



DIVISION OF PHYSICAL THERAPY

SCHOOL OF ALLIED HEALTH SCIENCES

**Faculty Handbook:
Policies and Procedures Manual
2025**

TABLE OF CONTENTS

PREFACE	4
EQUAL OPPORTUNITY STATEMENT	4
Florida Agricultural and Mechanical University Mission Statement	5
School of Allied Health Sciences Mission Statement	5
Doctor of Physical Therapy Program Mission Statement	5
DPT Vision Statement	6
DPT Program Values	6
DPT Program Goals	6
 SECTION 1: PROGRAM GOVERNANCE	 7
Formal Organization	7
Program Administration	7
Program Committees	7
Admissions Committee	7
Assessment & Outcomes Committee	7
Clinical Education Committee	7
Curriculum Committee	7
Inventory Control and Equipment	7
Peer Review Committee	7
Research Committee	7
Strategic Planning and Accreditation Committee	7
Student Progression Committee	7
Student & Alumni Affairs Committee	7
Policy and Procedures Dissemination and Review	8
 SECTION 2: COMPLIANCE WITH ACCREDITATION & FORMAL ASSESSMENT	 9
Policies concerning CAPTE	9
Formal Assessment	9
 SECTION 3: FACULTY POLICIES	 10
Reporting Structure	10
Faculty Classification	10
Core Faculty	10
Associated/Adjunct Faculty	11
Faculty Responsibilities	11
Administrative Job Descriptions (PD, DCE, and AA)	13
Workload & Assignment of Responsibility	14
Assignment of Courses & Teaching	15
Core Faculty	15
Associated/Adjunct Faculty	15
Orientation of New Faculty	15
Student Advisement by Faculty	15
Program Fiscal Management	16

Faculty Development	16
Program Equipment, Materials & Supplies	16
Outside Activity & Conflict of Interest / Commitment Reporting	16
Confidentiality of Records	16
SECTION 4: COMPLAINTS	16
Complaint Reporting	17
Due Process	17
Complaints Outside of Due Process	17
Prevention of Retaliation	18
SECTION 5: PROGRAM POLICIES & COMMUNICATION	18
Admission Policy and Procedures	18
Textbook Adoption	19
Responsible Use of Social Media	20
Professional Conduct	21
Client Confidentiality	21
Informed Consent	21
Protection of Modesty & Dignity	21
Policy on Nondiscrimination	22
Policy on Sexual Harassment	22
Inventory Control & Equipment	22
Emergency & Safety Training and Procedures	23
Storage & Use of Hazardous Materials & Equipment	23
Personnel Attendance	24
Faculty Communication	24
Communications to Students	24
Employee Grievances	24
SECTION 6: EVALUATIONS	25
Evaluation of Student Performance	25
Course Evaluation by Students	25
Annual Faculty Evaluations	25
Associated/Adjunct Faculty Evaluations	26
Faculty Peer Evaluations	26
Faculty Development Plans	26
SECTION 7: STUDENT ISSUES & CONCERNS	27
Confidentiality of Student Information	27
Faculty Conflict of Interest	27
Student Retention and Progression	27
Student Progression Through Curriculum	27
End of Semester and Annual Progression Evaluations	27
Progress to Clinical Education & Clinical Progression	27
Complete Examinations	28
Complete End of Semester Examinations (CEOSE)	28
Complete Program Exit Examinations	28
Professional Responsibilities	29

SECTION 8: CLINICAL EDUCATION	29
Clinical Education Administration	29
Clinical Education Handbook	29
Clinical Education Communications	29
Assessment of Clinical Education Curriculum	29

PREFACE

This manual has been founded to outline policies and procedures specific to the unique needs of the Florida Agricultural and Mechanical University (FAMU) Doctor of Physical Therapy (DPT) Program. Per the requirements of our accrediting body, the Commission on Accreditation in Physical Therapy Education (CAPTE), the DPT Program must function as both an academic and a professional doctoral program, with clearly defined policies that reflect this dual uniqueness (CAPTE Standard 3C).

While FAMU maintains university-wide policies that govern academic standards and outline the rights and responsibilities of students and faculty, this manual serves to supplement those formal policies by addressing expectations, procedures, and guidelines that are unique to the DPT Program. Applicable university and program-specific resources that guide the academic and professional development of students, as well as the responsibilities of faculty and staff, are outlined within this manual.

EQUAL OPPORTUNITY STATEMENT

The Florida A&M University (FAMU) Doctor of Physical Therapy (DPT) Program is committed to providing equal access and opportunity to all individuals, regardless of economic or communal status. The program does not discriminate on the basis of ethnic group, color, ethnicity, national origin, religion, political affiliation, sex, gender expression, pregnancy, marital status, age, disability, genetic information, or veteran status.

This commitment to multiplicity, justice, and addition reflects the values of both the FAMU DPT Program and the University as a whole, in alignment with our mission to foster a respectful, welcoming, and supportive environment for all students, faculty, staff, and stakeholders.

For more information about FAMU's Equal Opportunity and Nondiscrimination Policy, or to report concerns related to compliance, please visit the Office of Equal Opportunity Programs at: <https://www.famu.edu/administration/division-of-legal-affairs/equal-opportunity-programs/index.php>

Questions or concerns may also be directed to:
Office of Equal Opportunity Programs
Phone: (850) 599-3076
Email: eop@famu.edu

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY MISSION STATEMENT

Florida Agricultural and Mechanical University (FAMU) is an 1890 land grant, doctoral/research institution devoted to student success at the undergraduate, graduate, doctoral and professional levels. FAMU enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The University continues its rich legacy and historic mission of educating African Americans and embraces all dimensions of multiplicity.

SCHOOL OF ALLIED HEALTH SCIENCES MISSION STATEMENT

The mission of the School of Allied Health Sciences is to provide an enlightened and enriched academic, intellectual, moral, cultural, and ethical, technological, and student-centered environment to educate individuals to become competent allied health professionals who are capable of: complex critical thinking, complete communication skills, interdisciplinary collaboration, analysis and involvement in research processes, improving the health status of under-represented and underserved populations, lifelong learning. This mission will be accomplished through the contributions of dedicated faculty and staff who are capable of meeting student needs through inspired and creative teaching, exemplary scholarship, and meaningful public, community, and professional service at local, state, national, and universal levels. As a result, students will be prepared to meet existing and emerging health care needs that will benefit the citizens of Florida, the nation, and the world.

DOCTOR OF PHYSICAL THERAPY PROGRAM MISSION STATEMENT

The mission of the Doctor of Physical Therapy Program at Florida A&M University is to foster excellence in education, research, and practice.

We cultivate a diverse and wide-ranging environment, preparing competent, compassionate, and culturally sensitive physical therapists.

Our graduates excel in critical thinking, effective communication, interdisciplinary collaboration, and research, improving health outcomes for underserved populations. Committed to lifelong learning and ethical practice, our program addresses evolving healthcare needs at the local, state, and national levels.

DPT VISION STATEMENT

To be a leader in physical therapy education, research, and practice, recognized for our commitment to excellence, and innovation. We aspire to produce highly skilled and compassionate physical therapists who are dedicated to advancing health justice and improving the quality of life for diverse populations.

DPT PROGRAM VALUES

At all times, students in the physical therapy program shall demonstrate the core values of the American Physical Therapy Association (APTA). The APTA defines and endorses seven core values that are essential to the very essence of professionalism in physical therapy. These core values are accountability, altruism, collaboration, compassion/caring, duty, excellence, addition,

integrity, and communal responsibility. The nine values are sufficient in breadth and depth to incorporate the many values and attributes that are part of physical therapist professionalism.

