



**Howard University
Department of Physical Therapy**

**Policies and Procedures Manual
January 2020**

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SECTION I: MISSION

Howard University Mission

Howard University, a culturally diverse, comprehensive, research intensive and historically Black private university provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

College of Nursing and Allied Health Sciences Mission

The Mission of the College of Nursing and Allied Health Sciences is to provide exemplary educational experiences within the health professions to an ethnically diverse population of students with high scholarship and leadership potential. Emphasis is placed on the University's historical commitment to provide educational opportunities to Black students and other underserved minority groups.

The College fosters the development of competent, ethical, and compassionate graduates endowed with a strong sense of the University's core values of excellence, leadership, service, and truth. As scholars and leaders, graduates are empowered to address issues of social justice and inequities in health care in the United States and the global community, inclusive of the underserved. The College is committed to recruiting and retaining a diverse cadre of qualified and competent faculty and staff dedicated to teaching, research, professional practice, and service.

Doctor of Physical Therapy Program Mission

The mission of the program is to recruit and prepare promising African Americans and underserved minority populations with leadership potential to become compassionate, and competent physical therapists, with expertise in clinical decision making, problem solving and research. The program is committed to attracting and sustaining a cadre of faculty who promote critical thinking, self-inquiry, active learning, community service, cultural sensitivity, ethical behavior and contribute to research, practice, and enhancement of the profession nationally and internationally.

Program Philosophy

The philosophical base of the physical therapy program is an unwavering belief in the dignity of individuals and their inalienable right to the highest quality of care. We believe that health is dynamic and can be affected by physical, psychological, social, political, and economic factors. We believe that the health of African Americans and other underserved populations has been adversely affected by an imbalanced health care system, and that quality health care services can be delivered by physical therapists that are trained to promote wellness, prevent injury, impairment of function and disability. A well-educated and compassionate graduate is capable of interacting with all patients / clients and promoting optimal health and wellness through a strong foundation in clinical, basic, and behavioral sciences.

SECTION II: HOWARD UNIVERSITY POLICY ON EQUAL OPPORTUNITY AND TITLE IX.

Howard University does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, religion, disability, age, sexual preference, political affiliation or any other basis prohibited by Federal or District of Columbia law. This policy covers administration of the University's educational policies, admission policies, scholarship and loan programs, other University administered programs, and employment. Inquiries regarding provisions for handicapped persons, equal opportunity and Title IX should be addressed to the appropriate person listed below:

Section 504 Coordinator

Elaine B. Health, PhD
Dean, Special Student Services
1851 9th Street NW, 2nd floor Washington, D.C. 20059
Phone: (202) 238-2420

Title IX Director

Leslie Annexstein,
Office of the Provost
Administration Building, Room 321
Phone: (202) 806-2550

The Howard University Policy on Title IX (Student) Policy on Prohibited Sexual Harassment and Gender based Discrimination in Educational Program can be viewed at:

<http://www.howard.edu/secretary/documents/Howard-University-Interim-Policy-20171113.pdf>

STUDENTS WITH DISABILITIES

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability and anti-discrimination laws. Students must self-identify to the Dean of the Office of Student Services, located at 2225 Georgia Ave NW, Room 725. Students must register with the office within the first week of class and at the beginning of each subsequent semester for which accommodations are requested. Students will receive reasonable accommodations based on the recommendations of a licensed physician. A letter of accommodations will be given to students for delivery to the faculty, who will provide the accommodations

The Howard University Office of Special Student Services Policies and Information can be viewed at:

<https://www.howard.edu/specialstudentservices/DisabledStudents.htm>

SECTION III: DIVISION ACADEMIC POLICIES

Academic Transfer Credits

The Division of Allied Health Sciences retains the right to determine the acceptability of transfer credits to meet degree requirements. Acceptance of transfer credits will be determined by the faculty of the department in which the student seeks to enroll or is enrolled. Students must fulfill the following requirements regarding transfer credits:

- Scores of four or higher (or as determined by the department of the course) on the Advanced Placement Examinations of the College Entrance Examination Board are acceptable for transfer.
- Credit courses carrying a grade of C (not C-) or above from a regionally accredited institution will be considered for transfer.
- The number of semester hours transferred will be equal to the semester hours earned in the equivalent course at Howard University, as long as the transfer hours are at least 75% of the equivalent Howard University course. This policy applies to 3-credit hour courses and above only.
- A “Pass” grade may be accepted only if the grade is based on a minimum performance level of 70% as defined in an official document from the transfer institution.
- Credits earned by examination, through correspondence study, experiential learning or other nontraditional methods must be validated and approved by the faculty of the department and may be accepted on a case by case basis.
- Credit in upper-division didactic courses from a regionally accredited institution may be awarded by examination at the discretion of the major department.
- Any course taken at another school by a student in the Division must have prior approval from the department chairperson.

Transcripts

All transcripts must be sent to the Department of Physical Therapy after a student has been admitted into the program. And requires advance standing. Students must direct the forwarding institution to send transcripts to:

Department of Physical Therapy
Division of Allied Health Sciences
Howard University

SECTION IV: FACULTY POLICIES

Policies and Procedures Compliance Statement

Howard University's Department of Physical Therapy program routinely updates policies and procedures during its annual (end-of-the-year) retreat in the Spring to assure compliance with CAPTE Rules of Practice. Changes in policies and procedures are data driven and adhere to the following process below:

1. Faculty review department policies for compliance with CAPTE's Rules of Practice.
2. Data such as student performance, board scores, student feedback/complaints, course evaluations, alumni and employee surveys are also reviewed to determine if there is a need for new or revised policies.
3. The faculty determines if any revised or new policies need to be established to maintain CAPTE Rules of Practices and accreditation standards.
4. The faculty votes to accept revised or new policies.
5. New and revised policies are implemented and updated in the Student Handbook and the department's website.
6. The Chairperson and administrative faculty are responsible for monitoring the policies and procedure process for successful implementation to ensure that the program is in compliance with CAPTE Rules of Practice and Procedure.

Physical Therapy Curriculum Plan Review Policy

Each year the Department of Physical Therapy faculty are required to engage in the curriculum review and revision process. The Department also has a curriculum committee who is responsible for meeting monthly to update faculty on curriculum needs, and attend the College of Nursing and Allied Health Sciences curriculum committee meetings (Academic Excellence Committee). The planned curriculum review and revision process is an ongoing cycle that consists of the following:

Step 1: Identify Driving Questions

1. Does the education philosophy, curricular themes, and learning outcomes address the mission of program?
2. Do students meet the learning outcomes for our program?
3. Does the curriculum content meet CAPTE requirements?
4. Are there adequate resources for instruction (space, equipment, technology, instructors)?
5. What are we doing that is good?
6. What problems exist?
7. What recommended changes are needed?

Step 2: Preparing and Reviewing Data

1. Program Curriculum
2. Curriculum Maps
3. Course Syllabi
4. Blackboard Course
5. Instructional Resources & Activities (Textbooks/Readings, Education Technology, Therapeutic Equipment)
6. Student Performance Data (GPA, Comprehensive Exams, Clinical Rotation Data, Graduation Rates, Board Scores),
7. Faculty Teaching Assignments/Specializations
8. CAPTE Standards
9. University and Program Requirements

Step 3: Reviewing content Areas of Curriculum

Step 4: Recommending Changes

Step 5: Evaluating Effectiveness

Complaints the Outside of Due Process:

The department of Physical Therapy takes complaints that fall outside the realm of due process seriously. Anyone may file a complaint regarding any aspect of the program without fear of retaliation. Complaints should be in writing or electronically and addressed to the attention of the Program Chair at:

Department of Physical Therapy Program Chairperson Howard University Washington, D.C. 20059

gilaine.nettles@howard.edu or dptadmissions@howard.edu

1. The Department Chair is responsible for handling complaints that fall outside of due process. If it is inappropriate for the Department Chair to handle the complaint (e.g., the complaint involves the Department Chair), the complaint will be forwarded to the Associate Dean for Academic Affairs. Complaints should be submitted either in writing, or online using the University's electronic complaint form to:

Office of the Dean

CNAHS@howard.edu

2. Individuals submitting a complaint should expect to receive a written response resulting from the submission within fourteen (14) days.
3. Documentation regarding the complaint and any actions taken are maintained in secure electronic format within the department for 5 years.

A copy of these procedures can be found on the program website.

Outside of the institution, a complaint can also be filed with the physical therapy accrediting body:

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

The District of Columbia, Office of the State Superintendent of Education, 1050 First St NE, Washington, DC 20002.

Associated Faculty Performance Evaluations

Associated faculty are introduced to the policies and procedures during new faculty orientation and annually via all hands faculty meetings. The faculty handbook and college bylaws contain the policies and procedures related to all appointments at the College/University including associate faculty. Policies and procedures related to faculty at Howard University are located on the University website at <https://www2.howard.edu/sites/default/files/HUFacultyHandbook2019.pdf>. Associated faculty are not required to perform scholarship and service. They are evaluated on teaching. The Faculty Handbook addresses the Teaching a Related Responsibilities for all faculty. The college of Nursing and Allied Health Sciences outlines specific teaching requirements and assessment for Associated Faculty. Associated Faculty are evaluated using Student evaluations, department chair evaluations and peer evaluations. (Faculty Handbook p. 26)

The HUDPT program student/faculty handbook is located on the shared drive for the department and is emailed annually to each member of the faculty by the Department Chair.

The Program Director is responsible for assigning teaching responsibilities to associate faculty and evaluating their teaching effectiveness in assigned courses. Each semester, all associated faculty receive a peer evaluation and student course evaluations and feedback regarding their performance from the Program Director. The PD meets with the Associated faculty to discuss their self-assessment and create goals for teaching based on the collective assessments. The formal evaluation of the teaching effectiveness is provided using the faculty teaching effectiveness form. Based on this formal evaluation and review of the self-assessment, they create a plan to improve the course in the future and achieve the goals of the program and the associated faculty

Faculty Workload Calculations

The program calculates teaching hours and the percent effort allocated to teaching so that hours and percent efforts are consistently allocated across faculty members in the Core Faculty Workload Form. The full-time workweek benchmark is 40 hours, although faculty spend more than forty hours per week to perform our duties. Time spent over 40 hours is considered voluntary and is not accounted for in workload calculations. For every hour spent in the classroom with students, at least two hours are spent preparing and grading.. The Credit Hour Assignment Policy allows for 1-2 contact hours per credit hour. The policy defines the credit hour as a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the term. One credit hour per week means 1 hour per week of scheduled class/seminar time. Contact hours and clock hours represent an hour of scheduled instruction given to students. One laboratory credit hour represents one (1) hour per week of lecture or discussion time plus two (1-2) hours per week of scheduled supervised or independent laboratory work and 2 hours of student preparation time.

Howard University operates on an academic year divided into two semesters of 15-16 weeks. The program uses a formula of eight (8) contact hours to represent 20% of the forty-hour work, multiplied by 30 weeks. Forty percent teaching equals 16 contact or clock hours per week. After careful analysis, the faculty workload has been applied consistently to reflect the actual percentages. Faculty workloads and service assignments were redistributed to allow faculty the time needed for scholarship and other administrative responsibilities.

Credit hours, contact hours, and course content data are collected for each faculty member. This information was used to determine appropriate faculty workloads. A thorough analysis was conducted to determine if the collective core faculty is sufficient to allow each member to meet this standard's requirements and achieve expected program outcomes. The narrative summary below describes each faculty member's workload and responsibilities and allows the Program Chair to assess if the Program has sufficient faculty to meet its needs.

The faculty teaching workload was calculated based on a formula that considers a fulltime work week as 40 hours per week. For every hour spent in the classroom with students, a faculty member will usually spend at least two (2) hours in preparation, planning, and grading. For example, a faculty member who is assigned to teach nine (9) credit hours will usually spend 27 hours a week on planning, preparation, and teaching.

The formula used to calculate teaching workload is as follows:

The total number of contact hours in nine (9) months are divided by 30 weeks and thus converted to total contact hours per week, per academic year.

The percentage of workload per week is calculated as follows:

the total contact hours per week are multiplied by total effort factor (2) and divided by the number of working hours in a week (40).

The program faculty workload policy is congruent with the institutions' Workload Policy. The Howard University workload policy establishes a university-wide framework for percent of individual effort in three workload categories: Instructional duties 40%; Research, Scholarship, and Creative activities – 30%; and Service Duties- 10%. According to the University Workload Policy, faculty participating in professional programs will teach at least nine (9) and at most 15 semester hours annually. Faculty have nine (9) month contracts for the academic year. The summer terms are not included in the teaching workload for the academic year. The Program Chairperson, Program Director, and the Academic Coordinator of Clinical Education have 12-month appointments and administrative responsibilities. The Program Director reserves the right to assign administrative tasks to other core faculty as necessary. Each faculty member has minimal expectations for scholarship, service, and expertise in contemporary practice in assigned teaching areas. The Chairperson is responsible for evaluating faculty annually in the areas of scholarship, service, and teaching effectiveness in the area of expertise. The Howard University workload policy establishes a university-wide framework for percent of individual effort in three workload categories: Instructional duties 40%; Research, Scholarship, and Creative activities – 30%; and Service Duties, 10%.

Teaching effort is determined by the complexity of course content and labs required for instruction in a professional-level graduate physical therapy program. The Howard University Faculty Workload Policy includes teaching and preparation: preparing and revising syllabi, advising, supervising, mentoring, and counseling students, assessing student outcomes, capstones, preparing and grading assignments and examinations, assessing student learning outcomes, review of current literature and research subject areas, including instructional methodology and developing the curricula and courses. The current student-to-faculty ratio is 1:7 for labs and 1:15 for lectures.

