the faculties. These responsibilities must be maintained while each university executes its function of providing a democratic climate for the study and exchange of ideas.

The Board of Governors, as the legally constituted agency for policy making and supervision of the State Universities, believes that academic freedom and responsibility are essential to the full development of a true university and apply to teaching, research, and creativity. In the development of knowledge, research endeavors, and creative activities, a university faculty and student body must be free to cultivate a spirit of inquiry and scholarly criticism and to examine ideas in an atmosphere of freedom and confidence. A similar atmosphere is required for university teaching. Consistent with the exercise of academic responsibility, a teacher must have freedom in the classroom in discussing his/her subject. The university student must likewise have the opportunity to study a full spectrum of ideas, opinions, and beliefs, so that he/she may acquire maturity for analysis and judgment. Objective and skillful exposition of such matters is the duty of every teacher.

The established policy of the Board of Governors shall continue to be that the faculty member must fulfill his/her responsibility to society and to his profession by manifesting academic competence, scholarly discretion, and good citizenship. The university teacher is a citizen, a member of a learned profession, and an academic officer of an educational institution. He/she should be constantly mindful that these roles may be inseparable in the public view, and he/she should, therefore, at all times exercise appropriate restraint and good judgment.

The Board of Governors desires that members of all faculties exercise the utmost ingenuity and creativity in order to bring to students the maximum benefits of enlightened education. The board requires That such exercise be tempered with responsibility and due regard for sound educational principles. Regarding morals and influence, it has long been the established policy of the Board of Governors that institutions shall select faculty members of good moral character and of the highest educational background. In order to assure a wholesome educational environment within the State Universities of Florida, the Board of Governors has adopted the following policies for the guidance of the universities....

Faculty Handbook Pg. 32 -37 Faculty Conduct Code

<https://storage.googleapis.com/production-constantcontact-v1-0-9/679/219679/TtP9gkrG/27f89694d0be49c1b2d46211fa56b381?fileName=Faculty%20Handbook%20-%20-%20%20Spring%202008.pdf>

Student Records and Other Personal Information

Section: 3.1

Confidentiality of Student Information (FERPA): The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Florida Agricultural and Mechanical University (FAMU) shall comply with the Family Educational Rights and Privacy Act (FERPA, also known as the Buckley Amendment) – 20 U.S.C. ~ 1232g – of 1974, which gives enrolled students the right to: 1) Review and inspect their education records; 2) Challenge and seek to amend education records that the student believes are inaccurate or misleading; 3) Consent to disclosures of personally identifiable information contained in their educational records, except to the extent that FERPA allows disclosures without consent; and 4) Complain to the U.S. Department of Education concerning alleged violations by FAMU of any such rights....

Information relative to student status, performance issues, etc. is protected by FERPA, and may be discussed on a need-to-know basis with relevant FAMU related personnel, but may not be discussed with other sources without the express written consent of the student.

<https://www.famu.edu/administration/campus-services/information-technology-services/pdf/FERPA.pdf>

Section 8.16 Florida A&M University Maintenance of Records

The University Registrar is the official custodian of academic records and the keeper of the university seal at Florida A&M University. The general functions of the university registrar are to assist in planning and executing academic policies and programs; provide for administration of policies and regulations pertaining to the academic status of students; provide for planning and executing orderly registration and graduation of students; develop the academic calendar, semester schedule of classes and final examination schedules; maintain and secure student records; and provide counseling and certification to students and dependents of veterans receiving veteran benefits. The specific responsibilities of the office are to collect and maintain academic information; conduct registration for regular degree-seeking and non-degree seeking students and continuing education students; process requests for veteran benefits; process the graduation of degree-seeking students; process change of grades and acceptance of transfer credits; prepare and distribute transcripts; maintain accurate academic, historical, biographical, and directory information; provide information and data for use and review by college deans, planning directors, vice presidents, the President, the Board of Governors, U.S. Department of Education, and other authorized personnel and agencies.