DPT PROGRAM GOALS

1. **Develop Competent and Compassionate Practitioners**
Prepare graduates who demonstrate strong clinical reasoning, critical thinking, and evidence-based decision-making across diverse patient populations.
2. **Ensure Student Success and Licensure Readiness**
Maintain a two-year NPTE Ultimate Pass Rate of $\geq 85\%$ and support timely student progression and graduation within 150% of the program length.
3. **Promote Professionalism. Foster professional behaviors, ethical conduct, and customarily responsive care through academic, clinical, and service-learning experiences.**
4. **Enhance Communication and Documentation Skills**
Ensure students are proficient in oral, written, and clinical communication consistent with entry-level practice expectations and patient-centered care.
5. **Advance Scholarly Engagement and Innovation**
Support faculty and students in producing and disseminating impactful research, case studies, and clinical innovations that contribute to the physical therapy profession.
6. **Strengthen Faculty Excellence and Program Leadership**
Recruit and retain qualified faculty who utilize varied teaching strategies, maintain clinical relevance, and serve as leaders in education, research, and service.
7. **Foster Wide-ranging Learning and Service Environments**
Create an academic culture that values justice, addition, and belonging, while engaging with underserved communities through outreach and preventive care initiatives.
8. **Continuously Improve Curriculum and Clinical Education**
Utilize formal assessment and stakeholder feedback to evaluate and enhance curriculum effectiveness, including didactic and clinical education components.
9. **Promote Lifelong Learning and Professional Growth**
Instill in students and faculty a commitment to reflective practice, continuing education, and leadership within academic, clinical, and professional settings.
10. **Engage in Meaningful Service and Collaboration**
Encourage active participation in professional organizations, university governance, and community partnerships that advance the mission of the program and institution.

SECTION 1: PROGRAM GOVERNANCE

FORMAL ORGANIZATION

The Doctor of Physical Therapy (DPT) Program is housed within the School of Allied Health Sciences and is also part of the School of Graduate Studies and Research at Florida A&M University. While affiliated with the Graduate School, the DPT Program maintains academic and administrative autonomy per its status as a professional doctoral program. This structure supports compliance with the standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE) and allows the program to meet the specialized academic and professional expectations of physical therapist education.

The FAMU DPT Program is delivered on the main campus in Tallahassee, Florida, where all students are enrolled as a single cohort and engage in didactic and laboratory instruction. The program emphasizes both academic rigor and professional formation, consistent with its mission to produce culturally competent, practice-ready physical therapists who serve diverse communities.

PROGRAM ADMINISTRATION

The academic administrator responsible for all functions of the Doctor of Physical Therapy Program at Florida A&M University is the Program Director. This full-time core faculty member oversees the daily operations of the program and ensures compliance with the educational standards set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE), including but not limited to Standards 4G and 4H. The qualifications, responsibilities, and duties of the Program Director are defined by CAPTE and are reflected throughout this document.

At FAMU, the Program Director is housed within the School of Allied Health Sciences and reports directly to the Dean. The Program Director is charged with upholding University policies and procedures while also ensuring the program meets the academic and professional expectations associated with doctoral-level physical therapy education.

To support the administration of the program, the Program Director works collaboratively with core faculty, including designated roles such as the Director of Clinical Education and committee chairs. This collective leadership team provides oversight in areas such as curriculum development, faculty governance, student progression, assessment, and clinical education. This administrative structure supports the DPT Program's uniqueness as both an academic and professional doctoral program and ensures coordinated leadership across all components of the curriculum.

PROGRAM COMMITTEES

The Director shall assign faculty to specified administrative assignments in accordance with departmental needs. Standing committees shall be founded by the Program Director, who shall appoint a chairperson and members. The Program Director shall review committee assignments annually.

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 the number and demographics of applicants and those accepted.

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.

Clinical Education: Addresses clinical educational placements and concerns.

Curriculum Committee: Reviews and recommends curriculum changes. Responsible for the development and implementation of policy on text adoption & desk copies.

Inventory Control: Oversees inventory control of all PT equipment and supplies. Makes recommendations regarding department equipment and supply needs to the Program Director.

Peer Review Committee: This committee reviews faculty teaching, scholarship, and service activities for all faculty members who are eligible for tenure or a continuing contract. Responsible for establishing and implementing a program for faculty development based on identified needs.

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.

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 & Alumni Affairs Committee: Act as faculty advisor to the Graduate Physical Therapy Association (GPTA), organizes students for class elections, fundraising activities, approves class budgetary allocations, participates in health fairs, career days, and other community service activities. When applicable, coordinates PT Alumni activities, including continuing education, job placement services, maintaining a usable 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.

Policy and procedures dissemination and review

Policies, procedures, and regulations that affect the program faculty and/or students shall be disseminated on an ongoing basis through founded 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 per 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 comply with accreditation and university standards, and unless otherwise 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.

SECTION 2: COMPLIANCE WITH ACCREDITATION & FORMAL ASSESSMENT

Policies concerning CAPTE

The Program Director is responsible for ensuring compliance with all accreditation policies and procedures founded by the Commission on Accreditation in Physical Therapy Education (CAPTE). Oversight of these activities is conducted in collaboration with the full core faculty. Responsibilities include the maintenance and accuracy of all publicly accessible information required by CAPTE; timely submission of annual accreditation fees, reports, and documentation; prompt notification of any anticipated or unanticipated substantive changes; and ongoing adherence to accreditation standards and procedures per CAPTE Standard 3H.

For the Florida A&M University (FAMU) Doctor of Physical Therapy (DPT) Program, the Program Director is responsible for ensuring the timely submission of progress reports and all accreditation-related materials to the Commission on Accreditation in Physical Therapy Education (CAPTE). This includes the Annual Accreditation Report, any required compliance reports, and payment of accreditation-related fees. Upon receipt of a notice requiring submission of a progress report, the Program Director consults with the Dean of the School of Allied Health Sciences to develop an appropriate response and timeline. The Program Director is responsible for implementing the action plan and preparing the written report.

When CAPTE provides notification that accreditation-related fees are due, the Program Director promptly forwards the request to the SOAHS fiscal personnel who process the payment accordingly. The Program Director also serves as the primary liaison to CAPTE, ensuring that all data requests and documentation are submitted accurately and on time. All core faculty members are expected to contribute to accreditation activities as needed and as assigned, in support of the Program's continuous compliance.

It is the responsibility of the Program Director to be thoroughly familiar with CAPTE policies and requirements. These duties include responding to all directives from the Commission, notifying CAPTE of any substantive changes to the program, completing all accreditation reports, and supplying data on program performance metrics such as graduation rates, licensure pass rates, and employment rates. Substantive changes that must be reported include modifications in program leadership, shifts in the administrative structure, significant decreases in available resources (e.g., faculty, staff, space, equipment, or funding), changes in class size, major curricular revisions, or plans to establish program expansion. The Program Director must also notify CAPTE immediately of any actual or threatened changes to official accreditation status or the university's legal authority to offer postsecondary education.

In the event CAPTE identifies a compliance issue, the Program Director is responsible for coordinating the Program's efforts to return to full compliance within the timeframe founded by the Commission. If any action is required to bring the Program back into compliance, the Program Director will consult with the Dean and, when appropriate, engage other university personnel to develop and implement a corrective plan of action.

Formal Assessment

Assessment activities for the FAMU Doctor of Physical Therapy (DPT) Program are conducted in alignment with university-wide processes coordinated through the Office of University Assessment.

The Program Director oversees all annual assessment processes specific to the DPT Program and is supported by the Program's Assessment and Outcomes Committee, which provides analysis, interpretation, and recommendations based on program data.

SECTION 3: FACULTY POLICIES

Reporting Structure

All core and associated faculty within the Florida A&M University Doctor of Physical Therapy (DPT) Program report directly to the Program Director for matters related to teaching, research, service, and administrative functions, in alignment with CAPTE Standards 4A and 4H.

Faculty Classifications

Faculty within the Florida A&M University (FAMU) Doctor of Physical Therapy (DPT) Program are designated as either Core Faculty or Associated (Adjunct) Faculty, consistent with definitions founded by the Commission on Accreditation in Physical Therapy Education (CAPTE Standard 4A).