Associated Faculty Performance Evaluations

Associated faculty are introduced to the policies and procedures during new faculty orientation and annually via all hands faculty meetings. The faculty handbook and college bylaws contain the policies and procedures related to all appointments at the College/University including associate faculty. Policies and procedures related to faculty at Howard University are located on the University website at <https://www2.howard.edu/sites/default/files/HUFacultyHandbook2019.pdf>. (link to page on Teaching responsibilities). Associated faculty are not required to perform scholarship and service. They are evaluated on teaching. The Faculty Handbook addresses the Teaching a Related Responsibilities for all faculty. The college of Nursing and Allied Health Sciences outlines specific teaching requirements and assessment for Associated Faculty. Associated Faculty are evaluated using Student evaluations, department chair evaluations and peer evaluations. (Faculty Handbook p. 26)

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SECTION V: ACADEMIC INTEGRITY AND ETHICS

Academic Integrity

“As part of Howard’s community of scholars, you are expected to hold the pursuit of learning and the search for truth in the highest regard while displaying unquestionable integrity and honesty. There is no place for academic dishonesty, regardless of any seeming advantage or gain that may accrue from such dishonesty. Student will be disciplined for any intentional act of dishonesty in the fulfillment of academic course or program requirements and for intentionally representing as one’s own, any ideas, writing and work of another without acknowledging that author.”

Source: <http://www.howard.edu/policy/academic/student-conduct.htm>

Academic Code of Student Conduct

“Howard University is a community of scholars composed of faculty and students both whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty. To better assure the realization of this goal, any student enrolled for study at the university may be disciplined for the academic infractions defined below.”

Source: <http://www.howard.edu/policy/academic/student-conduct.htm>

Administration of the Academic Code

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate. Any student accused of an infraction of this Code shall have the right to a limited hearing.

For details see: <http://www.howard.edu/policy/academic/codeofconduct.htm>

Academic Dishonesty in the Division of Allied Health Sciences

Students enrolled in programs within the Division of Allied Health Sciences at Howard University are preparing for roles as a beginning health professional or advanced practice radiation therapist for professional practice. Students enrolled in a professional health sciences program of study are held to these standards, which require accountability throughout all facets of professional life. There is no tolerance for academic dishonesty in the education of health professionals. Academic dishonesty, as defined by the University and the Division of Allied Health Sciences, involves any act of cheating or plagiarism.

Definitions of Academic Infractions

<http://www.howard.edu/policy/academic/student-conduct.htm>

Plagiarism - to take and pass off intentionally as one's own the ideas, writings, etc., of another, without attribution (without acknowledging the author).

Copyright Infringement - Copyright infringement occurs when copyrighted work is reproduced, distributed, performed, publicly displaced, or made into a derivative work without the permission of the copyright owner.

Academic cheating - any intentional act (s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual (s), organization, or document or other aid not specifically and expressly authorized by the instructor or department involved. (Note: this infraction assumes that with the exception of authorized group assignments all work shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid.)

Cheating is further defined as actions that include, but are not limited to, the following:

- Copying from another student's examination paper or other exam instrument (e.g. computer)
- Allowing another student to copy from an examination paper or other exam instrument
- Unauthorized use of books, notes, electronic devices, or other materials to complete an examination quiz, project or other academic assignment
- Unauthorized collaboration with others on a text, quiz, assignment, or other academic project; Using or processing unauthorized or concealed materials (e.g. notes, formula lists, cheatsheets, web sites) during an examination
- Receiving communications (e.g., but not limited to notes, text messages, phone messages, computer-based messages, non-verbal signs) during examinations
- Disclosing examination questions or topics to other students; receiving information about examination questions or topics from other students
- Submission or use of falsified data
- Theft of or unauthorized access to an examination
- Submission of the same work for credit in more than one course, without obtaining permission of all faculty members beforehand.

Grading Scale

Your course grades will be determined using the 4.0 grading scale. Grades will not be curved or otherwise adjusted. For example: If a student earns a final grade of 79.99 in a course, the student will receive a grade of C.

A	90%-100%
B	80%-89%
C	70%-79%
D	60%-69%
F	59% or below

Total Withdrawals

<https://www2.howard.edu/academics/registrar/total-withdrawal>

Students who find it necessary to withdraw from all their classes for the current semester or for a subsequent semester, for which they have already registered, must complete a Total Withdrawal Request Form.

This form must be submitted by the end of the 12th week of classes for the semester in which they wish to withdraw. Students who are physically unable to complete the withdrawal in person and students who are administratively withdrawn should contact their Program Chairperson/Director or advisor for assistance.

Withdrawal Instructions for Students

1. Obtain the name and Howard-issued e-mail address of your advisor
2. Access the form
3. Enter your name and preferred e-mail address as well as the Howard-issued e-mail addresses for the appropriate offices.

Important: All e-mail address must be submitted to complete the request. Incomplete forms will not be processed.

4. The system will automatically generate an access code and forward via e-mail to your account.
5. Enter the access code.
6. Read and verify terms and conditions.
7. Select review document.
8. Complete all required fields highlighted in red.
9. Upload supporting documentation.
10. Select Confirm Signing on the left side of the document.
11. Save document on-line (optional).
12. Your request will be routed to the appropriate offices.

Students who fail to officially withdraw after the designated withdrawal time identified by the University will receive a UW from the instructor. Students may receive a failing grade for courses in which they discontinue attendance without officially withdrawing. Please review your academic registration and officially withdraw from any course(s) you are not attending.

Students considering a total withdrawal should note the following:

- a. **The effective date of the withdrawal** will be the date on which Enrollment Management Records receives the completed Total Withdrawal Request Form.
- b. By registering for courses, **students accept financial responsibility for payment** for those courses and for any other charges incurred while they are enrolled.
- c. **Financial aid may be adjusted or canceled** as a result of withdrawal and may require repayment of loan funds. Adjustments to financial aid awards will be calculated according to University and Federal refund guidelines based on the official withdrawal date.
- d. Once the withdrawal has been completed, **students will receive a grade of “W”** for each course.
- e. Students who reside in University housing are required to **check out of their residence hall within 24 hours** of completing the total withdrawal process.
- f. Completing a total withdrawal from the University requires that **students surrender all University property**, including, but not limited to library books, room keys, computer cards, and identification/access cards.
- g. Students who complete a total withdrawal from the University **must reapply for admission** to the University by published application deadlines.

The withdrawal form must be signed by the Program Chairperson, and the Dean of the College, afterwards the student should proceed as follows to the offices that correspond with their student status:

- a. **Veterans, students with disabilities, and students who have judicial stipulations** should report to the Office of Special Student Services, Suite 725, Howard Center
- b. **International students** must report to the Office of International Student Services, Rm. 119, Blackburn Center
- c. **Students who reside in University housing** must report to the Office of Residence Life, Tubman Quadrangle
- d. **ALL Students who receive any type of aid** (including scholarships from outside the university, grants, and loans) must report to the Office of Financial Aid, Scholarships, and Student Employment, Rm. 205 Administration Building to discuss the effect of withdrawal on their award(s) and potential financial aid overpayment
- e. **All students** must report to the Office of Student Financial Services, Rm. 218, Administration Building to discuss the status of and adjustments to their account
- f. **All students** must report to Enrolment Management (EM)/Records, Rm. 105 Administration Building to submit the completed Total Withdrawal Request form and surrender the student photo ID card.

Student who leave the university and fail to officially withdraw from all course work may receive a grade of “F” for each course enrolled.

Incomplete Grades:

<https://www2.howard.edu/academics/standing#Grades>

Incomplete grades are not granted for most departmental courses. Students must be in good academic standing in order to ***request*** an incomplete grade.

Incomplete grades are given to students in accordance with the policy of the University. All incomplete grades carry an alternate grade (e.g. I/B, IC, I/D, I/F). Students who receive an incomplete grade have until the end of the next semester in which they are enrolled in the University to remove the alternate grade. To remove the alternate grade, the student must complete the required course assignment within the specified time period. The student has responsibility for initiating the contact with the professor who taught the course and/or the Program Chairperson/Director. If the incomplete grade is not removed by the last day of the semester in which the student is next enrolled at Howard University, the alternate grade will become the permanent grade.

The Course Instructor/Coordinator will complete an *Incomplete Grade Processing Form* at the time the incomplete grade is recorded, and the student will be required to sign the form. This form documents the specific requirements the student must meet to remove the incomplete grade and the timeframe. A copy of the completed form will be given to the student and course instructor/coordinator and filed in the student's academic record in the Program Office.

At the time a student meets the course requirements and the incomplete grade is removed, the Course Instructor/Coordinator initiates a *Special Grade Report Form* and submits it through the Program Chairperson/Director and Associate Dean to the Office of Enrollment Management/Records.

If an incomplete grade is not changed by the end of the following semester enrolled, the incomplete will revert to the grade assigned with the incomplete (i.e., and I/F in the fall semester becomes F at the end of spring semester, if no grade change is effectuated by the instructor). Students are not allowed to advance to the next phase/semester without clearing the deficiency.

SECTION VI: CODE OF ETHICS FOR PROFESSIONAL HEALTH SCIENCE STUDENTS

Division of Allied Health Sciences students are expected to display the highest level of honesty and integrity in both academic and personal life. The faculty, through its Student Judiciary Committee, will exercise its responsibility to suspend or dismiss any student who is found guilty of violating ethical standards as articulated by the departments, the Division, the College, and the University. Each student enrolled in the Division, as well as students who are taking courses in Allied Health Sciences must:

1. Abstain from cheating, avoid the appearance of cheating, and avoid assisting or otherwise making it possible for others to cheat. Any act of dishonesty in the fulfillment of academic course or program requirements is academic cheating.
2. Give credit for ideas or materials that have been taken from another source. To copy and submit intentionally (as one's own the ideas) the writings and other creations of another, without acknowledging the author/creator, are regarded as plagiarism.
3. Respect the rights, privacy, and dignity of all patients, and render quality service irrespective of race, color, religion, age, sex, national ancestry, sexual orientation and/or mental disability.
4. Adhere to the legal and ethical standards of professional behavior while engaged in clinical practice.
5. Hold all patient information confidential and adhere to all HIPAA policies.
6. Present a neat, professional appearance, with attention to good personal hygiene at all times. Students in clinical practice must adhere to the dress code requirements of the departments, Division and/ or the affiliation (clinical) site to which she/he is assigned.
7. Recognize and respect authority.
8. Be courteous to others, respecting the privacy and dignity of peers and professional colleagues.
9. Be a responsible, trustworthy and dependable member of the health team.
10. Refrain from negligent behavior that may result in injury to the patient, or from conduct involving deliberate misrepresentation to patients and others.
11. Adhere to the professional code of conduct for the student's discipline enrolled, and the affiliation (clinical) site to which the student is assigned.
12. Adhere to Howard University regulations and guidelines governing the use of alcoholic beverages and narcotics.

SECTION VII: CLINICAL REQUIREMENTS

Each student must submit to their respective Clinical Coordinator evidence of medical clearance prior to participating in any clinical rotation experience. Students must complete the Health Clearance, which includes, but is not limited to, the physical examination, blood titers (proof of immunity for MMR, Hepatitis B, and Varicella), annual Tuberculosis Screening (Chest X-Ray for positive PPD), tetanus, and an up-to date immunizations records. Please note: some programs students may also be required to complete and submit a drug screening.

A student must be in good academic standing and receive endorsement of the faculty of the program in order to proceed to clinical affiliation.

- A minimum competency level must be achieved in all assigned areas of clinical practice, as determined by a passing score on the comprehensive practical examinations.
- Prompt and regular attendance at all clinical rotation sites is required. In the event of missed days, it is the student's responsibility to arrange for make-up time with the clinical coordinator.

First Aid & CPR Training

Each student must complete a basic health care provider First Aid & CPR training Course and provide evidence of completion. The only acceptable First Aid & CPR training is the Basic Life Support (BLS) Healthcare Provider training through the American Heart Association. ***The First Aid CPR training must be valid for the academic year.***

Criminal Background Check

All students are required to complete a criminal background check. The criminal background check must be obtained from the assigned investigation company. Some facilities may require the student to complete and submit additional background checks and drug screenings. These additional requirements may be at the student's expense.

In the event of a positive criminal background report, the student will be contacted by the Clinical Coordinator to discuss program implications for clinical practice assignments.

Drug Screening

A student with a positive drug screen for illegal substances will be disciplined in accordance with the *H-Book and Division of Allied Health Sciences Student Handbook*. In this case, a student may be unable to complete the clinical rotations, as clinical sites may be unwilling to allow the student a placement. Even though the use of recreational marijuana is legal in the District of Columbia, it is not allowed for students enrolled at Howard University.

HIPAA - Health Insurance Portability and Accountability Act and OSHA - Occupational Safety and Health Administration Training

All students are required to complete HIPAA & OSHA training annually or when changes in regulations occur. Only Howard University Hospital HIPAA & OSHA training (Healthstream) will be accepted. Upon completion of the HIPAA and OSHA training, students must submit a copy of the certificate of completion of the training to their respective Clinical Coordinator.

SECTION VIII: ACADEMIC ADVANCEMENT AND RETENTION

Academic Policy

- The minimum passing grade in any course taken in the program is “C”.
- The minimum grade in any course taken at other accredited institutions to be considered for advanced standing is C.
- The minimum semester GPA required for good standing in the program is 3.0.
- The minimum cumulative GPA required for good standing in the program and graduation is 3.0.
- Any student whose cumulative GPA is less than 3.0 for two consecutive semesters will be suspended from the DPT program.

Comprehensive Examination

In addition to the requirements of each individual course, students in Year One and Year Two of the program must take and pass a written and a practical comprehensive exam.

If a student fails either comprehensive examination, the student will be allowed one (1) opportunity to re-take the examination. If the student fails the re-take examination, he/she will receive a failing grade for the examination, and in the associated course. Students who fail either re-take examination will be suspended from the DPT program.

Third C Suspension Policy

A student may not receive more than two grades of C in any of the DPT courses during his/her tenure in the program. If a student receives a third C in any of the program courses, he/she will be suspended from the DPT program.

This academic policy supersedes all previous policies on advancement and retention that may be found in this document or online.