Program applicants: The files of applicants are stored in “CollegeNet” an electronic database which is accessed via a secure password. The Department stores applicant information in a locked file cabinet in the Program Director’s office until the student matriculates, and then they are shredded.

Matriculating students: Correspondence and counseling related to current students are maintained in locked file cabinets in the Program Director's office or in faculty offices. Records of graduated students are destroyed after 5 years.

A student may request their academic transcript from the Office of the University Registrar in accordance with University's policy. The student academic record can only be released upon the authorization of the student.

The recommendations of the Student Progress Committee (SPC) and all reports, letters, and investigative records shall be maintained by the Chair of the SPC in a locked file cabinet for five years, then purged and shredded.

Professional Responsibilities

Section: 3.2

A student may be dismissed from the program, after due process, by reason of conduct unbecoming a professional student. Furthermore, the Division of Physical Therapy will graduate only those students it deems ready to accept the moral, ethical, and professional responsibilities of the practice of physical therapy. Consequently, the Division reserves the right to withhold recommendation for graduation of any student who does not conform to these standards of readiness.

Class Attendance

Section: 3.3

Class attendance is compulsory for all students. Students are expected to be available for all scheduled academic and professional activities in accordance with the Student Handbook policy.

- Students who are absent, whether excused or unexcused, must notify their course instructor(s) by 8:00 AM of the day of the absence by either e-mail or phone. A record of attendance will be kept by the course instructor serving as notation of student absences and a copy will be placed in the student file by the **respective course instructor**.
- Students who are absent for two consecutive days shall be required to submit a physician's note designating the reason for absence and clearance to return to academic activities
- Students may be readmitted to the class with the Director's and the Professor's permission.
- Documentation of signatures on "signature sheets" will serve as evidence of students' attendance to class. It is the responsibility of the student to secure this signature.

MAKE UP EXAMS ARE GIVEN ONLY WITH AN AUTHORIZED EXCUSE.

The Director of the Physical Therapy Program or designee shall serve as the designee to the Dean of the School regarding student attendance, dress code and conduct.

Dress Code

Section: 3.4

Students are expected to strictly adhere to dress code standards as established in the DPT Student Handbook.

Students must remember that this is a professional school and as such the students are to display an appropriate level of judgment regarding personal hygiene, grooming and wearing of undergarments. Students are required to follow the school's dress code as an integral part of their professional training.

Students must attend class dressed in appropriate clothing or they will be sent home to change clothing. In such courses, students will be considered late or absent.

Additionally, students shall be dressed in matching scrub sets for scheduled lab activities, with women wearing either a two-piece bathing suit or sports bra under their scrubs.

Faculty shall discuss student infractions with the student, notifying student of required corrective actions and/or recommendations. Faculty/student contact concerning student infractions shall be documented and placed in the student file.

Eating and Drinking in Class

Section: 3.5

Eating and drinking are not permitted in classroom or laboratory settings.

Appeals and Academic Grievances

Section: 3.6

All students in the School of Allied Health Sciences (SOAHS) have the right to appeal any grade or decision that occurs within the SOAHS. All grievances appeals shall be initiated by the student **within thirty (30) business days of the occurrence**. Once initiated, the student may choose to stop, or continue the Appeals process at any time during the process. Students may grieve grades if they can provide evidence of miscalculation, omission, or other actions posing a negative impact on the grade received. The student is required to