Core Faculty

1. Core faculty must meet CAPTE's criteria for contributing substantially to the program's mission and operations.
2. To be designated as core faculty within the FAMU DPT Program, individuals must fulfill one or more of the following responsibilities:
 - Provide substantive, direct instruction and mentorship to DPT students;
 - Engage in research or scholarly activity that benefits the DPT program and/or the School of Allied Health Sciences;
 - Participate in administrative roles that support student development as entry-level physical therapists;
 - Contribute to program governance through service in areas such as curriculum development, admissions, student progression, professional standards, and retention initiatives.
3. Core faculty may be physical therapists or non-physical therapists, but must actively contribute to the academic, clinical, or administrative functions of the program as outlined above.
4. Core faculty positions may be tenure-track or non-tenure track and must align with university-approved faculty classifications.

- Tenure-eligible faculty may hold ranks within the “regular” or “special” title series.
- Non-tenure-track faculty may be appointed to “clinical,” “research,” or other university-approved roles.
- Faculty with academic or research doctoral degrees (e.g., PhD, EdD) are typically appointed to tenure-track positions, while those with clinical doctoral degrees (e.g., DPT) may be appointed to clinical-track or teaching-focused roles based on their qualifications and scholarly contributions.

Associated (Adjunct) Faculty

Associated faculty are individuals who contribute to the DPT Program on a part-time, adjunct, or specialized basis. These may include clinical instructors, guest lecturers, researchers, or interprofessional collaborators who support the program’s instructional or clinical education needs but do not meet the full criteria for core faculty designation under CAPTE standards.

Faculty Responsibilities

Faculty within the Florida A&M University (FAMU) Doctor of Physical Therapy (DPT) Program are expected to fulfill responsibilities aligned with their Assignment of Responsibility (AOR). All faculty, regardless of classification (core or associated), appointment type (tenure-track or non-tenure track), or academic rank, must possess and maintain contemporary expertise in their instructional areas through continued professional development, including research, continuing education, clinical practice, and professional service (CAPTE Standards 4A and 4D). Core faculty hold primary responsibility for establishing and upholding the academic and professional standards of the DPT Program. This includes active participation in curriculum design, implementation, and ongoing review. Faculty are required to attend the annual DPT Program retreat, which serves as a strategic venue for curriculum assessment, program evaluation, and planning.

The Program Director assigns a faculty member(s) to serve as the lead Professor for each course. The assigned Professor is responsible for the overall coordination and execution of course-related duties. These include:

- Developing the course syllabus and detailed schedule of activities;
- Reviewing and updating course content in alignment with current clinical practice, literature, and curriculum committee guidance;
- Selecting and distributing appropriate supplementary materials and securing copyright permissions;
- Scheduling inquiry seminars, integrating audiovisual content, and inviting guest speakers to enhance student engagement;
- Ensuring resource materials are available through the university library;
- Confirming and reserving instructional spaces and alternative venues as needed;
- Coordinating final examination logistics, including room reservations and exam schedules;
- Designing and revising assessment instruments (quizzes, exams, and assignments) to align with course objectives;
- Collaborating with the Testing Center (as needed) for exam administration and analysis;
- Assigning final grades and submitting them in accordance with University and Program deadlines;
- Serving as a content expert for faculty and students on course competencies; and

- Completing the DPT Curriculum Assessment Form at the conclusion of the course and submitting it to the Curriculum Committee for documentation and future course development.

Core faculty, excluding the Program Director, are required to advise students. Advising includes regular consultation with students facing academic or professional challenges, midterm check-ins during full-time clinical experiences, and participation in the electronic and in-person annual progress reviews.

Faculty must also contribute to the professional and formal community through service (CAPTE Standard 4C) and demonstrate scholarly engagement (CAPTE Standard 4B). Participation in student research capstone mentorship is expected, averaging one student group per cohort annually. Additionally, faculty may be called upon to support co-curricular interprofessional education (IPE) initiatives.

Faculty are also responsible for participating in student professional conduct reviews coordinated by the Student Progression Committee. When engaged in decisions regarding student performance, progression, or professionalism, faculty must act with objectivity and justice, safeguarding student privacy and recusing themselves from deliberations when conflicts of interest exist. All deliberations must maintain confidentiality and involve only essential personnel.

Administrative Job Descriptions

Program Director

The Program Director of the Doctor of Physical Therapy (DPT) Program at Florida A&M University (FAMU) is a licensed physical therapist who holds an academic doctoral degree in a related field and possesses a minimum of three years of clinical experience. The Program Director is charged with the overall leadership, strategic planning, and administration of the DPT Program and is accountable for the quality and effectiveness of the program both within the University and externally. This includes defining divisional goals aligned with the School of Allied Health Sciences, ensuring compliance with accreditation standards, and evaluating all personnel per the UFF Collective Bargaining Agreement. The Program Director oversees the recruitment, development, and performance of faculty and staff, establishes and supports advisory committees, and promotes a collaborative and wide-ranging academic environment.

In the realm of academics, the Program Director is responsible for the development, evaluation, and continuous improvement of the curriculum and clinical education experiences. They serve as a liaison to accrediting bodies, clinical affiliates, and funding agencies, and promote faculty professional development. The Director ensures justifiable and transparent admissions processes, serves as a student activist when necessary, and safeguards the rights of both students and faculty. They also lead efforts in research development and review of divisional grant proposals, while fostering a culture of inquiry that aligns with the health professional training mission of the institution. Reporting directly to the Dean of the School of Allied Health Sciences, the Program Director participates in official governance and university-wide initiatives. Although the Director is not part of the bargaining unit, teaching responsibilities may include up to two-thirds of a full-time teaching load in any academic year, reflecting a balanced commitment to instruction, leadership, and service.

Director of Clinical Education

The Director of Clinical Education (DCE) for the FAMU DPT Program is a licensed physical therapist and core faculty member who possesses a DPT or terminal academic degree (e.g., Ph.D., Ed.D.) and demonstrates extensive experience in clinical education and contemporary physical therapy practice. The DCE must exhibit strong organizational, interpersonal, problem-solving, and communication skills and is expected to operate with responsiveness, timeliness, and professionalism. The DCE is charged with advancing the quality of clinical instruction by fostering credentialing among Clinical Instructors (CIs), maintaining effective partnerships with clinical sites, and ensuring clinical faculty are well-equipped to meet the diverse learning needs of students.

Reporting to the Program Director, the DCE is responsible for the development, coordination, implementation, evaluation, and oversight of all clinical education components within the DPT curriculum. This includes serving as the faculty of record for all clinical education courses and maintaining complete knowledge of physical therapy education, the clinical community, and the healthcare delivery system. The DCE maintains and evaluates clinical site agreements, ensures alignment with program goals, communicates expectations and course objectives to clinical partners, and facilitates ongoing assessment of clinical education outcomes. The DCE manages information dissemination through appropriate web access and direct communication to students, clinical faculty, and stakeholders regarding policies, placements, performance expectations, and student-specific needs. The DCE also oversees the use of online systems such as the Web CPI to evaluate student performance and is responsible for assigning final grades for clinical courses.

Furthermore, the DCE provides feedback on clinical site quality through surveys and assessments from students, alumni, and faculty. They ensure all legal and academic requirements for affiliation agreements are upheld, including maintaining accurate and current documentation and records of communication. The DCE may also facilitate credentialing workshops for CIs and provide mentorship or supervision within clinical laboratories as appropriate. In all responsibilities, the DCE is expected to uphold the professional and ethical standards of the University and the physical therapy profession while working collaboratively with the broader academic, clinical, and administrative teams to support student success.

Administrative Assistant

The Administrative Assistant for the Division of Physical Therapy provides complete secretarial and administrative support to the Program Director and faculty. Reporting directly to the Program Director within the School of Allied Health Sciences, the Administrative Assistant is a key member of the DPT administrative team, ensuring the smooth and professional operation of daily activities within the program.