Department Remediation Policies

A. REMEDIATION WHILE COURSE IN PROGRESS

1. Operational definition of remediation as it applies to this section: It is a process, which will give a student at risk an opportunity to strengthen her/ his learning.
2. When a student earns a grade of less than 80% in a graded assignment of a course he/she will be required to remediate.
3. The instructor will notify the student by email within 24 hours after the grades have been posted advising that she/ he is at risk of failing the course and request a meeting. Copies of the email will be copied to the student’s advisor and department chair.
4. The instructor will meet with the student. In that meeting the student will have an opportunity to review the test and ask questions. The instructor will also make other recommendations as needed, including but not limited to strategies for studying and test taking, finding a tutor, referral to the HU Center for Academic Reinforcement or the Office of Special Services.
5. All communications, meetings, plans and outcomes will be documented using the remediation form.
6. The original of the documentation will be placed in the student’s academic record.
7. Students who participate in the remediation program will be regularly discussed during faculty meetings until the end of the semester.

B. REMEDIATION OF ALL PRACTICAL EXAMINATIONS AND CHECKOUTS

1. In courses that include practical examinations and checkouts, the student must achieve a minimum of 80% on any examination, to successfully pass the course.
2. If a student receives a grade of less than 80% on any practical exam, there will be only one opportunity to retake that practical exam and receive a passing score of 80%.
3. If successful, the student will receive a “Pass” grade on that practical exam.
4. Failure to pass any practical examination on the second attempt will result in automatic failure of the course.

C. REMEDIATION OF A FINAL COURSE TEST/ EXAM

1. A student who earns a final course grade of D or F in any course will be suspended.
2. A student may request a retake of final test after receiving a course grade of D or F, only if all of the following conditions are met:
 - 2.1. The student had a passing rolling grade prior to taking the final exam.
 - 2.2. The grade weight of the final exam was greater than that of the previous tests in that course.
 - 2.3. The student has not been cited for unprofessional behavior in that course.
 - 2.4. The student submits an email to the instructor of that course within 48 hours after grades have been posted on Blackboard.
3. The retake of the final exam must be taken within five calendar days after the original exam.
4. Only one retake of the final exam will be allowed.
5. The remedied final course grade may not exceed the minimum grade originally required to pass the course.
6. All communications, meetings, plans and outcomes will be documented using the remediation form.
7. The original copy of the documentation will be placed in the student’s academic record.

D. REMEDIATION OF A DPT PROGRAM COMPREHENSIVE EXAMINATION

1. When a student fails a program comprehensive examination, she/he will be required to remediate within 14 days from the date of the original exam.
2. The student will only have one opportunity to remediate.
3. The student will not be allowed to continue with in the program until the examination has been remediated successfully.
4. The student must pass the re-take comprehensive exam in order to pass and continue in the program.
5. A student who earns a failing grade on the retake will be dismissed from the program.

E. REMEDIATION AFTER ACADEMIC SUSPENSION

1. Remediation following academic suspension is considered a privilege that must be earned by the student.
2. The opportunity to remedy a failing course grade is subject to the approval of the Department of Physical Therapy faculty, on a case by case basis.
3. Remediation may include repeating a series of courses up to and including an entire semester or year.
4. If a student is repeating a course, the student will be required to earn a higher grade than the one previously earned.
5. Students with pending remediation following academic suspension may not be permitted to continue in the curriculum until remediation activities have been completed.
6. In the event a required course is no longer offered, remediation may include returning to the program under graduation requirements listed for the class in the following year.

7. Failed and remedied course grades will be posted on the student's official transcript. The nature of any remediation opportunities is subject to approval of the student performance committee.
8. Remedied grades may not exceed the minimum grade originally required to pass the course. All remediated credit hours and grades are counted in computing a student's cumulative grade point average.
9. Approval to remedy will generally depend on whether the student has made serious initial efforts to earn a passing grade and her/ his potential to be successful.
10. The nature of remediation activities is subject to availability of educational resources. This could mean the student will be placed in an administrative leave status until the next time the course is offered.
11. Administrative leave for reasons of pending remediation may not exceed 12 months.
12. A student who fails to return to classes within 12 months will be dismissed from the program.
13. The original of the documentation will be placed in the student's academic record
14. Students are required to pay all tuition and fees for courses that are repeated or re-entered for the purposes of remediation.

Remediation after academic suspension will only be available option once, after the first suspension.

Clinical Requirements

Graduate students must provide evidence of a recent complete history and physical examination, showing acceptable health and meeting all required immunizations, prior to the beginning of each academic year during the graduate program course of study. Additional health clearance requirements may be requested by an individual clinical affiliation site.

The report must be submitted on a Howard University Entrance Medical Record Form before the beginning of classes in the fall semester. Please submit the form to: **Med + Proctor**.

Additional information regarding health clearance may be found at:

<http://huhealthcare.com/healthcare/students/health%20clearance>

University Student Health Center

Medical Art Building
2139 Georgia Ave NW-Suite 201
Washington, DC 20059
Phone: 202-806-7540
202-806-7539
Fax: 202-806-7416

Academic Probation

Academic probation is a specified period of academic rehabilitation during which the student corrects deficiencies as stipulated by the Major Department and the Associate Dean. A student on probation **will not** be allowed to progress to a clinical internship or preceptorship until the probationary status has been removed.

The following deficiency is cause for probation:

- Earning a semester GPA less than 3.0

Removal of Academic Probation

Probation status for DPT students will be removed when:

- The student achieves a semester GPA of 3.0 or above AND a cumulative GPA of 3.0 or above the following semester after they were placed on probation

Academic Suspension

Suspension is an indefinite period in which a student is denied matriculation in the graduate program. A student on suspension may reapply to the program; however, **readmission is not guaranteed**.

If a student earns a semester grade point average of less than 3.0 in any one semester of the professional curriculum, the student will be placed on probation. A second probation will result in automatic suspension from the Program **regardless of GPA**.

Any one of the following is cause for suspension:

- A final grade of D or F in any Doctor of Physical Therapy course.
- A grade of W (withdrawal) in a graduate course without prior written approval of the department chairperson.
- A cumulative GPA below 3.0 for two consecutive semesters.
- Failure of the retake of the comprehensive written and/or the comprehensive practical exam.

In the event of an academic action, the curriculum may be interrupted, thus extending the length of time to complete program requirements by one or two semesters due to cyclic scheduling of the graduate program courses. The faculty of the program reserves the right to make necessary changes in the student's program for reasons such as changes in course offerings, changes in curriculum, or maintaining sequencing of courses.

Any student who fails to meet the minimum performance standards will be recommended for academic action by the department chair in the form of probation, suspension, or dismissal.

The Director of Academic Services or his/her designee will review departmental recommendations at the end of each semester and forward the findings to the Associate Dean for action. Students will be notified in writing if adverse actions are warranted.

Dismissal

1. Students returning from suspension may be required at the discretion of the faculty or chairperson to retake specific courses.
2. Any student who has been readmitted after suspension or probation and subsequently shows cause for academic action (i.e., probation or suspension) will be permanently dismissed from the graduate program.
3. Any student believed to create an environment or a situation that is perceived as threatening or dangerous for faculty/staff, visitors, fellow students, and/or patients will be dismissed.

Academic Grievance Policy

The Informal Process

1. A student who believes that he/she has been aggrieved must first attempt to seek an informal resolution with the other party involved in the dispute, e.g., grade dispute with the instructor.
2. If the student is unable to resolve the dispute with the primary party of the dispute, then the student is advised to seek the intervention of his or her **department chairperson**.
3. All disputes which are not resolved at the departmental level are then brought to the Dean's Office, whereupon the Dean or his designee (Associate Dean for Academic Affairs) will seek to reach an informal resolution through mediation between the parties.
4. If the mediation at the Dean's level fails, then the student's grievance is not consigned to the Student Grievance Committee to address student grievances.

The Formal Process

1. Student grievances which are consigned to the Student Grievance Committee must be specified in writing and given to the Dean or his designee by the Student.
2. A student's written statement, along with supportive evidence, constitutes a case document, which will be submitted to each member of the committee.
3. The second party to the dispute is also requested to provide the Office of the Dean with his or her account of the matter in dispute which becomes a part of the case document that is forwarded to the committee.
4. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case(s) as expeditiously as possible.
5. After the date has been set, each party to the dispute is sent a certified letter which informs him or her of the charges, and date of the meeting as well as a statement requesting his or her presence.
6. During the hearing, the student presents his/her case; after, the accused party can present the other side. Each side is permitted to have witnesses.
7. Following the hearing, members of the committee after deliberation on their assessment of the case reach a decision as to how the case should be resolved. The Committee can invite the department chairperson or designee, to explain departmental policy as it may pattern to the grievance.
8. The committee's decision is sent to the Dean of the School/College in the form of a recommendation.
9. The Dean then informs the student in writing of the decision, which may be based upon the committee's recommendation or upon a modification of it.

*Approved by the Board of Trustees
April 23, 1994*

Graduation Policy

1. Students will not be allowed to graduate unless they have successfully completed all academic and clinical requirements.
2. Students who have not successfully completed all their academic and clinical requirements for graduation will not be allowed to participate in any graduation ceremonies (including the white coat ceremony).
3. Students who have not successfully completed all their academic and clinical requirements for graduation will not be allowed to have their name or picture appear in any publications/ programs related to any official graduation activities (including the white coat ceremony).

Readmission Policy

First Summer and/or Fall Semester

Students who have been suspended for academic reasons, unethical practices, or who have withdrawn for personal reasons, no later than the summer and/or fall semester of the first year, may reapply to the Admissions Committee of the Department of Physical Therapy as a new professional student. The student must follow the entry level application procedures. Application in these circumstances does not guarantee readmission.

Subsequent Semesters

A student who has been suspended for academic reasons or students, who have withdrawn for personal reasons at the end of the Spring semester of the first year, and during subsequent semesters, may seek readmission by submitting a letter of request through the Associate Dean of the Division. The letter should contain information relating to what the student has done to remedy deficiencies since the last semester of matriculation in the program. Students seeking readmission for the Fall semester must submit the letter of request by **May 15th**; for the Spring semester by **January 15th**.

The request for readmission will be reviewed by the faculty members of the Department of Physical Therapy. Readmission is not automatic.

Policy Changes

Howard University's DPT program routinely updates policies and procedures during its annual (end-of-the-year) retreat in the Spring to assure compliance with CAPTE Rules of Practice. Changes in policies and procedures are data driven and adhere to the following process below:

1. Faculty review department policies for compliance with CAPTE's Rules of Practice.
2. Data such as student performance, board scores, student feedback/complaints, course evaluations, alumni and employee surveys are also reviewed to determine if there is a need for new or revised policies.
3. The faculty determines if any revised or new policies need to be established to maintain CAPTE Rules of Practices and accreditation standards.
4. The faculty votes to accept revised or new policies.
5. New and revised policies are implemented and updated in the Student Handbook and the department's website.
6. The Chairperson and administrative faculty are responsible for monitoring the policies and procedure process for successful implementation to ensure that the program is in compliance with CAPTE Rules of Practice and Procedure.

When changes in prerequisite courses or the minimum grade requirement in a course, program, or the Division are implemented, the following will apply.

1. Students who have successfully completed the requirement prior to the change will have satisfactorily completed the requirement.
2. Students enrolled in a program before the time of change will be permitted to meet the old requirement.
3. Students, who have taken a course prior to the change and did not meet the grade requirement, must complete the course under the new requirement.
4. New students who are enrolling in the graduate program prior to the change must meet the new requirement.

Source: For detailed information regarding Admissions, Retention, and Graduation Policies
PLEASE visit: <http://www.cpnahs.howard.edu/AHS/Policies/AcademicPolicies.pdf>

SECTION IX: DEPARTMENTAL POLICIES AND PROCEDURES

Curriculum Plan and Educational Theory

The Program's curriculum plan is a hybrid program, which includes in-class and distance educational techniques. The curriculum was initially inspired and designed based on: a) the missions of the University and the Program; b) the educational needs of learners; c) A Normative Model of Physical Therapist Education; and d) the Guide to PT Practice.

Current educational theory provides the foundation, and informs the design, implementation, and outcome assessment of the curriculum. The curriculum allows for the developmental learning that must occur to create a reflective, problem-solving, critically-thinking, competent physical therapist who is able to perform culturally competent, evidenced-based physical therapy care to patients and clients across the lifespan and along the contemporary health care continuum.

The curriculum is based on several approaches to learning that are included in the "situative perspective." Situated cognition is a theory that posits that knowing is inseparable from doing. *

This perspective is an educational perspective/paradigm that best suits the unique needs of the student physical therapy learners at Howard University.

The profession requires the physical therapist to be able to integrate a strong foundational knowledge base in the biological, physical, behavioral, and clinical sciences to be able to manage patient/client care. However, students must also perform this activity within an active, ongoing, ever- changing social and physical environment with an ability to continually adapt to the needs of a clinical situation. The ability to competently perform all these tasks requires that the student be exposed to a variety and progression of learning strategies and environments. The educational principles translate into learning experiences, by including actual and simulated clinical experiences as an integrated adjunct to didactic information.

*(Greeno, J. G., & Middle School Mathematics through Applications Project Group. (1998). The situativity of knowing, learning, and research. *American Psychologist*, 53(1), 5-26.).

Curricular Themes

1. A primary goal of the HUDPT program is to train African Americans and other underserved minorities to become competent physical therapist with an emphasis on the treatment of conditions that are prevalent in underserved communities.
2. Competent physical therapists are those individuals who demonstrate professional behavior and expertise in clinical decision-making, patient/client management, and reflective practice.
3. Development of leadership potential is vital to the profession of physical therapy in areas of clinical practice, education, administration, consultation and research.
4. A sensitivity to individual and cultural differences and a commitment to provide services to the profession and in underserved communities is strongly supported, using experiential service learning opportunities that align with our University's mission.
5. A critical component of contemporary physical therapy practice is designing and promoting health and wellness programs which increase awareness and participation in initiatives that support a healthy campus community, as it relates to physical and mental health, and prevent or delay injury, functional impairment, disease, or disability.

Student and Faculty Goals

The student and faculty goals are derived from the curricular themes as follows:

1. Students will demonstrate knowledge of the profession's best practices of contemporary PT education, research and practice, based on evidence based literature.
2. Students will assume leadership positions amongst their peers, in APTA and/or other organizations to keep abreast of contemporary issues of PT practice.
3. Students will demonstrate an understanding of the role of other professions in the delivery of healthcare.
4. Students will demonstrate an understanding that professional behavior is an integral part of PT education and practice.
5. Graduates will demonstrate knowledge in the profession's best practices of contemporary PT education, research and practice, based on evidence based literature.
6. Graduates will assume leadership positions in APTA and/or other organizations to keep abreast of contemporary issues of PT practice.
7. Graduates will demonstrate lifelong learning and professional development by active participation in research, and attendance at workshops and professional meetings.