1. Attempt to resolve the issue immediately by documenting and discussing the situation with the individual faculty member with whom the student is in disagreement.
 - a. The student should articulate a clear statement of the situation including the specific request that the student is making and a clear statement of what the student is identifying as an acceptable outcome.
 - b. The Appeal must include the name of the student, contact information (including home phone, cell phone, and email address), major, classification, and student identification number.
 - c. The statement must include the grounds for the Appeal from the student's perspective and include information related to relevant times, dates and individuals involved.
 - d. The faculty member is should explain and review the methods, process of evaluation, and the rationale for the decision that was made.
2. The faculty member must respond to the Appeal **within five (5) business days** of its receipt.
3. If the issue cannot be resolved as a result of the discussion, then the student should
 - a. Submit the concern in writing and request a meeting with the Division Director.
 - b. Provide proof that he or she has met with the faculty member and was not successful in resolving the problem.
 - c. The Division Director shall meet with the faculty member and the student to determine the facts and render a decision to the student and faculty member **within five (5) business days**.
4. If the student does not agree with the findings, then the student should submit the concern in writing with supporting documentation and request a meeting with the Division's Student Progress Committee (SPC). The Director of Student Services is a member of the SPC. The SPC has 5 business days to conduct due diligence and render a decision to the student, SOAHS Dean, Program Director, and faculty member.
5. If the student does not agree with the findings, then the student should submit the concern in writing with supporting documentation and request a meeting with the Dean of the Graduate School.
6. The Dean will render a decision and communicate it to the student, Division Director, and Director of Student Services **within five (5) business days** of receipt.
 - a. This represents the final step within the School of Allied Health Sciences.
1. The student has one final appeal to the Provost and Vice President for Academic Affairs. This should be in the form of a letter.

Non-Degree Seeking Students

Section 3.7

A non-degree seeking student is a student who has not been denied admission to the university and is interested in taking course(s) but not working toward a degree. A non-degree seeking student, shall follow the regular registration procedures and pay the same fees as other students. Graduate Non-Degree students cannot earn more than 12 credit hours.

If a student wants to continue taking courses after the 12 credit hour limit has been obtained, the student will need to request to convert to matriculating status by written request to the PT Program Director and provide documentation of admission pre-requisites consistent with the university's and program's admission criteria.

Any student who attempts to exceed the credit hours above without applying to the university shall be placed on a registration hold. The hold shall only be cleared upon producing evidence of admission to a degree seeking program.

Laboratory Access

Section: 3.8

Under the direction of the Program Director, Graduate Assistant GAs coordinate with students the hours beyond classroom hours that the labs will be open. There are open lab times scheduled during the week. Additional lab hours, based on the needs of the student body, are posted on the SOAHS Bulletin Board on the 1st floor of the building by the GAs.

Students have exclusive access to the PT lab in the evenings and on weekends for study and practice. Additionally, faculty are sometimes available on the weekends to open the classrooms and labs, allowing student access to the lab as needed. Students also have access to the labs during open lab time (per the class schedule) during the week at which time, the faculty will open the labs for students by request.

Students have open access in the building on weeknights until 9pm. After 9pm, they must exit on the ground floor to prevent triggering the alarm system.

Student Professionalism and Conduct

Section 3.9

Students should adhere to all policies and procedures established by the University and the Program, and the APTA Guide for Professional Conduct. Students should demonstrate a positive impression of themselves, FAMU, and the Physical Therapy profession. Discretion and professional behavior are required at all times. Students who fail to demonstrate an acceptable level of maturity and professionalism may be referred to the Student Progression Committee (SPC) and may be dismissed from the program, after due process, by reason of conduct unbecoming a professional student.

Furthermore, the Division of Physical Therapy will graduate only those students it deems ready to accept the moral, ethical, and professional responsibilities of the practice of physical therapy. Consequently, the Division reserves the right to withhold recommendation for graduation of any student who does not conform to these standards of readiness.

Professional conduct includes but is not limited to: punctuality, reliability, dependability, attendance, appropriate dress, respectful and polite interaction with peers, professors, patients, and others.

- Students should demonstrate active learning, initiative, and participate in classroom discussions and hands-on instruction and respond to professors in a thoughtful and reasoned manner that fosters respect and trust.
- Students shall not display disruptive or obstructive behavior.
- Students are expected to treat patients and all others with dignity and respect, caring and compassion.
- Students should be sensitive to, and tolerant of diversity in all situations.
- Displays of anger, which includes demeaning, offensive, argumentative, defensive, threatening language/behavior, or language that is insensitive to race, gender, ethnicity, religion, and sexual orientation, will not be tolerated. Conflicts should be resolved in a diplomatic, reasoned manner.
- Students must always identify themselves as physical therapy students and not mislead others to think that they are licensed PTs.
- Students cannot wear any identification that designates any other professional status or certification obtained external to physical therapy education.