Essential responsibilities include performing clerical functions such as composing, editing, and transcribing correspondence; scheduling appointments; maintaining records; and handling inquiries with professionalism and discretion. The Administrative Assistant greets visitors and manages communications with proper etiquette and courtesy, ensuring that information is appropriately routed. This role includes distributing departmental mail and materials, scheduling and attending meetings, transcribing minutes, preparing reports, and making travel arrangements for faculty. The Administrative Assistant maintains organized workspaces, supports special projects as assigned by the Program Director, and exercises independent judgment in prioritizing tasks and managing office workflow. The Administrative Assistant is evaluated annually by the Program Director.

Workload and Assignment of Responsibility

Assignment of Responsibility (AOR) for faculty in the FAMU Doctor of Physical Therapy Program is determined by the Program Director, in consultation with the Office of the Dean, per the terms outlined in the UFF Collective Bargaining Agreement. Assignments are made with consideration to faculty expertise, rank, academic track, and the instructional and administrative needs of the program.

While efforts are made to align workload expectations with national disciplinary norms in physical therapy education, as reported in CAPTE's annual aggregate program data report, exact equivalency is not guaranteed. Faculty members have the opportunity to provide input into their assigned responsibilities, and all assignments are reviewed for alignment with the mission and operational goals of the Program.

Faculty are expected to maintain active involvement in teaching, research/scholarship, and service, as appropriate to their role:

- Tenure-track (Regular Title Series) Faculty (Pre-Tenure): Typical assignment includes 20–40% research/scholarship, 60–80% teaching, and 5–10% service annually.
- Tenured Faculty (Post-Tenure): Should actively pursue sponsored research. Without external funding, research effort is generally 10–15%. Any effort beyond this range must be justified by measurable scholarly outcomes and approved by the Program Director and Dean.
- Special Title Faculty: Assignment may vary widely and include more substantial responsibilities in administration or teaching, depending on the scope of the appointment.
- Non-Tenure Track Faculty (Clinical or Research Title Series):
 - Clinical faculty may include clinical practice as part of their assigned responsibilities, but this is not universally required.
 - Research faculty primarily focus on research-related activities, with limited teaching or service responsibilities when assigned.

Regardless of appointment type or title series, all core faculty must maintain an allocation of effort for scholarly activity in order to meet CAPTE Standard 4B. This assignment typically ranges between 5–15%, depending on program needs, faculty role, and agreed-upon scholarly metrics.

Faculty with administrative responsibilities, such as the Program Director and Director of Clinical Education (DCE), are assigned formal administrative effort consistent with the duties outlined in CAPTE Standards 4G–4J. These roles require appropriate workload recognition to support compliance with accreditation expectations and program operations.

Given the complexity of managing a professional doctoral program (CAPTE Standard 3C), the assignment of teaching workload also considers factors such as the nature of the faculty's role in a course, the level of preparation required, grading demands, travel for clinical or lab-based instruction, and curriculum design responsibilities. All workload assignments are reviewed annually and revised as needed to ensure appropriate balance across teaching, scholarship, service, and administration.

Assignment of Courses & Teaching

Core Faculty

Course assignments for core faculty in the FAMU Doctor of Physical Therapy Program are made each semester by the Program Director in alignment with college procedure. These assignments are based on complete programmatic needs and the contemporary expertise of each faculty member, as required by CAPTE standards. Final approval of all teaching assignments rests with the Dean of the School of Allied Health Sciences. While changes to course assignments may occur, faculty are typically provided with a minimum of eight weeks' notice prior to the start of the affected semester. Volunteer teaching in other departments or programs does not automatically result in an adjustment to a faculty member's Assignment of Responsibility (AOR).

Associated Faculty

Associated faculty, such as lab assistants and guest lecturers, are assigned to DPT courses based on identified program needs, the instructional workload of core faculty, budget constraints, and the specialized expertise of the associated faculty. Involvement in any course must be requested by the core faculty and approved by the Program Director, who considers CAPTE accreditation standards and available resources. Core faculty must meet semester-specific deadlines to request associate faculty support, and all approvals are subject to administrative discretion and availability. Once approved, course-related requests will be coordinated by designated staff, and core faculty are expected to direct all communications regarding these requests through the Program Director.

Orientation of New Faculty

All newly hired faculty members within the FAMU DPT Program are required to attend the University's New Faculty Orientation, where they receive essential information regarding university-wide policies, procedures, employee benefits, and available resources. In addition to this formal onboarding, the FAMU DPT Program provides a structured program-level orientation that introduces new hires to the specific policies, procedures, academic expectations, and operational functions of the program.

To support successful integration, each new faculty member is assigned a faculty mentor by the Program Director. The Program Director and mentor are responsible for reviewing the DPT Program's policies and procedures, outlining core faculty responsibilities, and providing the Faculty Handbook and orientation materials. During the first month of employment, the new faculty member will have the opportunity to "shadow" their assigned mentor to observe classroom, lab, and advising activities. The mentor serves as an ongoing resource and advisor, helping the new faculty member transition into full teaching and service responsibilities within the program.

Student Advisement by Faculty

Upon matriculation into the DPT Program at Florida A&M University, each student is assigned a core faculty member to serve as their academic and professional advisor. This faculty advisor provides guidance and mentorship throughout the student's progression in the program, offering support related to coursework, professional behavior, and career planning. Students are strongly encouraged to meet with their assigned advisor at least once per academic term to discuss their performance and address any concerns. In addition, faculty advisors conduct a formal annual evaluation of their advisees during the late summer or early fall to assess academic progress and

alignment with program expectations. These evaluations include the development and review of individualized goals, academic and professional, for first- and second-year students, and culminate with five-year professional development planning for graduating third-year students.

Program Fiscal Management

All fiscal matters for the FAMU DPT Program are managed under the direct oversight of the Program Director. Faculty must obtain written approval from the Program Director before initiating any purchases or expenditures related to equipment, materials, supplies, or special projects. This includes, but is not limited to, instructional needs, laboratory enhancements, and research-related resources. Requests must be submitted in writing and include a clear justification detailing the associated course or research activity. The Program Director will review all submissions and consult with the SOAHS budget office as needed, especially for items that fall outside the allocated budget. Upon approval, the Program Director will communicate directly with the designated administrative staff to facilitate the purchase.

To ensure timely processing, equipment and supply requests should be made before the semester in which the items are required. Delayed or incomplete requests may result in denial or inability to fulfill the request in time. Funding for consumable items or equipment in research laboratories is not guaranteed, and items should ideally serve a dual purpose, such as applying to instructional and research use. Faculty engaged in research are expected to seek external funding for laboratory needs. Exceptions to the pre-approval requirement include general office supplies, clinical education site visits, and expenditures from non-recurring funding sources such as grants, contracts, or start-up allocations.

Requests for professional development funding must also be submitted to the Program Director, who will review and consult the SOAHS budget office before rendering a decision. While the Program Director provides recommendations and oversight, final approval may be subject to college-level budgetary constraints or administrative decisions. At no time should faculty initiate travel arrangements or expense submissions without prior written approval from the Program Director.

Confidentiality of Records/Privacy Statement

Florida A&M University is committed to safeguarding the privacy, security, and confidentiality of personal information and records, including those of employees, in compliance with applicable federal and state laws. Faculty are expected to adhere to University policies regarding data privacy and the protection of confidential records, and to promptly report any suspected security or privacy incidents. The University's Privacy Policy can be found at: <https://www.famu.edu/privacy-policy.php>.

For additional information, contact the Office of Compliance and Ethics.

SECTION 4: COMPLAINTS

Complaint Reporting

All complaints, whether related to students, faculty, clinical activities, or any other program-related issue, should be directed to the Program. If a complaint is initially presented to an individual faculty member, that faculty member should inform the Program Director of the issue, regardless of their involvement in trying to resolve it. The Program Director will determine whether the complaint can be addressed informally or if formal intervention is necessary. If

formal action is warranted, the Program Director will handle the matter directly. When appropriate, the Program Director may consult with representatives from the Dean's Office or University Legal Counsel, depending on the nature of the complaint and the parties involved (e.g., student vs. faculty). The Program Director or a designated representative will maintain a confidential and secure record of the complaint, including its nature and any actions taken to resolve it.