PRINCIPLES UPON WHICH THE CURRICULUM IS BASED

The Program has established the following principles with which to guide the development and implementation of the curriculum. The program's principles provide the general framework for implementation of its mission, culminating in preparation of competent physical therapists:

Principle 1

Excellence, leadership, service, truth are our core values. Howard's aim is to forward the development of scholars and professionals who drive change, and engage in scholarship that provides solutions to contemporary global problems, particularly one's impacting the African Diaspora.

Principle 2

The program provides students with a strong background in foundational sciences upon which the clinical skills and competencies are built.

Principle 3:

Contemporary physical therapy education and practice is based on a sound knowledge of research, engagement in scholarship, and application of research outcomes to clinical practice.

Principle 4:

Critical thinking, problem-solving and clinical decision making skills are key components of physical therapy education and practice.

Principle 5:

Effective, culturally sensitive communication and interaction should be employed to promote cooperation with all patients, clients, family members, health care practitioners, administrators, and other members of health care community.

Modes of Educational Delivery

The program is primarily implemented by the following educational modes:

- Classroom presentations and lectures
- Laboratory demonstrations and practice
- Distance learning
- Problem-based learning
- experiencesSelf-directed learning
- experiences Clinical experiences
- and field trips General clinical internships Specialty clinical internship.

The Profession Curriculum

Admission Process: The criteria for admission into the PT program are: a) possession of a B.S. degree in any field, preferably in a health-related discipline, from an accredited university; b) having an overall GPA of at least 3.0 and a science GPA of at least 3.0; c) completion of the prerequisite courses and voluntary clinical experience, as prescribed by the program; and, d) selection through application and admission processes. Please consult www.ptcas.org or www.howard.edu for admission requirements into the PT program.

Conceptual Framework: The PT program is consistent with the mission, philosophy, goals and objectives of the Department. The curriculum is student-centered and promotes health, wellness and prevention as related to physical therapy. The content areas in each instructional unit and the related courses are organized sequentially, proceeding from simple to complex. The program provides for early integration of the foundational and clinical sciences and culminates with full integration of the learned material later in the curriculum, where prevention, wellness, specialty practice, and research are emphasized.

Curriculum Content: The curriculum provides a foundation in the biological sciences, psychosocial and clinical skills related to four physical therapy practice areas: musculoskeletal, neurological, cardiopulmonary and integumentary systems. The bulk of foundational sciences are introduced in the first semester. Thereafter, they are integrated in appropriate breadth and depth, as part of the content within each of the four clinical practice areas. The PT curriculum addresses research skills, learning theories, professional, ethical and PT practice issues. Also, it provides for various clinical exposures in semesters two through seven, consistent with the breadth and depth of the material covered. The curriculum provides a variety of clinical experiences through supervised internships at clinical sites that meet the program's criteria. The clinical internships are offered for a total of 34 weeks at introductory, advanced and specialty levels in the 4th, 7th and 8th semesters, respectively. Finally, the curriculum provides for such electives as directed readings, independent study and special projects in physical therapy.

Course Objectives: Early in the program, course objectives emphasize the lower levels of the cognitive, affective and psychomotor taxonomic domains, and progress to higher taxonomic levels as the students matriculate through advanced courses. The learning objectives are designed to measure the students' capacity to gain the required knowledge, beginning with basic comprehension and proceeding to information synthesis, integration and critical thinking. Course objectives promote clinical decision-making and problem-solving skills at all levels of interaction with patients and clients, from initial examination to the outcomes assessment. Course objectives promote research by analyzing, interpreting and reporting the findings. Course presentations are in lecture-based format initially and proceed to case-based, problem-solving and self-directed learning approach in advanced courses. The plan provides for mechanisms to evaluate students' clinical competency both in basic sciences and clinical skills prior to their assignment to clinical internships in 3rd and 6th semesters.

Learning Outcomes

Learning Outcome 1

Graduates will be able to meet FSBPT standards to pass the NPTE

Learning Outcome 2

Graduates will be able to independently examine a patient/client by obtaining a pertinent history, performing a relevant systems review, selecting appropriate tests and measures, and performing indicated interventions.

Learning Outcome 3

Students will be able to demonstrate social responsibility, by being prepared to serve patients/clients in underserved communities or in areas of health disparity.

Learning Outcome 4

Each core faculty member will advise a Year III student to complete and submit for publication a Capstone research project.

Learning Outcome 5

Students will be able to demonstrate UE and LE goniometric measurement techniques prior to entering their first full time clinical internship.

Attendance

ATTENDANCE at each class session (lecture, laboratory, clinical) is **required**. Students are expected to have 100% attendance. Tardiness will not be tolerated. Three or more unexcused absences or tardiness will be reflected in your professional behavior rating score. This will affect your eligibility to enter into the clinic. No excuse for lateness. See class syllabi for details. Excused absence is acceptable, requiring documentation in the following circumstances:

- personal illness or family illness;
- death of member of the student's immediate family
- religious holidays
- natural disaster

Class Attendance

Notification must be given regarding absences **before** they occur. The student must notify the following:

- The instructor
- The Department Office on (202)806-7614
- failure to properly notify absence is considered unacceptable professional behavior.

Clinical Experience

The steps below must be taken regarding notification of absence from the clinic **before** the fact, i.e. at the earliest possible time before clinic opens for the day. Missed time must be made up. Students must notify the following:

- The Clinical Coordinator (CCE) at the site/The Clinical Instructor at the site
- Academic Coordinator of Clinical Education (Dr. Brown-White or Prof. Kala Flagg)
- The Department Office (202)806-7614.

Class/Lab/ Clinical Policy

1. Students are expected to wear appropriate attire for all class/ laboratory/ clinic sessions, according to departmental policy.
2. There will be no use of unauthorized cell phones or electronic devices during class/ lab/ clinic time, or during exams!

3. Tardiness during lab/ clinic sessions will not be tolerated.
4. Students are responsible of maintaining their work, study areas, classroom, laboratory, clinic and equipment at professionally acceptable level.
5. Students are responsible of taking turns in policing themselves in maintaining clean, neat, and safe facilities, equipment, and resources.
6. Eating and drinking is not allowed in class/ lab.
7. Students shall not willfully engage in any activities, which may disrupt the learning environment.
8. Students will adhere to the department's standards on personal hygiene, grooming, dress code, and behavior.
9. Students will not engage in any activities that may disrupt the learning environment.
10. Failure to comply with all the above will result in student's dismissal from class/lab/clinic for that day, and it will unfavorably affect the student's participation grade. Unless otherwise indicated, students should assume that all assignments/ homework/ exams, quizzes, and practical exams must be completed individually.
11. After hours use of classrooms and labs must comply with the department's "after hours use of facilities" policy, found elsewhere in this document.

Universal Precautions and Occupational Exposure

1. Students will always use universal precautions.
2. Students will receive training on universal precautions, and occupational exposure yearly.
3. The training will comprise of online OSHA seminars, which will be incorporated in the clinical course.
4. The Howard University Employee Health Center, and University's Student Health Center are responsible for monitoring occupational exposures for the Medical, Dental, Nursing, and Allied Health students.
5. Material Data Safety Sheets (MDS) are available at the University Environmental Safety Office (806-1006 thru 1009).

Equipment Safety

1. All therapeutic electric/electronic equipment property of the department will be professionally serviced yearly.
2. Any missing, malfunctioning, or damaged equipment must be reported to the department's administrative assistant.
3. The administrative assistant will maintain a log of all equipment safety reports, service calls, and maintenance records.
4. The administrative assistant will inform the department chair of all equipment safety issues.

Educational Use of Patients in Classroom Settings

Actual patients may be utilized in the classroom for educational purposes at the discretion of the instructor. The course instructor or Simulation Lab must secure a signed consent form patient or guardian prior to participation. The patient has the right to refuse to participate in part or in whole at any time. Each course instructor or the Simulation Lab will maintain a file of the signed informed consents.

Professional Behavior

1. Professional behavior is an integral part of physical therapy education and practice.
2. The professional behavior of each physical therapy student will be assessed throughout the curriculum, in all formal and informal interactions, using the Department's professional behavior tool.
3. Appropriate disciplinary action will be taken against any student who receives a citation for unprofessional behavior.
4. Any students believed to be creating an environment or situation(s) that are perceived as threatening or

dangerous for faculty/staff, visitors, fellow students, and/or patients will be dismissed.

Examinations Policy

1. Students must work independently on all examinations.
2. Students may not leave their seats during testing, without the proctor's permission.
3. No questions are allowed during testing.
4. Use of electronic equipment is not allowed during the exam, unless authorized by the proctors.
5. Students who arrive for the exam more than thirty minutes after the exam has started will not be allowed to take the exam on that day.
6. No additional testing time will be allocated to students arriving late.
7. Students who finish their exam may not leave the examination room until thirty minutes after the start of the exam.
8. Students may not divulge information about the exam to any students who have not taken the exam.
9. Students who leave the room for any reason during an examination will not be allowed to return and continue the examination
10. Exam materials are the property of the PT department, and cannot be physically removed from the exam area, recorded on paper or computer, video/ audio taped, copied, or distributed in any shape or form.
11. Students who commit plagiarism will receive a zero for that task (tests/ quizzes/ assignment) and be referred for disciplinary action.
12. Make-up of missed written or practical exam will be granted only with appropriate documentation indicating extreme medical or family emergency.
13. Practical examinations with a grade less than 70% must be repeated once, contingent to limits set by departmental policy (See PT advancement and retention policy). The grade of the repeated practical will not exceed 70%.
14. Failure to pass the practical exam after the second attempt will result in failure of the course.
15. There is no make up for quizzes and/ or class/ lab/ clinic assignments.
16. **Students who wish to question or request a change of grade on any assignment or examination must submit a written explanation and justification to the course instructor. They must do so within two calendar weeks of the date on which the course coordinator notifies the students of their test grades.**
17. Grades are not given, but earned, and they are not negotiable.

Clinical Internship

A student must have a cumulative semester GPA of 3.0 or greater, and the unanimous approval of the core faculty of the Department, before being allowed to enter his/her clinical internship.

The evaluation of clinical experiences is based on mastery of competencies specific to Physical Therapy. A student who does not master all required competencies will receive a grade of "F," be placed on Academic Probation, and may be automatically suspended from the program. The criteria associated with the grading of clinical internships include:

1. Students have only one opportunity to repeat an affiliation and to satisfactorily pass a clinical internship. Failure of a second affiliation will lead to suspension from the program.
2. Clinical assignments will be based on the availability of a clinical site.

A student who must withdraw from the clinic and is passing up to that time, with the recommendation of the faculty, may be given an incomplete grade and the opportunity to complete that affiliation at a time convenient for the clinical facility. For additional information regarding clinical internships please refer to the Clinical

Laboratory Fees

The Board of Trustees has approved a laboratory fee to be paid by all students matriculating in the professional level programs of the College of Allied Health Sciences. This fee is designated as \$100 per year, which may be deducted from accounts as \$50.00 per semester. The Physical Therapy Department uses this fee to fund all aspects of clinical education, including the cost of site visits by the ACCE, and to purchase supplies for the laboratory experiences of the curriculum. A professional fee of \$100 per year will be charged to pay for student membership in the American Physical Therapy Association, and to partially fund comprehensive examinations and the licensure examination preparatory course

Hygiene and Grooming - Clinical

Each student is expected to maintain appropriate dress standards as set forth by the Department below. If the dress standard of the facility is different from that of the Department, the student is expected to adhere to the dresscode set forth by the facility, during the time of affiliation at that facility.

Good personal hygiene is of utmost importance. You must be neat and clean. Uniforms should be washed daily so that a clean one is worn each day. Oral and body hygiene must be maintained. Nails must be short and neat. Hair must be worn off the shoulders in a neat fashion. Head pieces should not be worn in the clinic. Do not wear large dangling earrings or excessive jewelry.

Dress Code

While you are in training, appropriate dress and exemplary hygiene are required. When there is a lecture or patient care experience at any clinical site, the student is expected to be in full professional attire. These guidelines reinforce dress standards that meet safety, infection control and sanitary requirements of health care institutions.

Minimum Standards/Guidelines for Clinic Dress

- All physical therapy students are to wear clean, pressed, white jackets with a name badge when in clinical areas.
- Proper identification badges bearing the student's name identifying him/her as a "Student Physical Therapist" must always be worn.
- All hair is to be neatly groomed and clean including facial hair.
- Nails are to be short, neatly trimmed and clean.
- Males are to wear freshly laundered and pressed shirts with ties.
- Students must wear minimal jewelry. Exposed body piercing is limited to ear lobes and discreet nose jewelry.
- Dress shoes should be flat, closed in (no open toe), and comfortable.
- All physical therapy students are to wear stockings or socks when in the clinical area.
- All attire must fit properly.

Classroom dress

Shirt options: A short or long sleeve polo shirt (black, grey, red, blue or white).

Pant/Skirt options: Black, navy blue, or khaki (with belt).

Shoe options: Black canvas or leather footwear **or** white sneakers (with white laces).

Students are required to wear “lab clothes” when instructed. These include a clean, plain white shirt (no lettering or graphics) and navy blue or black athletic shorts (mid-thigh or higher). Students should also have sports underwear available including sports bras for women.

Cell Phones/Electronic Devices

Cell phones and/or electronic devices are to be turned off while in class/lab/clinic. No exceptions.

Equipment

When students need to use Department equipment (DVD, television, tape recorders, projector, etc.) The procedures are as follows:

1. Check with your advisor or departmental office staff to sign out equipment;
2. No equipment will be allowed to leave the College premises without express consent of the Chairperson;
3. Permission to use the study models in the Department should be obtained from the primary instructor for the class; student(s) checking out models will also be responsible for their safe return;
4. A list of all students using the checked-out models should be provided to the instructor.

Mailboxes

Students are required to check their mailboxes daily. Mailboxes are located in the Business Office.