Student Disruption of Academic Process

Section 3.10

Disruption of the academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member is: a) directs attention away from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, examinations or academic discussions, or b.) presents a danger to the health and/or safety of the faculty member or other students, c.) bullying, d.) sexual harassment, e.) drug or alcohol abuse or f.) need for a referral to specialized services (i.e. disability or mental health evaluation).

STEP #1

The instructor (being the first line of contact and/or the initial person to observe the incident) will have a meeting with the student (s) to discuss the event immediately after the class or at a time convenient for the student(s) and the instructor. Prior to or during the discussion meeting with the student, the instructor will complete an Incident Reporting Form.

If the disruption requires immediate removal of the student(s) from the class, the instructor will wait until the student is safely removed/leaves the class, then immediately or as soon as possible document the event on an Incident Reporting Form. After completing the Incident Reporting Form, the Division Director and the Office of Student Affairs will be notified (a copy of the completed and signed Incident Reporting Form will be provided). A copy of the Incident Reporting Form will be maintained in the student's folder maintained by the division.

If the campus police was involved and assisted with the removal of the student, a copy of the police report and/or the arrest report will be obtained, reviewed and placed in the student's folder and a copy sent to the Division Director and to the Office of Student Affairs.

STEP #2

After the meeting between the instructor and the student, and if a mutual agreement for a solution has been agreed upon, the instructor shall note the solution on the Incident Reporting Form, place a copy of the form in the student's folder, and send a copy of the form to the Division Director, and to the Office of Student Affairs. The incident and the solution will be formally documented and maintained by the Office of Students Affairs in the School of Allied Health Sciences. A copy will be provided to the student.

STEP #3

If no solution is reached during the meeting between the instructor and the student, the Incident Reporting Form will be completed with a notation of non-agreement signed by all parties. A copy of the form will be forwarded to the Division Director and a copy placed in the student's folder. The Director will meet individually with the instructor and the student. If deemed

necessary, the Director may meet jointly with the instructor and the student. If a solution is agreed on, the Director will have the instructor note the solution on the Incident Reporting Form. The document will then be signed by all parties. Lastly, a copy of the incident form will be placed in the student's folder, a copy forwarded to the Office of Student Affairs, and a copy will be provided to the student.

STEP #4

If no solution can be reached by the Division Director, the incident will be referred to the Office of Student Affairs for resolution. The Office of Student Affairs will meet individually with the Division Director, the instructor and/or the student(s). If deemed necessary, the Dean or designee may meet jointly with the Director of Student Affairs, Division Director, instructor, and student. If a solution is agreed to, the Dean will ask the division director to have the instructor note the solution on the Incident Reporting Form, obtain signatures, and copy the document. A completed signed copy of the approved Incident Reporting Form will be placed in the student's folder, a copy forwarded to the Office of Student Affairs and a copy provided to the student.

CONSEQUENCES

The consequences for the disruption of the academic process will depend on the seriousness of the disruption. It may range from a private discussion (step #1) between the student and the instructor to (step #4) a meeting with the Dean or designee or it may progress to dismissal from the affected class. Particularly serious instances of rowdiness, verbal interruptions, fighting or other continuous disruption of the academic process may result in immediate removal from the class and a mandatory meeting with the Dean or a member of the Dean's Executive Committee which may result in a possible suspension or permanent expulsion from the degree program or the school.

University Regulations: 2.012 - Student Code of Conduct

University Regulations: 2.013 - Due Process, Other Rights and Responsibilities

https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university_regulations/regulations.php

Division Student Handbooks and Policy Manuals.