Due Process

The Doctor of Physical Therapy Program at Florida A&M University ensures that faculty and staff are granted due process in all matters related to grievances. The program is committed to promoting an academic environment where mutual respect, open communication, safety, and confidentiality are maintained throughout the grievance process. The University supports open communication and encourages informal resolution of disputes between faculty, staff, and administration whenever possible, prior to initiating a formal grievance. Article 20 of the Collective Bargaining Agreement outlines the exclusive procedure for resolving grievances related to the interpretation or application of contract terms.

A grievance must be filed in writing within 30 days of the alleged incident, using official forms and following a three-step process:

Step 1: Meeting with the Program Director

Step 2: Review by the President or designee

Step 3: Arbitration (if unresolved)

Employees may represent themselves, be represented by legal counsel, or by the United Faculty of Florida (UFF). If self-represented, the UFF will be notified and may observe proceedings. Grievance forms may be submitted via mail, fax, or other acceptable delivery methods (email is not acceptable).

Arbitrators are jointly selected from a standing panel, and their authority is limited to interpreting the agreement without modifying its terms. Arbitration decisions are final and binding, with limited rights to judicial appeal. No grievance shall impede administrative actions, nor shall retaliation be tolerated against any participants in the process. Grievance records are kept separate from personnel files. A grievance is considered withdrawn if inactive for 90 days. An expedited grievance procedure applies to alleged conflicts of interest and follows accelerated timelines for resolution. Faculty are expected to use sound professional judgment to help achieve the best outcome for students while honoring procedural justice.

Whenever possible, concerns between students and faculty should be resolved informally through direct communication before initiating a formal grievance. Program-related complaints that are not confidential may be discussed at regularly scheduled monthly faculty meetings to encourage resolution and program improvement. If informal resolution efforts are unsuccessful, students may initiate a formal grievance per university-level grievance policies, including those outlined by the FAMU Office of the Ombuds and the School of Allied Health Sciences.

Complaints Outside of Due Process:

When a complaint is received that falls outside of proven due process, the Program Director will review the concern in consultation with appropriate personnel within the department, such as the Director of Clinical Education or the collective core faculty of the DPT program. Regardless, all complaints will be securely maintained in an electronic file by the Program Director.

Upon receipt, the Program Director will respond to complaints verbally, electronically, or in writing within five (5) business days whenever possible. All actions taken in response to complaints are documented using a formal Complaint Form. If additional follow-up is necessary, the Program Director may refer the matter to the School of Allied Health Sciences Director of Student Affairs and/or the Dean for further resolution. Copies of all written or electronic responses are maintained on file in the Program Director's office. The Program Director approaches each complaint with responsive listening skills and a caring attitude to ensure complainants feel heard and their concerns are addressed effectively.

Complaints should be submitted in writing and include detailed information about the incident, the individuals involved, the date of the occurrence, and at least one suggestion on how the situation might have been handled differently or satisfactorily. Complaints can be mailed or emailed to the following:

Director of the Physical Therapy Division
Florida A&M University
334 Palmer Avenue
Lewis-Beck Building
Tallahassee, Florida 32307

Email: tracy.thomas@famuedu

Prevention of Retaliation

The FAMU Doctor of Physical Therapy (DPT) Program strictly prohibits any form of retaliation against individuals who file complaints or participate in investigations. Retaliatory actions by faculty or staff violate the University's Ethical Principles and Code of Conduct as well as policies enforced by the Office of Institutional Equity and Equal Opportunity, and may result in disciplinary or corrective action by the University. Likewise, retaliation by DPT students toward any complainant is considered a violation of the program's professional standards and will be addressed through proven professional conduct violation procedures within the DPT Program.

SECTION 5: PROGRAM POLICIES AND COMMUNICATION

Admission Policy and Procedures

The Florida A&M University (FAMU) Doctor of Physical Therapy (DPT) Program admits students through a holistic and competitive process that evaluates academic achievement, professional readiness, and alignment with the mission of the program. Selection criteria include cumulative undergraduate GPA, science & math GPA, academic performance in prerequisite coursework, official GRE scores submitted via the Educational Testing Service (ETS), documented physical therapy observation or volunteer hours, completed applications through both the Physical Therapist Centralized Application Service (PTCAS) and the FAMU School of Graduate Studies and Research, and strong letters of recommendation.

The FAMU DPT Program participates in PTCAS each admissions cycle, with the application window typically open from July to April 15. PTCAS also serves as a key recruitment platform. Additional recruitment efforts are supported through collaborative outreach by the DPT Program, the School of Allied Health Sciences (SOAHS), and the University, including on-campus previews, virtual info sessions, and targeted recruitment events.

The size of the incoming cohort is determined based on faculty capacity and accreditation guidelines. Currently, the Program is committed to enrolling and supporting a cohort of 24 full-time DPT scholars each academic year, with a strong emphasis on academic excellence, service, and leadership potential.

Textbook Adoption

The Curriculum Committee of the FAMU DPT Program, with input from faculty, is responsible for overseeing the designation and acquisition of required and recommended textbooks. Each Course Leader must submit a list of required and recommended texts for their respective course(s) to the Curriculum Committee. The Committee will then present a consolidated list during regularly scheduled faculty meetings, where all faculty may provide input and make suggestions regarding textbook selection. However, the final decision on textbook adoption rests with the designated Course Leader for each course.

The Curriculum Committee is also responsible for compiling the official list of required and recommended texts and submitting it to the campus bookstore in compliance with the University's Textbook Adoption & Affordability Policy. This process ensures timely compliance with Florida Statutes, Board of Governors Regulations, and FAMU Board of Trustees policies. The Committee will also provide the finalized textbook list to students during orientation. The list should indicate textbooks used across multiple courses to reduce redundancy and enhance affordability. Selected textbooks serve as key references for the development of instructional materials, test questions, and clinical case scenarios.

Technology in the Classroom

The integration of technology in the classroom and laboratory settings at Florida A&M University's Doctor of Physical Therapy (DPT) Program is intended to enhance teaching, foster engagement, and promote academic excellence. However, misuse of technology that disrupts the learning environment, facilitates academic dishonesty, or supports illegal activity (e.g., copyright infringement) is strictly prohibited. Faculty and students are expected to uphold professional standards consistent with the program's mission and values.

To ensure technology use remains constructive and conducive to learning, the following guidelines shall be observed in all DPT academic and lab settings:

- **Permitted Use with Instructor Approval:** Students may use handheld electronic devices, mobile computing technology (e.g., iPads, laptops), and cell phones only when explicitly permitted by the course instructor. Mobile technologies are allowed when necessary to support classroom discussions, access academic resources, or when required as part of instructional delivery.
- **Requests for Non-Instructional Use:** Students must request instructor permission before class begins if they wish to use devices for non-instructional purposes (e.g., texting, answering calls, or social media use). If granted, devices must remain in silent mode, and the student must step out of the classroom to engage with the technology.
- **Laptops and Tablets for Academic Use Only:** The use of laptops, iPads, or other mobile computing devices is a benefit, not a right. Devices are to be used solely for notetaking, academic reference, and course-related tasks. Any use of technology for personal communication (e.g., texting, checking email, or browsing social media) without permission may result in the student being asked to cease device use for the remainder of the class session.