E-Mail

Students are assigned a Howard University e-mail address upon enrollment. Students are expected to check their Howard University e-mail at least daily.

Appointments

Please note faculty office hours and arrange appointments with individual faculty members. Conferences with the Department Chair are to be arranged through the Administrative Assistant.

Lockers

Locker space is available for all professional level students. Locker assignments must be reported to the Department's Administrative Assistant (HUH Room 6W-56). Students are responsible for cleaning lockers at the end of the Spring semester.

Student Responsibilities

1. To promptly attend all classes and planned learning experiences sponsored by the Department and its faculty;
2. To seek regular conferences with advisor or other faculty of choice;
3. To realistically assess personal development and to recognize problems which demand the intervention of another; to seek assistance from advisor, another faculty, or Chair;
4. To participate in Departmental, Division, and University activities;
5. To utilize, the resources of the Department, Division and University;
6. To be an avid, interested learner and a willing sharer of learned materials with others who need assistance;
7. To abide by the Code of Ethics of the College of Nursing and Allied Health Sciences, Howard University and the Department of Physical Therapy;
8. To obtain health clearance from the University Health Services prior to didactic phase and clinical rotations;
9. To present valid University registration to the Department prior to the start of classes or clinical internships;
10. To obtain all required equipment, texts and other learning materials;
11. To develop into a competent Physical Therapist.

SECTION X: GUIDE FOR PROFESSIONAL CONDUCT/CODE OF ETHICS

PURPOSE

This guide is intended to serve student physical therapists of Howard University, Division of Allied Health in the upper division phase of Physical Therapy in matters of professional conduct, discipline and responsibility.

PRINCIPLE 1:

Physical Therapy students respect the rights and dignity of their patients during clinical affiliations.

- a. Physical therapy students will uphold a professional image and exercise sound judgment and responsibility in the clinical setting;
- b. Physical therapy students, as apprentice of the trade, should never attempt the treatment of patients unless under direct supervision.

PRINCIPLE 2:

Physical Therapy students respect the rights and opinions of fellow physical therapy students and the faculty.

- a. Physical therapy students should, when expressing personal opinions, give constructive criticism.
- b. There should be no talking when a professor is getting ready to start class.
- c. Keep utmost confidentiality among each other.
- d. Students should be willing to lend a helping hand to other students and to be courteous, polite and friendly.
- e. Students should be considerate of fellow students in scheduling final exams.
- f. Students should arrive on time for scheduled classes.

PRINCIPLE 3:

Doctor of Physical Therapy students should be accessible to their “little brothers and sisters” (First year physical therapy students).

PRINCIPLE 4:

Physical therapy students should maintain a warm rapport with Occupational Therapy and other allied health students relating to class studies and other class activities.

PRINCIPLE 5:

Physical therapy students should be responsible for all laboratory equipment, handling it in such a fashion as to prevent destruction.

PRINCIPLE 6:

Physical therapy students should be responsible for maintaining cleanliness of laboratories and classrooms.

PRINCIPLE 7:

Physical therapy students should be professional and act responsibly in the school setting. At all times, they should demonstrate professional respectful behavior in their interactions with classmates, faculty, and staff.

- a. Do not arrive late to class.
- b. Do not cheat on exams.
- c. No stealing.
- d. Students should try to be honest in all aspects of their lives; do not lie.
- e. Students should try to gain as much knowledge and experience as possible while in the upper division phase.

PRINCIPLE 8:

Physical therapy students should make it a point to do something, non-school related, at least twice a month to maintain a good state of mind.

Academic Cheating - Student Information

Behaviors that may be interpreted as cheating or intent to do so include:

- *Talking**
- *Excessive fidgeting**
- *Staring**
- *Silent reading with lips moving**
- *Looking on (an)other student(s)'s paper*Writing excessively large**
- *Holding an exam paper so it may be read by others*Passing notes, papers, or any materials to another student**Coaching another student in lab examination***
- *Possession of crib notes***
- *Use of the exact wording as another student, in response to essay questions***Plagiarism****
- *Tampering with any testing materials ***Collaborating during online testing ****

Response by Instructors to the Above Observed Behaviors:

* = Talk with student, one-on-one, immediately following the testing situation. Describe to the student what behavior(s) were observed. Inform the student that a repeat of the behavior in any testing situation in the Department may result in the student being referred to the Associate Dean's office for disciplinary action. Record the student conference in the student folder.

** = Take the student(s)'s tests(s), dismiss the student from the classroom/testing site; refer student to the Chairman of the Department.

*** = Student(s) will be referred to the Associate Dean for disciplinary action.

Note: Tests using computer answer sheets may be subject to random sample analyses; results indicating cheating may have taken place will be referred to the Associate Dean's Office for disciplinary action

Procedure for Suspected Cheating Incidents:

1. Faculty involved will talk with student(s) involved.
2. If student(s) is/are being accused, a referral to the Chairperson will be made.
3. The Chairperson should convene an emergency faculty meeting to determine if student(s) will be referred, through the Associate Dean's Office, for disciplinary action.
4. If a case is referred for disciplinary action, a letter should be submitted to the Associate Dean describing the circumstances and recommending the level of action requested by the faculty.
5. The Associate Dean will conduct an investigation and will confer with the accusing faculty member.
6. Student(s) may be referred for disciplinary action to the Student Judiciary Committee (SJC); or a lesser punishment may be decided by the College Dean, Associate Dean, the accusing faculty, and the department.

Academic actions are **confidential**. They should not be discussed in public places of the Department or the College. Academic actions should not, for any reason, be discussed with other, non-involved students.

Conflict Resolution

A student who has an academic conflict with a professor must first approach that professor, in order to attempt a resolution of the conflict. If a student is unsuccessful, he/she should contact his/her advisor, who will attempt to resolve the conflict. If the advisor's efforts are unsuccessful, the student should bring the conflict to the Student Performance Committee of the Department of Physical Therapy. If the student does not receive a satisfactory result, he/she may seek further resolution from the Chairperson of the Department.

Student Financial Assistance

The APTA general education division strongly recommends that you contact the Financial Aid Officer at the University for information about sources of financial assistance. The Financial Aid Office is in the Mordecai Wyatt Johnson Administration Building.

Scholarship Information Center

Scholarships are available from several sources. University sponsored scholarships include:

1. Board of Trustees Scholarship
2. Mordecai Wyatt Johnson Scholarship

Physical and/or Psychological Assessment/Evaluation of Students

IMPLEMENTATION PROCEDURE

The faculty member observing a student manifesting behavior portending physical or psychological health problems has the responsibility of conferring with the Department Chair regarding the observed behavior. Should agreement be reached that a health assessment/evaluation is desirable, the Chair and faculty member shall meet with the Associate Dean to further discuss the student's problem. Should the participants at this meeting agree that an assessment/evaluation is an appropriate action, the Associate Dean shall meet with the student to discuss the perceived need for an assessment/evaluation, (report to be received within forty-five (45) days of the meeting with the student); and to convey the options available to the student regarding this matter.

To safeguard the rights of all constituencies of the Division and ultimately the public to be served by graduates of the Division, the following provision is articulated. It addresses the process and rights of students, involved faculty and administration concerning the perceived need to assess/evaluate physical health and psychological health problems that may occur with the matriculating students.

The Associate Dean of the Division of Allied Health Sciences will, upon recommendation of a Department faculty refer student(s) to the University Health Services for physical or psychological assessment/evaluation, in addition to the examination required of new students. The student, however, may elect to utilize the professional services of a physician of his/her own choice, in an appropriate specialty; in which case the associated fees and costs must be borne by the student. In either case, the evaluation must be completed by the appropriate health professional and a written report submitted to the Associate Dean of the Division within forty-five (45) days of the date of the Associate Dean's referral.

PHYSICAL AND/OR PSYCHOLOGICAL ASSESSMENT

The student must be able to present verification that the initial appointment has been scheduled within two (2) weeks of the date of the Associate Dean's referral, and at the time of the initial appointment, must sign a release allowing the report to be submitted to the Associate Dean.

A written report of the assessment/evaluation will be provided to the Associate Dean of the Division. Following receipt of the assessment/evaluation report, the Associate Dean and the Student Academic Performance Committee of the College will review the report and will make recommendations, within ten (10) days, specifying the conditions, if any, for continuing matriculation of the student, or suspension. Suspension may be recommended for a student who is suffering from a health impairment that hinders the student's ability to effectively pursue the course of study in Allied Health. Suspension may also be recommended for a student who fails to report to the university Service or to a private practitioner for the requested assessment/evaluation.

The student has the right of appeal to a health assessment board. The student should contact the Office of Special Student Services for additional information.

SECTION XI: PHYSICAL THERAPY CODE OF ETHICS

Preamble

This Code of Ethics sets forth ethical principles for the physical therapy profession. Members of this profession are responsible for maintaining and promoting ethical practice. This Code of Ethics, adopted by the American Physical Therapy Association, shall be binding on physical therapists who are members of the Association.

PRINCIPLE 1

A physical therapist shall respect the rights and dignity of all individuals and shall provide compassionate care.

1.1 Attitudes of a Physical Therapist

- A. A physical therapist shall recognize individual differences and shall respect and be responsive to those differences.
- B. A physical therapist shall be guided by concern for the physical, psychological, and socioeconomic welfare of patients/clients.
- C. A physical therapist shall not harass, abuse, or discriminate against others.
- D. A physical therapist shall be aware of the patient's health-related needs and act in a manner that facilitates meeting those needs.

PRINCIPLE 2

A physical therapist shall act in a trustworthy manner towards patients/clients, and in all other aspects of physical therapy practice.

2.1 Patient/Physical Therapist Relationship

- A. To act in a trustworthy manner the physical therapist shall act in the patient/client's best interest. Working in the patient/client's best interest requires knowledge of the patient/client's needs from the patient/client's perspective. Patients/clients often come to the physical therapist in a vulnerable state and normally will rely on the physical therapist's advice, which they perceive to be based on superior knowledge, skill, and experience. The trustworthy physical therapist acts to ameliorate the patient's/client's vulnerability, not to exploit it.
- B. A physical therapist shall not exploit any aspect of the physical therapist/patient relationship.
- C. A physical therapist shall not engage in any sexual relationship or activity, whether consensual or nonconsensual, with any patient while a physical therapist/patient relationship exists.
- D. The physical therapist shall create an environment that encourages an open dialogue with the patient/client.
- E. In the event the physical therapist or patient terminates the physical therapist/patient relationship while the patient continues to need physical therapy services, the physical therapist should take steps to transfer the care of the patient to another provider.

2.2 Truthfulness

A physical therapist shall not make statements that he/she knows or should know are false, deceptive, fraudulent, or unfair. See Section 8.2.D.

2.3 Confidential Information

- F. Information relating to the physical therapist/patient relationship is confidential and may not be communicated to a third party not involved in that patient's care without the prior consent of the patient, subject to applicable law.
- G. Information derived from peer review shall be held confidential by the reviewer unless the physical therapist who was reviewed consents to the release of the information.
- H. A physical therapist may disclose information to appropriate authorities when it is necessary to protect the welfare of an individual or the community or when required by law. Such disclosure shall be in accordance with applicable law.

2.4 Patient Autonomy and Consent

- I. A physical therapist shall not restrict patients' freedom to select their provider of physical therapy.
- J. A physical therapist shall communicate to the patient/client the findings of his/her examination, evaluation, diagnosis, and prognosis.
- K. A physical therapist shall collaborate with the patient/client to establish the goals of treatment and the plan of care.
- L. A physical therapist shall inform the patient/client of the benefits, costs, and substantial risks (if any) of the recommended intervention and treatment alternatives.
- M. A physical therapist shall respect the patient's/client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.

PRINCIPLE 3

A physical therapist shall comply with laws and regulations governing physical therapy and shall strive to effect changes that benefit patients/clients.

3.1 Professional Practice

A physical therapist shall provide examination, evaluation, diagnosis, prognosis, and intervention. A physical therapist shall not engage in any unlawful activity that substantially relates to the qualifications, functions, or duties of a physical therapist.

3.2 Just Laws and Regulations

A physical therapist shall advocate the adoption of laws, regulations, and policies by providers, employers, third party payers, legislatures, and regulatory agencies to provide and improve access to necessary health care services for all individuals.

3.3 Unjust Laws and Regulations

A physical therapist shall endeavor to change unjust laws, regulations, and policies that govern the practice of physical therapy. See Section 10.2.

PRINCIPLE 4

A physical therapist shall exercise sound professional judgment.

4.1 Professional Responsibility

- A. A physical therapist shall make professional judgments that are in the patient/client's best interests.
- B. Regardless of practice setting, a physical therapist has primary responsibility for the physical therapy care of a patient and shall make independent judgments regarding that care consistent with accepted professional standards. See Section 2.4.
- C. A physical therapist shall not provide physical therapy services to a patient/client while his/her ability to do so safely is impaired.
- D. A physical therapist shall exercise sound professional judgment based upon his/her knowledge, skill, education, training, and experience.
- E. Upon accepting a patient/client for physical therapy services, a physical therapist shall be responsible for: the examination, evaluation, and diagnosis of that individual; the prognosis and intervention; re-examination and modification of the plan of care; and the maintenance of adequate records, including progress reports. A physical therapist shall establish the plan of care and shall provide and/or supervise and direct the appropriate interventions. See Section 2.4.
- F. If the diagnostic process reveals findings that are outside the scope of the physical therapist's knowledge, experience, or expertise, the physical therapist shall so inform the patient/client and refer to an appropriate practitioner.
- G. When the patient has been referred from another practitioner, the physical therapist shall communicate the findings of the examination and evaluation, the diagnosis, the proposed intervention, and re-examination findings (as indicated) to the referring practitioner.

- H. A physical therapist shall determine when a patient/client will no longer benefit from physical therapy services.

4.2 Direction and Supervision

- I. The supervising physical therapist has primary responsibility for the physical therapy care rendered to a patient/client.
- J. A physical therapist shall not delegate to a less qualified person any activity that requires the unique skill, knowledge, and judgment of the physical therapist.