Disruption of Academic Process

Incident Reporting Form

Course: _____ Instructor/Faculty/Other: _____

Date & Time of incident: _____ Location: _____

Student's Name: _____ SID#: _____

Home Telephone # _____ Cell # _____

Classification: _____ Major: _____

Witness: _____ / _____

Cell # _____ Cell # _____

Home Telephone # _____ Home Telephone # _____

Type (s) of Disruption: Check all that apply For additional/specific comments use attached form

___ Talking

___ Use of
profanity

___ Fighting

___ Verbal
altercation

___ Use of cell
phone

___ Chronic
habitual
lateness

Inattentive-
ness

___ Illness
(Describe) _____

Reading/passi-
ng non-course
related items
to others

___ Academic
Dishonesty
(cheating,
plagiarism, etc.
_____)
(List)

___ Other
(describe)

Response to Disruption/Incident: Check all that apply

Student
left class
as
requeste-
d by

Campus Police
responded

___ Referral (medical/mental/emotional)
List: _____

instructor

_____ Student Student issued a verbal warning	_____ Student forcibly removed	_____ Issue Referred to Academic Affairs
_____ Student issued a written warning	_____ Issue resolved by instructor	_____ Issue resolved by: Division/Student Affairs
_____ Campus Police called	_____ Issue referred to Division Director/Student Affairs	_____ Other _____ (explain) _____

If Campus Police was involved, was a police report completed? __ Yes __ No

Did you receive/request a copy of the police report? __ Yes __ No

Was the student arrested? __ Yes __ No

Did you receive a copy of the arrest report? __ Yes __ No

If there were injuries, did you observe them? __ Yes __ No

Were there any injuries (to student or instructor) reported? __ Yes __ No

Injuries observed/reported: _____

Results of meeting with student/Resolution: _____

Signature: _____ **Date:** _____

Instructor

Signature: _____ **Date:** _____

Division Director/Designee

Signature: _____ Date: _____

Student (if in agreement with resolution)

ADDITIONAL COMMENTS	Student	(Optional)
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Student's name: _____ Classification: _____

(Please Print)

Student's signature: _____ Date: _____

ADDITIONAL COMMENTS	Faculty/Staff/Other	(Optional)
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Faculty's/Staff/Other's Name: _____ Title: _____

(Please Print)

Signature: _____ Date: _____

ADDITIONAL COMMENTS	Division Director/Student Affairs or Dean	(Optional)
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Name: _____ **Title:** _____

(Please Print)

Signature: _____ **Date:** _____

Resolution Approval: _____ **Date:** _____

Dean/Designee

Academic Dishonesty

Section: 3.10

Academic Dishonesty shall include referring to written information not specifically condoned by the professor. It shall further include receiving unauthorized written or oral information from a fellow student.

In the instance of papers written outside of the class, academic dishonesty shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the professor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any course. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately its source. Plagiarism shall further include letting another person compose or rewrite a written assignment.

Grading and Remediation

Section: 3.11

This procedure applies to both classroom and lab-based coursework.

The course instructor will define the criteria for acceptable academic performance in his/her course. Physical Therapy students must receive a passing grade in every course, including the clinical education courses) to be recommended by the SPC for continued matriculation, promotion (from Year 1 to Year 2, and from Year 2 to Year 3) and graduation. Students shall maintain a cumulative GPA of 3.0 or better throughout the DPT program to remain in good academic standing.

If a student's graduate cumulative GPA falls below 3.0, documentation of the Academic status (Probation or Suspension/Dismissal) will be imprinted on the student's university transcript by the Registrar at the beginning of the term in which the sanction is given, and this will serve as the official notification to the student.

A student, who is on Academic Probation, shall meet with the program director prior to the start of the following term, to review the student's educational plan to improve the student's chance of success in the program. Modifications of the plan may be made, as necessary, so that the student and the director will know exactly what conditions are required for the continued enrollment of the student in the program. Both the student and the program director should sign the plan.

A graduate student whose cumulative GPA is less than 2.0 shall be immediately dismissed from the degree program and will not be permitted to enroll in graduate courses, unless the student has been admitted into another graduate program or admitted as a non-degree student.

Grading Scale

The didactic courses in the physical therapy curriculum are graded on a 10% scale:

A = 90-100

B = 80-89

*C = 70-79

D = 60-69

F = below 60

I = Incomplete

A student will not exceed the maximum time limit, of 54 months (about 4 and a half years) to complete the FAMU DPT program.