- **Audio/Video Recording:** Students must obtain written permission from the instructor before using any audio or video recording devices during lectures or labs. Approved recordings may be shared only with classmates within the DPT program and must not be posted, distributed, or shared outside of the division. Further consent is required from anyone identifiable in any shared recordings.
- **Social Media Restrictions:** Students are strictly prohibited from posting any class-related materials, media, or content to social networking platforms (e.g., Facebook, Instagram, YouTube, TikTok) or file-sharing services without explicit written permission from the instructor. Any digital media that contains the likeness, voice, or image of another individual requires written consent before any form of sharing or dissemination.
- **ADA Accommodations:** Students with official documentation from the FAMU Center for Disability Access and Resources (CeDAR) authorizing the use of assistive technology will be allowed to use such technology per their documented accommodation plan.
- All DPT faculty are encouraged to include this technology policy within course syllabi.
- Students are responsible for reviewing and adhering to this policy as outlined in the FAMU DPT Student Handbook.

Violations of this policy will be addressed as follows:

1. **First Violation:** The student will receive a written warning from the course instructor.
2. **Second Violation:** The student will receive a written warning from the Program Director and may be placed on probation for technology use.
3. **Third Violation:** The student will lose the opportunity to use mobile/computing devices in class for one calendar year and may be subject to additional disciplinary actions consistent with the DPT Program's professional behavior policy.

Responsible Use of Social Media

The FAMU Doctor of Physical Therapy Program expects all students to demonstrate professionalism and integrity in both academic and public forums, including all forms of social media. As future health care professionals, students must be mindful of their digital footprint and the impact of their online presence on the reputation of the program, university, and profession. Social media should be used responsibly and in a way that upholds the standards of conduct outlined in the FAMU DPT Student Handbook and the APTA Code of Ethics.

Students shall not:

1. Post questionable or unprofessional content about themselves, their student role, classmates, the DPT Program, faculty, clinical sites, or the university. When in doubt—don't post. Content shared today can have long-term consequences for academic standing, clinical placements, licensure, and employment.
2. Post, share, or disclose any patient-related information in any form, even if identifiers are removed. This includes photos, stories, and discussions related to clinical education experiences. Such postings are serious violations of HIPAA regulations and professional ethics.
3. Share or discuss information about other students, faculty, or clinical partners that may be interpreted as abusive, harassing, discriminatory, or otherwise inappropriate, whether through direct statements, images, videos, or reposts.
4. Post media or intellectual property (e.g., lecture recordings, faculty presentations, classroom materials, videos, or photos taken in labs or clinical settings) without written permission from the person(s) depicted and the original content creator. This applies to

all platforms, including but not limited to Facebook, Instagram, TikTok, Twitter (X), LinkedIn, YouTube, and personal blogs or websites.

5. Represent personal opinions as official positions of the FAMU DPT Program, the School of Allied Health Sciences, clinical partners, or the university. Students should avoid implying formal or clinical site endorsement of their views, particularly in public or professional forums.

Violation of this policy may result in disciplinary action, including, but not limited to, a written warning, loss of opportunities, placement on professional probation, or dismissal from the program, depending on the nature and severity of the offense.

Professional Conduct

All faculty and students of the FAMU Doctor of Physical Therapy (DPT) Program are expected to uphold the highest standards of professional conduct, ethical practice, and patient-centered care. These expectations are aligned with the American Physical Therapy Association (APTA) Standards of Practice and Code of Ethics. All DPT students are required to maintain active student membership in the APTA throughout the program. Orientation to the APTA's Code of Ethics and associated professional standards is embedded in the Professional Development course series. Program faculty are likewise encouraged to model professional engagement through participation in APTA-sponsored activities, continuing education, and leadership opportunities.

Client Confidentiality

Faculty and students must adhere to the APTA Guide for Professional Conduct and Code of Ethics to ensure that the dignity, privacy, and rights of all individuals encountered in clinical and academic settings are respected and preserved. No personal or health information may be disclosed without proper consent. Clients or patients involved in any educational experiences must sign a Consent to Participate form before any intervention or examination involving students or faculty. These forms are maintained securely within the Division of Physical Therapy's administrative office.

Informed Consent

DPT faculty and students representing the program are responsible for providing appropriate explanations and securing informed consent before initiating any physical therapy interventions in academic or clinical settings. Consent includes verbal and written permission, and all individuals serving as clients or simulated patients must sign the Informed Consent to Participate form. These signed forms are securely filed and retained by the Program.

Protection of Modesty and Dignity

The Program is committed to protecting the physical and emotional safety of all individuals during laboratory and clinical education activities. Interventions and instruction may require physical examination and disrobing for educational purposes. Students are informed of this requirement upon entry into the Program and are required to sign a Student Informed Consent form that acknowledges this expectation. Faculty and students are expected to maintain professional decorum, be culturally sensitive, and respect modesty at all times. This includes ensuring privacy during lab activities and being responsive to concerns related to gender, culture, religion, and ethnicity.

Policy Statement on Nondiscrimination

The FAMU Doctor of Physical Therapy (DPT) Program upholds the University's commitment to creating a learning and working environment that is free from discernment and harassment. In alignment with Florida Agricultural and Mechanical University (FAMU) policy and applicable state and federal laws, no individual shall be omitted from participation in, denied the benefits of, or subjected to discernment in any educational program or activity based on ethnic group, color, religion, national origin, age, disability, sex, marital status, veteran status, or any other characteristic protected under the law.

This policy applies to all students, faculty, staff, applicants for admission or employment, clinical partners, and campus visitors. The DPT Program is committed to justifiable treatment and full participation of all individuals, and any concerns related to potential violations should be reported per proven University protocols.

Policy on Sexual Harassment

Sexual harassment is strictly prohibited and constitutes a form of discernment that violates both University policy and federal law. The FAMU DPT Program promotes a respectful environment where individuals are encouraged to express concerns freely and responsibly, without fear of retaliation. Retaliation—including acts of reprisal, intimidation, or adverse action—against any student, faculty, or employee for reporting or participating in the investigation of sexual harassment will result in appropriate disciplinary action.

Sexual harassment includes but is not limited to:

1. Unwelcome sexual advances, requests for sexual kindnesses, or other verbal or physical conduct of a sexual nature when:
 - Submission is made a condition of academic or employment decisions;
 - Submission to or rejection of such conduct influences academic or employment decisions; or
 - Such conduct unreasonably interferes with academic or work performance, or creates a hostile, intimidating, or offensive environment.

Sexual harassment may occur in situations involving unequal power relationships—such as faculty-student or supervisor-employee—as well as among individuals of equal status, including student-student or faculty-faculty interactions.

All members of the DPT Program are expected to complete University-provided training on Title IX and sexual harassment prevention. Complaints related to sexual harassment should be reported to the FAMU Title IX Office or the Office of Equal Opportunity Programs, and will be handled in accordance with University policies and procedures to ensure justice, confidentiality, and compliance.

Inventory Control and Equipment

The Program Director of the FAMU Doctor of Physical Therapy Program is responsible for the approval and oversight of all equipment and supply requisitions. All purchases, whether for educational, clinical, or research purposes, must receive prior written approval from the Program Director before submission to the School of Allied Health Sciences Dean's Office for final processing.

Faculty requests for therapeutic equipment (e.g., modalities, simulation tools, or rehabilitation devices) should be submitted annually during the Program's planning cycle. Requests must include justification for use, relevance to curriculum, and suggested vendors if applicable. The Program Director will review these requests and make recommendations regarding item selection and purchase source before forwarding them to the Dean for consideration.

Routine therapeutic supplies needed for lab activities, classroom instruction, or clinical simulations may be requested on an ongoing basis. These requests should be submitted to the Program Director, who will assess immediate need, funding availability, and alignment with instructional goals before coordinating with the Dean's Office for approval.

The Inventory Control and Equipment Maintenance assigned faculty designee, appointed by the Program Director, will manage inventory control and ensure accurate documentation of all therapeutic and educational equipment and supplies. This individual will also be responsible for maintaining the organization, cleanliness, and safety of all lab spaces.

All electrical equipment and therapeutic devices used in the program's instructional labs shall be calibrated annually to ensure accuracy and safe operation. The designee will coordinate service and maintenance schedules with approved vendors and report any damaged or outdated equipment directly to the Program Director for prompt action.