4.3 Practice Arrangements

- K. Participation in a business, partnership, corporation, or other entity does not exempt physical therapists, whether employers, partners, or stockholders, either individually or collectively, from the obligation to promote, maintain or comply with the ethical principles of the Association.
- L. A physical therapist shall advise his/her employer(s) of any employer practice that causes a physical therapist to be in conflict with the ethical principles of the Association. A physical therapist shall seek to eliminate aspects of his/her employment that are in conflict with the ethical principles of the Association.

4.4 Gifts and Other Consideration

A physical therapist shall not accept or offer gifts or other considerations that affect or give an appearance of affecting his/her professional judgment.

PRINCIPLE 5

A physical therapist shall achieve and maintain professional competence.

5.1 Scope of Competence

A physical therapist shall practice within the scope of his/her competence and commensurate with his/her level of education, training and experience.

5.2 Self-assessment

A physical therapist shall engage in self-assessment, which is a lifelong professional responsibility for maintaining competence.

5.3 Professional Development

A physical therapist shall participate in educational activities that enhance his/her basic knowledge and skills.

PRINCIPLE 6

A physical therapist shall maintain and promote high standards for physical therapy practice, education and research.

6.1 Professional Standards

A physical therapist shall know the accepted professional standards when engaging in physical therapy practice, education and/or research. A physical therapist shall continuously engage in assessment activities to determine compliance with these standards. If a physical therapist is not in compliance with these standards, he/she shall engage in activities designed to reach compliance with the standards. When a physical therapist is in compliance with these standards, he/she shall engage in activities designed to maintain such compliance.

6.2 Practice

- A. A physical therapist shall achieve and maintain professional competence. See Section 5.
- B. A physical therapist shall demonstrate his/her commitment to quality improvement by engaging in peer and utilization review and other self-assessment activities.

6.3 Professional Education

- A. A physical therapist shall support high-quality education in academic and clinical settings.
- B. A physical therapist participating in the educational process is responsible to the students, the academic institutions, and the clinical settings for promoting ethical conduct. A physical therapist shall model ethical behavior and provide the student with information about the Code of Ethics, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts. See Section 9.

6.4 Continuing Education

- A. A physical therapist providing continuing education must be competent in the content area.
- B. When a physical therapist provides continuing education, he/she shall ensure that course content, objectives, faculty credentials, and responsibilities of the instructional staff are accurately stated in the promotional and instructional course materials.
- C. A physical therapist shall evaluate the efficacy and effectiveness of information and techniques presented in continuing education programs before integrating them into his or her practice.

6.5 Research

- A. A physical therapist shall support research activities that contribute knowledge for improved patient care.
- B. A physical therapist shall report to appropriate authorities any acts in the conduct or presentation of research that appear unethical or illegal. See Section 9.

PRINCIPLE 7

A physical therapist shall seek only such remuneration as is deserved and reasonable for physical therapy services.

7.1 Business and Employment Practices

- A. A physical therapist's business/employment practices shall be consistent with the ethical principles of the Association.
- B. A physical therapist shall never place her/his own financial interest above the welfare of individuals under his/her care.
- C. A physical therapist shall recognize that third-party payer contracts may limit, in one form or another, the provision of physical therapy services. Third-party limitations do not absolve the physical therapist from making sound professional judgments that are in the patient's best interest. A physical therapist shall avoid underutilization of physical therapy services.
- D. When a physical therapist's judgment is that a patient will receive negligible benefit from physical therapy services, the physical therapist shall not provide or continue to provide such services if the primary reason for doing so is to further the financial self-interest of the physical therapist or his/her employer. A physical therapist shall avoid over-utilization of physical therapy services.
- E. Fees for physical therapy services should be reasonable for the service performed, considering the setting in which it is provided, practice costs in the geographic area, judgment of other organizations, and other relevant factors.
- F. A physical therapist shall not directly or indirectly request, receive, or participate in the dividing, transferring, assigning, or rebating of an unearned fee.
- G. A physical therapist shall not profit by means of a credit or other valuable consideration, such as an unearned commission, discount, or gratuity, in connection with the furnishing of physical therapy services.
- H. Unless laws impose restrictions to the contrary, physical therapists who provide physical therapy services within a business entity may pool fees and monies received. Physical therapists may divide or apportion these fees and monies in accordance with the business agreement.
- I. A physical therapist may enter into agreements with organizations to provide physical therapy services if such agreements do not violate the ethical principles of the Association or applicable laws.

7.2 Endorsement of Products or Services

- A. A physical therapist shall not exert influence on individuals under his/her care or their families to use products or services based on the direct or indirect financial interest of the physical therapist in such products or services. Realizing that these individuals will normally rely on the physical therapist's advice, their best interest must always be maintained, as must their right of free choice relating to the use of any product or service. Although it cannot be considered unethical for physical therapists to own or have a financial interest in the production, sale, or distribution of products/services, they must act in accordance with law and make full disclosure of their interest whenever individuals under their care use such products/services.
- B. A physical therapist may receive remuneration for endorsement or advertisement of products or services to the public, physical therapists, or other health professionals provided he/she discloses any financial interest in the production, sale, or distribution of said products or services.
- C. When endorsing or advertising products or services, a physical therapist shall use sound professional judgment and shall not give the appearance of Association endorsement unless the Association has formally endorsed the products or services.

7.3 Disclosure

A physical therapist shall disclose to the patient if the referring practitioner derives compensation from the provision of physical therapy.

PRINCIPLE 8

A physical therapist shall provide and make available accurate and relevant information to patients/clients about their care and to the public about physical therapy services.

8.1 Accurate and Relevant Information to the Patient

- A. A physical therapist shall provide the patient/client information about his/her condition and plan of care. See Section 2.4.
- B. Upon the request of the patient, the physical therapist shall provide, or make available, the medical record to the patient or a patient-designated third party.
- C. A physical therapist shall inform patients of any known financial limitations that may affect their care.
- D. A physical therapist shall inform the patient when, in his/her judgment, the patient will receive negligible benefit from further care. See Section 7.1.C.

8.2 Accurate and Relevant Information to the Public

- A. A physical therapist shall inform the public about the societal benefits of the profession and who is qualified to provide physical therapy services.
- B. Information given to the public shall emphasize that individual problems cannot be treated without individualized examination and plans/programs of care.
- C. A physical therapist may advertise his/her services to the public.
- D. A physical therapist shall not use, or participate in the use of, any form of communication containing a false, plagiarized, fraudulent, deceptive, unfair, or sensational statement or claim.
- E. A physical therapist who places a paid advertisement shall identify it as such unless it is apparent from the context that it is a paid advertisement.

PRINCIPLE 9

A physical therapist shall protect the public and the profession from unethical, incompetent, and illegal acts.

9.1 Consumer Protection

- A. A physical therapist shall provide care that is within the scope of practice as defined by the state practice act.
- B. A physical therapist shall not engage in any conduct that is unethical, incompetent or illegal.

- C. A physical therapist shall report any conduct that appears to be unethical, incompetent, or illegal.
- D. A physical therapist may not participate in any arrangements in which patients are exploited due to the sources' enhancing their personal incomes as a result of referring for, prescribing, or recommending physical therapy. See Section 5.

PRINCIPLE 10

A physical therapist shall endeavor to address the health needs of society.

10.1 Pro Bono Service

A physical therapist shall render pro bono publico (reduced or no fee) services to patients lacking the ability to pay for services, as each physical therapist's practice permits.

10.2 Community Health

A physical therapist shall endeavor to support activities that benefit the health status of the community. See Section 3.

PRINCIPLE 11

A physical therapist shall respect the rights, knowledge, and skills of colleagues and other healthcare professionals.

11.1 Consultation

A physical therapist shall seek consultation whenever the welfare of the patient will be safeguarded or advanced by consulting those who have special skills, knowledge, and experience.

11.2 Patient/Provider Relationships

A physical therapist shall not undermine the relationship(s) between his/her patient and other healthcare professionals.

11.3 Disparagement

Physical therapists shall not disparage colleagues and other health care professionals. See Section 9 and Section 2.4.A.

HOD 06-00-12-23 (Program 17) [Amended HOD 06-91-05-05; HOD 06-87-11-17; HOD 06-81-06-18; HOD 06-78-06-08; HOD 06-78-06-07; HOD 06-77-18-30; HOD 06-77-17-27; Initial HOD 06-73-13-24]

SECTION XII: HOWARD UNIVERSITY HOSPITAL OCCUPATIONAL EXPOSURE PLAN FOR MEDICAL, DENTAL, NURSING AND ALLIED HEALTH SCIENCE STUDENTS

A. Goals of Occupational Exposure Plan

1. To prevent work-related injury and illness of Howard University medical, dental, nursing and allied health students.
2. To prevent spread of communicable diseases to patients treated by Howard University clinical students.
3. To formalize procedures for reporting and managing work-related injuries and illness of Howard University clinical students.

B. Methods

1. Education

New students will be given a copy of the occupational exposure plan during orientation. Prior to their first patient encounter, they will be educated in universal precautions and isolation requirements.

2. Health Screening and Maintenance

The Howard University Student Health Center will monitor the health status of all medical, dental and allied health science students with potentially infectious conditions as well as students who are injured or exposed to infections as a result of their assigned clinical activities. This will be accomplished through primary prevention screening and post-exposure or post-injury diagnostic testing and treatment.

The Howard University Hospital Employee Health Unit requires documentation of health screening and treatment of active disease prior to the time the student presents for Howard University Hospital, and all other hospitals, clinics or physician offices to students are assigned reserve the right to refuse access to their facilities to any student who fails to comply with the occupational exposure plan.

C. Health Screening

Screening for infections is accomplished prior to matriculation, prior to the student's first patient encounter, and annually thereafter. The following are required of clinical students involved in direct patient care:

1. Initial physical examination and annually thereafter;
2. Initial tuberculosis screening and annually thereafter;
3. Initial testing for syphilis serology;
4. Proof of immunity to measles, mumps and rubella, as evidenced by two MMR vaccinations, or immune titers;
5. Tetanus (Td) within the past 10 years;
6. Immunity to Hepatitis B evidenced by three Hepatitis B vaccinations or immune titers;
7. Immunity to varicella (chicken pox);
8. Additional requirements may be required if rotating through pediatrics (such as nasopharyngeal cultures, etc.)

Students will not be allowed to begin clinical assignment until cleared by the Student Health Center.

Any student having an active infectious disease must be treated by his/her private physician prior to beginning or continuing a clinical assignment. A physician's "return to duty" certificate is required by the University Student Health Center as well as by the student's immediate supervisor before resuming clinical activity.

D. Students with Active Disease (Not Work-Related)

Colds and Coughs

A student with cold symptoms, without constitutional symptoms, may begin or continue his/her clinical assignment unless coughing repeatedly with a temperature of 100 degrees F or more. Exception: students with viral infections or cold symptoms who work with children, immune suppressed patients, and renal transplant patients will be sent home.

Diarrhea

Students with diarrhea suspected to be viral or bacterial in origin will not be allowed to work in the nutrition and food service department or nursing services until the condition is controlled. Rectal swab or stool specimen and follow-up are advised.

Herpes

Students with open herpetic lesions will be relieved from direct patient contact until the lesions are dried and healed.

Communicable Disease

Students with a communicable disease (or who have a family member with a communicable disease) should follow the guidelines found in "Guidelines for Students With or Exposed to Communicable Diseases."

Evaluation of Occupational Exposure, Illness and Injury

Students who are exposed or become ill or injured as the result of a clinical assignment will be evaluated at the Howard University Student Health Center during the Center's normal operating hours. Students will be treated at the Howard University Hospital Employee Health Center after obtaining a referral and claim form from the Student Health Center. If the Employee Health Unit is closed, the student will be referred to the Howard University Hospital Emergency Department. The Student Health Center staff member will triage the student and write the following information on the referral form:

- Whether the student has had his/her series of Hepatitis B and tetanus vaccines, and any other laboratory information;
- The type of injury, when and how the injury occurred, and any pertinent information regarding the patient.

When the Student Health Center is closed or in cases of dire emergency, the student should first contact the designated administrator at the work site. Any necessary emergency medical and nursing care shall be made available to the student through the regular procedures in effect at the Employee Health Unit or Emergency Department of the hospital, clinic or other medical facility to which the student is assigned.

The morning following discharge, the student must report to the Student Health Center for evaluation and clearance to return to work. The student should bring copies of discharge instructions and any other information describing the treatment that was rendered. The student will be referred to the Howard University Hospital Employee Health Unit for further management of the condition, if deemed medically necessary by the Student Health Center.

SECTION XIII: FACILITIES AND SERVICES

Financial Aid

Students apply for financial aid through the Financial Aid Office located in the Administration Building, 2nd floor. Eligibility is determined using a need analysis. Students should have the Financial Aid Federal Student Aid (FAFSA) form on file in the Financial Aid Office by the deadlines established by the University. The priority deadline is February 15. Completion of a financial aid form does not ensure that funds are available or will be awarded.

Health Sciences Library

The Louis Stokes Health Sciences Library is on “W” Street adjacent to the Division of Allied Health Sciences. The hours of operation are posted at the Louise Stokes Health Sciences Library website and can be accessed at <http://hsl.howard.edu/> A current Howard University ID must be presented to enter the building.

The Louis Stokes Health Science Library is located adjacent to Annex II. The phone number is (202) 884-1500. The hours are as follows:		
Fall/Spring	Monday - Thursday	8:00 AM – 2:00 AM
	Friday – Saturday	8:00 AM – 12:00 Midnight
	Sunday	12:00 PM – 2:00 AM
The Founders Library is located at 500 Howard Place, on Howard University’s Campus. The phone number is (202) 806-7250. The hours are as follows:		
Fall/Spring	Monday – Thursday	8:00 AM – 3:00 AM
	Friday	8:00 AM – 7:00 PM
	Saturday	9:00 AM - -6:00 PM
	Sunday	TBA 1-9

Hours subject to change throughout the year.