The minimum grade requirements for promotion in the FAMU DPT Program of ≥ 3.0 cumulative GPA must be maintained regardless of course/credit hour load. A student is allowed up to 3 credits hours of "C" grade. After 3 credit hours of "C" grades, the student will be dismissed, with the right to appeal the grade.

A student receiving a course grade in a didactic course of a "D", or "F" is deemed a failing grade and the student will be dismissed from the program.

A student receiving a "U" grade in a clinical course will be referred to the SPC.

Incomplete Coursework

A student may receive an “Incomplete” grade only if she/he is in good academic standing and has personal problems or extenuating circumstances that prevent the student from completing the course. If this occurs, the course must be completed within one year or the “Incomplete” grade will become a failing grade.

1. A grade of "I" may only be assigned if the student is passing the course but has not completed all of the required work by the end of the term because of extenuating circumstances beyond the control of the student.
 - a. Grades of "I" may not be assigned in any course that a student withdraws from, has excessive absences in, or fails to attend.
2. A student receiving an "I" grade will not re-enroll in the course until after the "I" grade has been permanently changed to a letter grade.
 - a. An "I" grade that is not changed by the end of the subsequent semester will be converted to an "F." grade

Remediation/Individualized Study Plan Indicators

Students in minor (academic or professional) are proactively identified by faculty during faculty meetings with the goal of providing help in developing a plan of action for improvement. Students having major difficulty are informed at mid-term and as needed of their academic progress by their Course Instructors with follow-up by the Academic Advisor. It is mandatory that the Course Instructor meets with a student to develop an individualized study plan if:

- The student demonstrates a pattern of low performance (<80%) in a course on multiple exams/assignments (written or practical) and/or on major assignments in a course.
- The student is at risk of failing a course at the mid-term.

In lab-based courses, unsafe practices shall be identified during the practical exams for clinical courses. Based on the grading criteria, these infractions may cause point deductions or failure of an examination based on the severity of the safety infraction.

An improvement plan may include: (this list is not exhaustive)

- Meeting with the class instructor more frequently regarding specific learning issues
- Meeting with the academic advisor regarding study strategies, organization, and stress management skills
- Referral to counseling on test taking strategies or for other university services
- Tutoring
- Meeting with the SPC to develop plans to improve academic performance

If a student earns a “C” grade in any course, *and if offered by the Instructor*, the student must complete remediation requirements as determined by the Course Instructor. Remediation must be completed prior to progression to the next semester. The highest remediation make-up exam/assignment grade recorded will be a “B” grade or the student’s actual score; whichever is higher.

Scheduling of Remedial Tests and/or Coursework

Remedial testing and/or coursework, *if offered by the instructor*, will be scheduled by the Course Instructor no less than five (5) business days of students being notified of their course grade.

**PHYSICAL THERAPY PROGRAM
STUDENT PROGRESS AND REMEDIATION MEETING FORM**

Student Name: _____

By signing below, I confirm that I have met with Faculty and or my Academic Advisor and we have discussed (check all that applies):

- _____ Course Examination
- _____ Test Taking Strategy
- _____ Remediation Plan (See comments below)
- _____ Referral to Student Counseling
- _____ Unprofessional Behavior
- _____ Other

I understand that this meeting is an effort to improve my professional conduct and or my academic performance. I am also aware that a copy of my examination results (and other documents as applicable) and this form have been placed in my student file in the Physical Therapy Department.

Student _____ Date: _____

Faculty: _____ Date: _____

Faculty: _____ Date: _____

Comments:

Copies to:

- _____ Division Director _____ Student Academic Progress Committee ___ Student File
- _____ Curriculum Committee

Final Comprehensive Examination
Section: 3.13

Year three, students shall take a Final Comprehensive Exit Exam (Comp Exam). To be eligible for graduation, the student must demonstrate competency by achieving a minimum score of 70% on the Comp Exam.