Emergency & Safety Training and Procedures

All faculty and students are required to maintain current certification in CPR, basic emergency response, and bloodborne pathogens/HIV training, updated annually or per local and clinical site regulations. Completion of a physical examination and a TB screening (or chest x-ray for individuals with a history of positive TB skin tests) is required before clinical placement. Additionally, students will be oriented by the anatomy faculty on specific safety procedures and protocols associated with cadaver dissection and lab activities before participation in the anatomy course. This includes the use of personal protective equipment (PPE), chemical exposure precautions, and proper handling of human anatomical material.

Students enrolled in the FAMU Doctor of Physical Therapy Program shall be informed of potential health and safety risks during the initial general program orientation. This includes—but is not limited to—policies related to access to emergency services, universal precautions for infection control, and awareness of hazards associated with the use of specific therapeutic equipment and techniques. Course instructors will reinforce safety protocols relevant to individual content areas, with emphasis on equipment handling, ergonomics, and patient care precautions.

Before beginning each clinical education assignment, students shall undergo site-specific orientation by the clinical education staff at the assigned facility. This orientation will include a detailed review of the site's emergency protocols, safety procedures, infection control standards, and hazard communication policies. Documentation verifying completion of this orientation will be maintained in the student's program file by the Director of Clinical Education (DCE).

Storage and Use of Hazardous Materials and Equipment

The storage, handling, and disposal of hazardous materials and therapeutic equipment used in educational and clinical laboratories must comply with university, state, and federal safety regulations. Safety guidelines and signage governing proper usage and storage will be posted and

reviewed regularly with students and faculty. Course leaders and lab instructors are responsible for ensuring that all individuals understand and follow these protocols.

Personnel Attendance

Faculty and staff within the FAMU Doctor of Physical Therapy (DPT) Program are expected to adhere to the attendance policies and procedures as outlined in the Florida A&M University Faculty Handbook and applicable University Human Resources guidelines.

All requests for planned time off must be submitted in writing to the Program Director at least one week in advance of the requested date. Requests should include the reason for the absence, dates of leave, and any arrangements made to ensure coverage of teaching or service responsibilities.

Approval of time off is at the discretion of the Program Director and will be based on the overall needs of the Program, including instructional schedules, committee assignments, administrative responsibilities, and activities within the School of Allied Health Sciences (SOAHS). Time off requests during examination periods, student orientation, or scheduled faculty training and development weeks will only be considered under extenuating circumstances, and require detailed justification.

Faculty Communications

Within the FAMU Doctor of Physical Therapy (DPT) Program, the Program Director serves as the primary liaison between the Program and the SOAHS Executive Committee, as well as other formal and professional bodies. Any new information regarding changes in policies, procedures, or responsibilities received through these affiliations will be shared with faculty at the discretion of the Program Director, typically during faculty meetings or via faculty email. Significant updates will be documented in designated handbooks when applicable. The Program Director is responsible for ensuring that DPT faculty and students are kept informed of all pertinent Program and University updates. Communication is delivered through required meetings, email, or other determined channels. The Director of Clinical Education (DCE) is tasked with all communications related to clinical internships.

Communications to Students

Faculty play a vital role in communicating with students and are expected to formally review student performance annually, provide results, and remain available for follow-up discussions upon request. The Program Director is responsible for informing students of any new or revised policies, regulations, or procedures. Students are encouraged to schedule meetings with the Program Director to address any programmatic concerns or feedback. Additionally, GPTA meets at least once per semester with the Program Director and available core faculty to discuss topics related to their educational experience. These concerns may be elevated to the full faculty during subsequent meetings depending on their relevance or urgency. All official email communications with students are conducted via their official FAMU email accounts.

Employee Grievances

The FAMU DPT Program upholds the principle that most employee concerns can and should be resolved through open communication and collaborative dialogue before resorting to formal grievance procedures. Both the University and its employees are encouraged to work toward informal resolutions whenever possible, thereby maintaining a collegial and productive work environment.

Faculty and staff are urged to engage in proactive communication with administrators to address concerns early. At each step in the grievance process, participants are encouraged to explore appropriate methods of conflict resolution, including mediation or facilitated discussion, when applicable.

If informal resolution is not achieved, a formal grievance may be initiated by submitting a written grievance to the Program Director.

SECTION 6: EVALUATIONS

Evaluation of Student Performance

1. Student performance in each course is evaluated by the faculty members assigned to teach the course, as detailed in the course syllabus.
2. For all clinical skill laboratory courses, students must achieve a minimum of 80% proficiency on lab exams to progress in the course and the overall curriculum.
3. Faculty apply grading practices fairly and equitably, following the guidelines specified in each course syllabus.
4. When course examinations or assignments are graded without a rubric, instructors have the academic freedom to determine student performance based on their professional expertise, ensuring decisions are free from prejudice, arbitrariness, or capriciousness.
5. Student performance in clinical education courses is assessed and determined by the Director of Clinical Education, according to the course syllabus and the Clinical Education Handbook.

Course Evaluation by Students

1. Each faculty member serving as the instructor of record for a course is evaluated by all students enrolled in that course within a prescribed timeline.
2. Course evaluations are distributed electronically to students by the appropriate university office before the final examination period.
3. The results of course evaluations are provided by the University Testing Assessment office for purposes such as faculty advancement and are electronically distributed to each faculty member during the subsequent semester.
 - a. The Program Director reviews the course evaluation with the faculty.
 - b. Course evaluations typically contribute to faculty annual performance reviews, tenure and promotion decisions, and may be considered for other university awards.

Annual Faculty Evaluations

Annual faculty performance reviews within the FAMU Doctor of Physical Therapy (DPT) Program are conducted annually per the regulations proven by the School of Allied Health Sciences and the timeline set forth by the University. The Program Director is responsible for conducting these evaluations. All faculty members, including those with designations such as instructors, assistant professors, associate professors, full professors, adjuncts, visiting, clinical, or research faculty, are required to undergo an annual evaluation. A more complete review is mandated in the third year of employment. These evaluations are also governed by the terms of the Collective Bargaining Agreement for applicable faculty employees.

The primary purpose of the faculty evaluation is to assess and communicate the scope and quality of each faculty member's performance of assigned responsibilities. This includes

teaching effectiveness, contributions to research or scholarly work, development of innovative teaching strategies, service to the university and profession, and other forms of academic productivity. Evaluations must not infringe upon academic freedom or constitutional rights, and faculty shall not be penalized for exercising such freedoms. However, faculty are expected to uphold the responsibilities associated with the academic profession both within and outside the university.

The evaluation process considers assigned duties and the nature of faculty assignments. For teaching-related duties, effectiveness is measured against the approved objectives outlined in the course syllabi at the start of each term. Evaluations are used in decisions regarding tenure, promotion, salary adjustments, and retention.

The Program Director collects evaluation data and maintains the official personnel file for each faculty member. These records are confidential and can only be accessed by the evaluated faculty member, authorized university officials, or through a legal order. Faculty are evaluated using the approved "Florida A&M University Faculty Evaluation Form," available via the Academic Affairs website (www.famu.edu). Faculty are required to submit all necessary documentation to support data collection and communication. Once evaluations are completed, faculty members will receive their evaluations for review and signature, and they must be available to meet with the Program Director to discuss the results of their evaluation.

Associated (Adjunct) Faculty Evaluations

1. Associated faculty are evaluated by the Program Director or faculty lead overseeing the course in which the associated faculty member contributes (e.g., lab instruction, guest lecturing, or co-teaching).
2. Feedback and evaluation documentation are provided directly to the associated faculty member, highlighting performance, effectiveness in instruction, and alignment with course objectives.
3. The evaluation tool and related documentation are developed, reviewed, and revised as needed to ensure consistency, relevance, and alignment with program standards and expectations.