I-Lab and Computer Lab

For information about admission to the lab and use of computers, see http://www.howard.edu/technology/policies/lab_policy.html Also, for technology information refer to <http://www.howard.edu/technology/>

University Special Student Services

A complete listing of University Student Services can be found in the current *Howard University Student Handbook*. Students requiring special services such as ADA accommodations are urged to contact Special Student Services, 18519th Street NW, 2nd Floor, Washington, D.C. 20059 Phone: (202) 238-2420

University Counseling Services

The University Counseling Services are available to all **currently** enrolled full-time Howard university students at no cost. A range of professional services for student wanting help with psychological issues, personal concerns, interpersonal issues and crisis are available. The Center is in the C.B. Powell Building at 6th and Bryant Streets, NW. Counselors can be reached at 202.806.6870 Monday-Friday 8:00 a.m. – 6:00 p.m. Referrals to on-campus and off-campus support sources may be decided if clinical needs are beyond what can be provided at the

Office of Student Affairs (OSA)

The Office of Student Affairs (OSA) is in The Health Sciences Library. Dr. Trevor Leiba is the Director of Academic Services (tleiba@howard.edu). The OSA is primarily responsible for acting in a student advocacy role. Additionally, this office is responsible for facilitating activities and functions related to student life, from admission through graduation. It is responsible for developing and implementing activities to enhance student recruitment and retention; and, also serves as a repository for a variety of data and records, official and nonofficial.

General Information

a. Address/Name Change

It is the responsibility of the student to inform Enrollment Management/Office of Records and Articulation of a change in name or address. The student must also inform the Office of Student Affairs (OSA) in the Division of Allied Health Sciences and ensure that a current address and phone number are on file in the OSA if it becomes necessary to contact a student.

b. Emergency Response Plan: Division of Allied Health Sciences

Students in the Division of Allied Health Sciences will become familiar with the Emergency Response Plan: Division of Allied Health Sciences and will be required to participate in emergency response drills.

In the event the Numa Adams building, must be evacuated, all personnel are to use the nearest stairwell exit to their office or classroom. If the nearby exit is blocked individuals should proceed to the next nearby exit. The primary assembly point is the Annex 1 Parking Lot, unless deemed unsafe. The secondary emergency assembly point is the lawn between the College of Nursing and Allied Health Sciences and the Louis Stokes Health Science Library, unless deemed unsafe.

To review the Emergency Response Plan for the University, see Classroom Evacuation procedures at <https://www.howard.edu/publicsafety/pdfs/safetynewsltr.pdf>

c. Incident and/or Accident Report

- a. An incident report is to be completed when a student sustains an injury in the classroom and/or clinical settings.

On Campus:

- i. The course faculty and/or Program Chairperson must be notified and ensure completion of the incident report, appropriate signatures and appropriate notification follow-up. The incident report is submitted by the faculty to the program chairperson.
- ii. Students who require medical care should report to the Student Health Center, Medical Arts Building, 2139 Georgia Avenue & W St. NW, Suite 201, Second Floor between 9:00 – 4:00 p.m. for evaluation Monday – Friday. Incidents that occur after the close of the Student Health Center may be followed-up through the UrgentCare Center or Howard University Hospital Emergency Room.
- iii. The instructor ensures that a copy of the incident report is forwarded to the program Chairperson for the files.

Off Campus:

- a. DAHS instructor ensures that the student, instructor and/or affiliating staff completes the incident

- report in accordance with the clinical agency's policies.
- b. The instructor ensures that a copy of the incident report is forwarded to the program chairperson for the files.
 - c. The instructor ensures that the student receives appropriate follow up care in accordance with the policy of the clinical agency and/or the Division of Allied Health Sciences.

See H-Book at - www.howard.edu/secretary/documents/H-Book.pdf

d. Safe and Drug Free Campus- See the H-book

Alcoholic Beverages Regulations and Guidelines at www.howard.edu/secretary/documents/H-Book.pdf

Narcotics Regulations and Guidelines, at www.howard.edu/secretary/documents/H-Book.pdf

e. Safety

The campus is equipped with a blue light safety system to make accessible a call box located at various points on the campus. A call light is located across the street from Annex I and at the back-entrance door to Annex I. Students are encouraged to not walk alone after dark and use the HU Shuttle for transportation to areas on the campus after dark.

f. Smoking

The Division of Allied Health Sciences as well as the Department of Physical Therapy is a smoke-free environment.

g. Transportation

Students are responsible for providing their own transportation to clinical sites and for releasing the University and the affiliating institutions from liability for any accidents in which they are involved while commuting to and from the clinical sites.

Special Events

a. Commencement

Commencement is held the 2nd Saturday in May of each year. All prospective graduates are encouraged to attend.

b. Convocation

Two university-wide convocations are held annually, and students are encouraged to attend. Classes are suspended from 10:00 a.m. – 1:00 p.m. for convocation.

- Opening Convocation in September
- Charter Day Convocation in March

c. Honors Day

The College of Nursing and Allied Health Sciences holds an Annual Awards Ceremony for recognition of students and faculty in the spring semester. This ceremony is traditionally held in Cramton Auditorium and promotion and disease prevention will also be reinforced.

Student Grievance/ Complaint Form (SAMPLE)
(Used to file and process all student Grievances)

Part 1

Grievance Action Pertaining to: _____

Grievance Action Initiated by: _____ **Student ID#** _____

Major _____ **School/Division** _____

Classification: *Undergraduate* *Grad Student* *Prof Student* *Year: 1_2_3_4*

Local Address: _____ **Phone No.** _____

Grievance statement and specific request **Attachments Received: Yes No**

(List and attach detail statement and supportive evidence and submit separately within 5 days)

Grievance filed with: _____

Print Name of Person and Title

Date

Signature of Student

Date

Part 2

Grievance Process and Action Sequence

(To be completed by the person or committee chair responsible for the action taken, and return to student)

	Initial:	Date:	Action Taken:
Informal Grievance: Yes No			
Faculty	_____	_____	_____
Chairperson	_____	_____	_____
Associate Dean	_____	_____	_____
Formal Grievance: Yes No			
(CNAHS) Grievance Committee	_____	_____	_____
Recommendation to Dean	_____	_____	_____

(All documents from informal and formal procedures and a detailed statement of action taken shall be attached and case document submitted to dean within 10 working days of the hearing)

Part 3

Dean's Final Action:

(Detailed statement of action taken, with justification, shall be attached if decision differs from committee's recommendation)

Print name of person making final decision

Signature

Date

(Form Available in the CNAHS Office of Academic Services)

PROFESSIONAL BEHAVIOR TOOL (SAMPLE)

Howard University
Division of Allied Health Sciences
Department of Physical Therapy

Course Assessment of Student Professional Behavior

Student _____
Class _____
Professor _____
Date of Incident _____

Rate each element either Satisfactory (S) or Unsatisfactory (U)
If element is rated U please use the back side of this page to provide specific examples and dates to support your rating.

Ethical behavior	Honest and trustworthy in all settings, adheres to honor codes (e.g. regarding testing, plagiarism, adherence to confidentiality rules, etc.)	
Attitude	Clearly interested in learning, not selfish, shows concerns for other's welfare, caring, supportive of faculty, peers, staff, supervisors, etc.	
Self-control	No inappropriate display of temper or overt frustration; pleasant demeanor; comfortable to be around; avoids arguments with peers, supervisors, staff faculty, customers, etc.	
Response to constructive criticism	Positive and appropriate if coming from supervisors, peers, instructors, faculty, etc. in all settings.	
Verbal communication	Word choice, tone, appropriateness for setting	
Body language and posture	Appropriate for task, audience, setting	
Responsibility/dependability	Management of self, assigned tasks, and interactions with others and adheres to time and attention requirements in classes, clinics and other off campus activities.	
Dress/hygiene	Appropriate for academic/clinical US setting, conservative makeup, use of jewelry, cleanliness of body and clothing, and neat in appearance. Adheres to established dress code in all settings	
Care of facility	Adheres to facility cleanliness/orderliness requirements; contributes to care of facility; avoids/prevents environmental damage	

This form does not override other existing Departmental or University policies
Rev 01/2016

HOWARD UNIVERSITY
Department of Physical Therapy

Facilities Use Agreement

Use of the department's facilities requires that you agree to all of the following conditions:

- a. I agree to use the facilities and equipment only during designated times.
- b. I agree not to use provided facilities or associated equipment for any purpose that directly or indirectly involves or will ultimately result in illegal and/ or unprofessional activity.
- c. I agree not to allow any party to derive any form of compensation or income from activities within or associated with the provided facilities, with the related equipment, or from materials produced with the provided equipment.
- d. I agree to manage the equipment within the facilities responsibly and to keep it constantly under my own personal care.
- e. I agree not to loan, rent, or otherwise allow any other individual, entity to use the facilities or associated equipment.
- f. I agree that if I choose to use the facilities for additional practice beyond class time, I will do so at my own risk and I will sign in and out in the log book every time.
- g. I agree only to use/ operate equipment within the facilities, that I have been trained/ certified in its specific use by the Department of Physical Therapy.
- h. I agree not to modify the equipment located in the department's facilities.
- i. I agree that I will use all equipment and media with due care and that I will promptly report any operational or other problems to the PT Department.
- j. I agree that, after each use, I will return all equipment to its proper default conditions, that I will restore furniture and other items to their sanctioned locations, and that I will appropriately remove my papers, books, food, garbage, and other items that are associated with my use.
- k. I agree not to store personal items within departmental facilities except as explicitly authorized.
- l. I agree not to eat or to have drinks in the labs and/ or classrooms at any time.
- m. I agree not to bring any luggage (such as back packs, duffle bags, rolling cases, and large bags) in the labs/ classrooms.
- n. I understand that the use of equipment is prohibited if the user is under the influence of alcohol or drugs.
- o. I agree that university owned equipment shall not be removed from facilities.
- p. I agree not to allow unauthorized individuals into the labs and to immediately report such persons to the University police. I agree to help assure that doors are closed and locked.
- q. I agree not to share, duplicate, distribute or to otherwise allow others to know my keys or private access. I agree to make every possible effort to safeguard the safety and security of the facilities, and secrecy of keys and access codes.
- r. I agree that Howard University, the Department of Physical Therapy, and their employees, agencies, affiliates, and related personnel shall not be liable for any loss or damage that results in any way from use of the equipment or facilities. Additionally, I agree that the University, the Department, and their employees, agencies, and affiliates will be held harmless from any claims, actions, suits, proceedings, costs, expenses, damages and liabilities, including attorney's fees arising from, connected with, or resulting from, any use of the facilities and equipment or from any and all for any acts or omissions of associated personnel.
- s. I agree to Howard University and the Department of Physical Therapy to monitor my activities physically and electronically (including, but not limited to, to taking and storing video and images of me), when using the facilities.
- t. I understand that failure to comply with this Facilities Agreement may result in my being denied access to resources (classes, labs, facilities, equipment) and in having legal and administrative actions possibly taken against me.
- u. I agree that I will be financially responsible for all damages or losses resulting from my use of the facilities

and equipment, except those associated with normal use wear and tear.

- v. This Use Agreement shall be non-assignable. Only the user as named in the Use Agreement shall use the facilities.
- w. No other use shall be permitted to interfere with the primary purpose for which these facilities are intended.
- x. I agree that while using the facilities I will comply with all applicable rules and regulations of the Physical Therapy Department, Howard University, and the District of Columbia.

I acknowledge that I have read and understood all of these conditions and that I agree to be bound by these terms.

Student's name: _____

Student's signature: _____ Date: _____

SECTION XIV: Clinical Education Addendum

CLINICAL EDUCATION ADDENDUM TO THE STUDENT HANDBOOK

Clinical Education is an important aspect of your experience in the Howard University Department of Physical Therapy. The Academic Coordinators of Clinical Education (ACCE) are Dr. Pamela Brown-White, and Prof. Kala Flagg.

Each student must complete a minimum of four (4) full time clinical rotations in order to successfully complete the educational requirements of the physical therapy program. These rotations will occur in your 4th semester, 7th semester, and 8th semester.

Eligibility to participate in clinical internships

To participate in clinical internships, students must successfully complete all classes in the semester preceding the assigned clinical internship. Prior to the sixth semester internships, the student must also pass the department's comprehensive examination.

If a student fails a class or is suspended from the physical therapy program, he/she is ineligible to participate in the clinical internships.

If a student fails the comprehensive examination, the student will be allowed to re-take the examination. The student may begin his/her clinical internship while waiting to re-take the examination. However, if the student fails the re-take examination, he/she will receive a failing grade for the examination, and the student will not be allowed to complete the clinical internship.

Health Clearance

Students must receive a health clearance from the Howard University Student Health Center and must complete HIPAA Privacy and Security Training before they are eligible to participate in clinical internships.

Students who do not receive clearance by the Health Center at least one month prior to the beginning of their assigned internship will be barred from participation.

Background Checks

Occasionally the clinical site where a student is assigned may require drug screening or a criminal background check. The Department will cover the cost of a basic background check. However, if the assigned facility does not provide a drug screening for the student, the student is responsible for the costs associated with completion of that requirement. When required, the criminal background check and or drug screening must be completed within a timeline established by the site.

Students must be registered for the summer clinical internship courses and must be cleared financially before they are eligible to participate in clinical internships. Students who attend a clinical internship when they are not properly registered for the course will be removed from the clinical internship and will not receive credit for any time spent at the site.

Assignments to Clinical Internships

In the Fall Semester of each school year, all physical therapy students will be provided a list of available sites for clinical rotations. Students may request an assignment to any of the available clinics; however, the faculty makes the final judgment regarding clinical placements. A student is not guaranteed his/her preferred clinical internship.

Students may be required to attend internships outside of the Washington, DC metropolitan area. If such a placement is assigned, the student is responsible for all expenses related to completing that clinical internship (transportation, travel, meals, lodging, etc.).

Students may request to be assigned to a site that does not have a clinical internship agreement (contract) with the Howard University Department of Physical Therapy. In those instances, the student must make first contact with the facility to inquire about the possibility of completing an internship, and to get the following information: date of contact; name and address of facility; and the contact person (with phone number). The student should then forward this information to the Academic Coordinator of Clinical Education. The ACCE will make contact with the facility, and if appropriate, initiate the contract process.

Establishing a contract is a process, which may take several months to complete. It is imperative that students notify the ACCE of a proposed clinical internship site(s) as soon as possible. If the contact information is not provided to the ACCE at least three months prior to the start of the clinical internship, the proposed site may not be available to the student.