Faculty Peer Evaluations

1. Core faculty may elect to participate in peer evaluations of their teaching within the DPT program. These evaluations can be used as supportive documentation during the faculty's annual performance evaluation and may also be considered in broader decisions involving recognition of teaching effectiveness.
2. Completed peer evaluations must be submitted to both the Program Director and the faculty member being evaluated to ensure transparency and foster constructive dialogue.
3. The structure and content of the peer evaluation form are developed and maintained by the Curriculum Committee, in consultation with the Program Director, to ensure alignment with program expectations and instructional standards.

Faculty Development Plans

Faculty development plans are informed by the outcomes of annual faculty performance reviews in alignment with CAPTE Element 4E. These reviews help identify areas for professional growth and enhancement in teaching, scholarship, and service.

Development plans are created, reviewed, and/or revised annually, ensuring that faculty have clear, individualized goals that support continuous improvement and contribute to the overall success and mission of the DPT program.

SECTION 7: STUDENT ISSUES & CONCERNS

Confidentiality of Student Information

The Program follows Family Educational Rights and Privacy Act (FERPA) guidelines regarding the privacy of student educational records. Information about a student's academic standing, conduct, or performance may be shared only with individuals who have a legitimate educational interest and must never be disclosed to external parties without the student's written consent (FERPA release form). All confidential student and employee records are stored in secure; locked file cabinets located in the Dean's Suite or the Division Director's Office.

Faculty Conflict of Interest

When core faculty members are involved in making decisions regarding a student's status in the DPT program, any faculty member with a real or perceived conflict of interest must recuse from the decision-making process. The Program Director holds the authority to determine whether a conflict exists and to decide the appropriate nature and extent of recusal to ensure justice, objectivity, and integrity in program decisions.

Student Retention and Progression Policy

Student Progression Through the Curriculum

Core faculty within the FAMU Doctor of Physical Therapy (DPT) Program are entrusted with the responsibility to make fair, informed, and professional recommendations regarding student retention, advancement, and adherence to professional standards. These decisions must be based on sound professional judgment and academic performance, and must not be arbitrary, capricious, or made with ill intent. Faculty use objective evidence and evaluative measures to guide their decisions, ensuring consistency with formal and programmatic expectations.

Annual Progress Evaluations

Each DPT student is required to participate in an annual progress evaluation conducted by their assigned faculty advisor. These reviews serve to assess didactic achievement, professional development, and, when applicable, research engagement. The evaluation process includes a self-assessment completed by the student and a faculty-led assessment of progress toward program goals. If a student exhibits low performance or fails to demonstrate improvement in previously identified areas of concern, appropriate action may be initiated by either the Student Progression Committee. These reviews are typically completed in late summer or early fall each academic year and align with the program's continuous quality improvement and academic support processes.

Progression to Clinical Education and Clinical Performance Benchmarks

To be eligible for full-time clinical education experiences, each student must meet academic and professional standards as determined by the Director of Clinical Education (DCE) and the collective core faculty. Students must achieve a minimum proficiency score of 80% or higher on all lab-based practical examinations and must not be under review for any professional conduct concerns. The DCE will evaluate each student's readiness for clinical placement using criteria aligned with CAPTE 4N standards. Clinical performance benchmarks are clearly outlined in each clinical education course syllabus and the Clinical Education Handbook. Successful

progression through clinical education requires that students meet or exceed these benchmarks for each level of clinical affiliation. For the final clinical rotation, students must achieve entry-level competency in all performance areas on the Clinical Performance Instrument (CPI), demonstrating proficiency in both Professional Practice and Patient Management domains.

Complete Examinations

Complete End-of-Semester Examination (CEOSE) is an internal assessment tool used by the FAMU Doctor of Physical Therapy (DPT) Program to evaluate students' retention and integration of core content delivered during each academic term. The CEOSE is designed to ensure that students have adequately mastered foundational knowledge before progression into the next phase of the curriculum.

Purpose and Description:

The CEOSE is a cumulative examination composed of representative content from all required didactic courses taught during the current semester. The examination is administered before the conclusion of each semester and is proctored in a secure, standardized testing environment. The CEOSE is intended to assess students' ability to synthesize and retain key concepts, apply clinical reasoning, and demonstrate readiness to matriculate to the next semester.

A minimum score of 80% is considered satisfactory performance on the CEOSE. Students who score below 80% will be: formally advised by their assigned faculty advisor and/or the Director of Professional Studies; required to develop a structured study and remediation plan to address knowledge gaps identified in the examination; encouraged to utilize available academic resources (tutoring, faculty office hours, group study, etc.) in preparation for future assessments and clinical readiness.

Use of Results:

- CEOSE results are reviewed collectively by the Curriculum Committee and core faculty to identify patterns in student learning and curricular effectiveness.
- These results help guide curriculum refinement and faculty-led interventions to support ongoing student success and progression.

Complete Program Exit Examinations

As a requirement for program completion, all students in the FAMU Doctor of Physical Therapy (DPT) Program must successfully pass complete program exit examinations designed to assess their readiness for licensure and entry-level clinical practice. These exams are administered within the final NPTE Preparatory Course, and oversight is provided by the designated faculty of record for the course.

Examination Format and Timing:

Each student will take two Complete Program Exit Examinations before graduation. These exams are selected and administered by the faculty of record for the NPTE Preparatory Course.

Students who fail to achieve a passing score on both attempts will receive a temporary "I" (Incomplete) grade for the NPTE Preparatory Course.

The resolution of the "I" grade is at the discretion of the faculty of record and will involve an additional remediation process.

Faculty will use outcome data to evaluate trends, identify curricular gaps, and make informed decisions regarding student readiness and program effectiveness.

Professional Responsibilities

A student may be dismissed from the program, after due process, because of conduct unbecoming of 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.

SECTION 8: CLINICAL EDUCATION

Clinical Education Administration

The Director of Clinical Education (DCE) is a core faculty member responsible for the administration and oversight of the clinical education curriculum within the FAMU Doctor of Physical Therapy (DPT) Program. This includes management of clinical education courses, student preparation for clinical placements, supervision of all clinical internships, and evaluation of clinical education outcomes. The DCE ensures the Program's compliance with all CAPTE standards related to clinical education and actively participates in formal assessment processes through annual data collection and reporting. The DCE is supported by an Assistant Director of Clinical Education (Assistant DCE) and departmental staff to facilitate effective administration of clinical education activities.

Clinical Education Handbook

Clinical Education policies and procedures are detailed in the FAMU DPT Clinical Education Handbook. This handbook is maintained by the Director of Clinical Education (DCE) and is reviewed and updated by core faculty on an annual basis. It is communicated to DPT students each year and provided again whenever students are preparing to begin a clinical education experience throughout the program.

Clinical Education Communications

Communication procedures between students, staff, clinical instructors, site coordinators, and the Director of Clinical Education (DCE) are outlined in the Clinical Education Handbook. All inquiries regarding clinical education received by faculty should be directed to the DCE for response and consultation. While faculty advisement may be provided, all authority and official representation of the FAMU DPT Program shall be reserved exclusively for the DCE.

Assessment of the Clinical Education Curriculum

1. The evaluation of the clinical education curriculum is an ongoing, continuous process. This review is primarily led by the Director of Clinical Education (DCE) and occurs regularly within core faculty meetings. The DCE facilitates discussions throughout the academic year that focus on both collective and individual student performance, feedback from clinical education faculty, and recommendations for potential modifications to either the didactic or clinical components of the curriculum that may positively influence student outcomes. Importantly, the clinical education curriculum is assessed in alignment with the broader program curriculum and outcomes evaluation process, ensuring integration and consistency across all program components.

2. Multiple data sources are used to inform the evaluation of the clinical education curriculum. These sources include feedback from clinical education faculty, insights from current students during and after clinical experiences, formal feedback from graduating students obtained during exit interviews, input from the DCE, and contributions from the full core faculty. This multifaceted approach ensures a complete and diverse understanding of the clinical education program's effectiveness.