Grading Scale

The clinical internship courses (Introductory Clinical Internship, Volunteer Experience, Advanced Clinical Internship I, II, and Terminal Specialty Internship) have a “Pass”/” Fail” grading scale. The clinical internship site will recommend a grade of “Pass” or “Fail” for each student. The recommendation from the clinical instructor will be given great consideration; however, the ACCE will assign each student’s final grade.

Participation in Clinical Internships

Students are expected to meet specific performance objectives and to demonstrate professional behavior during their clinical internships (refer to Student Handbook). If a student’s performance is deemed by the clinical instructor and ACCE to be unsatisfactory a remedial plan may be developed for the student, in order to facilitate didactic and practical competence in the deficit areas. The remedial plan must be completed successfully for the student to pass.

A student whose performance does not meet the established goals and objectives of the clinical internship will receive a failing grade (Fail). A student who fails an internship must repeat that internship. **Students who fail more than one internship will be suspended from the physical therapy program.**

Any student who receives a grade of “Fail” in more than one Clinical Internship course will be suspended from the physical therapy program.

Attendance and Work Schedules of Clinical Education Experiences

Students are required to attend and complete all scheduled clinical education experience assignments. Length of workday and/or week is determined by the clinical site, in accordance with the facility's standard operating procedures. The assignment of credit hours for clinical education experience is based on a forty (40) hour work week. However, one major purpose of clinical education is to expose the student to realistic practice patterns. Students are expected to work the length of days worked by the clinical instructor, unless the clinical instructor deems otherwise.

Weekend work is allowable if the clinical instructor believes it to be of educational benefit to the student. In such a case the clinical instructor is advised to: a) inform the student of weekend assignment(s) on the first day of the clinical education experience; b) provide adequate supervision and instruction for the student during weekend coverage; and c) provide for the student the same mechanism for compensatory time (if utilized at the institution) afforded employees.

Student absences from clinical education experience assignments are to be reported to and approved by the site clinical instructor(s). Any absence during any clinical experience must also be reported to the office of the ACCE. Decisions regarding the need to make up clinical education experience time, as well as the length of the make-up time, will be made by the ACCE and the site clinical instructor(s). Failure to comply with the requirements for makeup will result in a grade of "F" for that experience. If, due to extenuating circumstances, the student is required to miss a significant amount of the clinical education experience, the student may request a grade of "Incomplete" for the experience.

Approved absences from the clinical education experience may be made up on a Saturday. In such a case, the Saturday assignment will be made by the clinical instructor and the student will receive as much notice as time allows.

Supervision of Physical Therapy Students by Clinical Instructors

Physical therapy students may not practice as a licensed physical therapist. Physical therapy students must always have supervision by a licensed physical therapist available on the premises during their clinical education experiences. It is the clinical instructor's responsibility to ensure that adequate supervision is always available for students during the clinical education experience.

For questions and further information, please contact:

Kala Flagg, PT, MPT or Pamela Brown-White, PT, DPT

kala.flagg@howard.edu

pamela.brownwhite@howard.edu

Verification of Receipt of Student Services Manual (SAMPLE FORM)

I have read and fully agree to abide by the rules and regulations outlined in the Student Services Manual that was provided and discussed with me this

_____ day of _____ 20_____.

Last Name, First Name
(Print)

Signature

Date Received by Department

I have read and I understand the Clinical Education Addendum to the Student Handbook.

Name (Signature) Date _____

Name (Print)

SECTION XV: STUDENT POLICIES

Confidentiality of Student Records

The confidentiality of student records shall always be maintained by faculty. The sharing of required student information with clinical faculty includes but is not limited to immunization records, criminal background checks, and drug screening for compliance purposes at the clinical site. Provide page number of where this is discussed in the Student Handbook.

The Rights of Patients to Refuse Treatment by Students

DPT Students provide skilled treatment to standardized and actual patients in the classroom and clinical settings. In all situations, patients have the right to refuse treatment provided by students. Students must respect the patient's rights to refuse treatment. Provide page number of where this is discussed in the Student Handbook.

Student safety when in the role of subjects or patient simulators:

In the classroom, laboratory, and clinical settings, students may be required to serve in the role of subject or patient simulator. Before serving in the role of subjects, students must sign the Consent Form to participate in laboratory activities. In these cases, the instructor is responsible for ensuring student safety. Should a student be injured during lab activities, the instructor is responsible to ensure they get the immediate necessary medical attention.

SECTION XVI: HOWARD UNIVERSITY FACULTY WORKLOAD POLICY

January 21, 2000

Purpose: This university-wide Faculty Workload Policy has been developed to fulfill an essential component of the *Strategic Framework for Action*, which was adopted by Howard University's Board of Trustees on September 28, 1996. Fully cognizant of the fact that many academic units within the University have workload policies, there is need for a general policy that establishes the principles of consistency, equity, and flexibility together with a process for determining workload responsibilities that is uniform across the various schools and colleges. The activities, duties, and responsibilities of the faculty must be determined in relation to (1) the mission, objectives and strategic plans of the University, and (2) the specific mission, goals, and objectives of the respective departments across the various schools and colleges. The workload obligation of an individual faculty member should reflect the proportion of faculty effort within each of the three areas of responsibility¹ that best represents the interests and strengths of the faculty member, while simultaneously furthering the excellence of both the department's and the University's academic, research/scholarly, and service programs. This policy establishes a university-wide framework for each of the three workload categories, across which any individual faculty member's proportion of effort may vary. Additionally, this Faculty Workload Policy will provide a principled basis for the development of a policy that regulates performance evaluation of faculty contributions. Furthermore, the principles of this document are consistent with the policies contained in the *Faculty Handbook*.

Faculty Responsibilities: Appointment to the faculty of Howard University carries with it the responsibilities for excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society. In addition, faculty members have a responsibility to participate in the life and operation of the university and particularly the department and school or college of their appointment. Although the final authority for the conduct of university affairs is vested in the Board of Trustees, the academic judgements, recommendations, and policies of the faculty are central to the university's general educational policy and in determining the shape and character of the university as an educational institution.

The primary responsibility of full-time faculty is dedication to the educational, research and service (institutional and public) goals of Howard University. Faculty devote substantially all of their professional work time and effort to carrying out the duties and the responsibilities of their faculty appointments, with the exception of limited consulting and other outside activities of a professional nature. Outside professional activities should not be allowed to interfere with a faculty member's teaching, research, advising and University service obligations. In carrying out their academic and professional responsibilities, full-time faculty are expected to engage in the following: sustained

¹ The three areas are teaching, research, and service. The area of professional development is included as part of any or all of the three. For further explanation see the definitions and tables in the appendix. |

excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society. Faculty members have a responsibility to participate in the life and operation of the university and particularly the department and school or college of their appointment. Faculty are expected to give their best efforts to a) engage in effective teaching, b) make scholarly contributions in research or creative works, c) render service to the university, the profession, and the community, and d) exhibit evidence of professional development in any of the other three areas.

In this policy, faculty workload is broadly conceived to refer to all faculty activities that are related to professional duties and responsibilities, and where faculty effort is distributed across three domains: instructional activities; research, scholarly and creative activities; and service activities. As a Research Level I University, it is essential that Howard University maintains, sustains and expands academic programs of excellence. To this end, the Board of Trustees' Academic Excellence Committee has identified, among several performance goals, the assurance that all Howard University students "will receive a superior undergraduate, graduate and professional education" and that they "will meet the highest standards of academic performance." This can only be accomplished by the active engagement of all full-time faculty in each of the areas of instruction, scholarly and creative activities, and service.

Applicability: This workload policy applies, in its entirety, to all full-time career-status, probationary and tenured faculty members of Howard University. Part-time and temporary faculty may be employed for limited duties, such as teaching specific courses, engaging in research, or supervising students in clinical/practicum settings, and thus are obligated to perform responsibilities only in those areas that are explicitly identified in a special employment agreement and/or the approved personnel appointment document.

Effective Date: This policy takes effect on July 1, 2000.

Definitions: Definitions of the key terms used in this policy are found in Appendix I.

WORKLOAD RESPONSIBILITIES GUIDELINES

Howard University is a comprehensive research institution, committed to excellence in the areas of teaching, research, and service. Thus, all full-time faculty have an obligation to pursue professional duties and responsibilities in each of the three primary domains of intellectual activity. Stated another way, the primary responsibilities of full-time faculty are imparting knowledge to others (teaching or instructional activities), creating new knowledge (research, scholarship and creative activities) and facilitating the execution of the first two responsibilities (service). The faculty workload refers to the effort made in the execution of these three responsibilities.

This policy establishes a university-wide framework for individual effort in each of the three-workload categories, across which any individual faculty member's proportion of effort may vary.² Within this context, the policy allows each college or school to establish minimal expectations for its entire faculty across the three domains of work responsibility, including professional development, while still granting sufficient flexibility to departments to allocate individual faculty work assignments in consideration of the priority accorded to departmental objectives. The percent of effort ranges for the three areas of responsibility are:

Instructional Duties—at least 40%;

Research, Scholarship and Creative Activities—at least 30%; and,

Service Duties—at least 10%.

While all Howard University faculty are expected to meet the responsibilities outlined above and earlier in this policy, outlined below are four patterns that describe the distribution of professional responsibilities, which is ordinarily expected of faculty. For the purposes of this discussion, and with the understanding that equivalencies need to be specified by the disciplines and departments for approval, courses are assumed to consist of lectures or seminars for three hours a week and are semester-long in duration. In addition, it is recognized that in certain disciplines instructional activities are not defined by semester hours, but rather by other parameters, e.g., contact hours, clinical rotations, research preceptorships, etc. In such cases, semester hour equivalencies should be defined by the faculty for determining appropriate faculty workload assignments in the context of standard practice within the discipline or profession.

1. Faculty participating in programs offering only undergraduate degrees or undergraduate instruction will teach at least 15 and at most 18 semester hours annually, and pursue professional growth through research, scholarly writing, advanced study, or original creative production appropriate to their disciplines, and engage in service. Faculty assigned the minimum teaching load are expected to have substantial participation in research, scholarly or creative activity, undergraduate research supervision, or honors program participation, etc.
2. Faculty participating in programs offering only undergraduate degrees and the Master's degree will teach at least 12 and at most 18 semester hours annually and

² *The length of the formal week is established at a minimum of 40 hours. Studies over many years consistently have shown that, irrespective of the type of institution, faculty spend over 40 hours per week on professional activities, and often exceed 50 hours per week. National data reported by the U.S. Department of Education (1991) indicate that the hours worked per week, as a function of institutional type, were as follows: public research, 57; private research, 56; public doctoral, 55; private doctoral, 53; public comprehensive, 52; private comprehensive, 51; liberal arts, 52; and public two-year, 47. U.S. Department of Education. 1991. Profiles of Faculty in Higher Education Institutions, 1988. Report No. NCES 91-389. Washington, D.C.: National Center for Education Statistics.*

pursue professional growth through research, scholarly writing, advanced study, or original creative production appropriate to their discipline. Further, it is assumed that faculty in these programs may be called upon to teach at both the undergraduate and graduate levels, and must have significant involvement in the training and supervision of Masters students, and engage in service.

3. Faculty participating in programs offering doctoral degrees will teach at least 9 and at most 15 semester hours annually. In this case, they are expected to teach undergraduate (where appropriate) and graduate courses and to be engaged in substantial research that results in significant scholarly products or artifacts in the field, or significantly involved in doctoral education supervision and the training of doctoral students, and engage in service.

4. Faculty participating in professional programs will teach at least 9 and at most 15 semester hours annually. They will teach undergraduate courses, as appropriate, in addition to other courses. Also, they are expected to engage in substantial research that results in significant scholarly products or artifacts in the field, as appropriate. Further, they must be significantly involved in the training and supervision of students for professional degrees, and engage in service.

In those instances where the minimum teaching load is not achieved, e.g., in the event of courses with low enrollment or courses that must be cancelled due to insufficient enrollment, faculty will be assigned other duties in the department or in the School or College (such as additional student advising/counseling, involvement in recruitment or retention initiatives, accreditation preparation, departmental service, etc.). These assignments will be made by the department chairperson, after consultation with the individual faculty member, depending upon the amount of instructional activities in which the faculty member is engaged.

Additionally, the chairperson, in consultation with the dean, and the approval of the Provost, may grant "released time" from teaching to faculty who have (1) significant externally-funded support, depending upon the award amount and the proportion of effort funded or (2) substantial administrative or service requirements³. In unusual circumstances, a faculty member, upon the recommendation of the department chairperson and the dean, may be permitted to teach a minimum of two courses annually, with the approval of the provost.

In determining teaching load, a single course with both an undergraduate and graduate course number, meeting or scheduled concurrently, will count as one preparation. Individual instruction credits (such as reading courses, independent study courses, thesis/dissertation supervision) may be considered by the chairperson in determining

³ In addition, faculty members may, with concurrence of the chair and the dean, teach in excess of the credits described herein and "bank" the overload hours for a comparable amount of released time at a later date. The expenditure of "banked" hours must occur within one calendar year.

whether a faculty member has a full workload, but the number of semester hours will not be assessed as equivalent to those of courses not involving one-on-one instruction.

In the assignment of workload, consideration should be given to the following possible types of instruction: team teaching; graduate instruction; activity classes; laboratory courses; clinical supervision; directed study; and distance learning. Consideration for adjustments in workload should be given to at least the following: preparation for substantive changes in instructional methods, including the incorporation of new instructional technology; unusually large class sizes, especially in the absence of teaching or research assistants or an inadequate number of assistants; research productivity demands; student teacher supervision; thesis/dissertation supervision load; supervision of fieldwork; clinical student supervision; or extraordinary service on a university-wide committee.

In the area of research and scholarly/creative activities, a minimum of 30% of faculty time will be devoted to this effort during each semester. This may vary, however, depending on the amount of research or scholarly involvement in which an individual faculty member is engaged, as well as the extent of participation in the supervision of thesis/dissertation research.

Faculty Availability—All faculty members are required to have scheduled office hours that permit reasonable access by both full- and part-time students, and which must be approved by the department chairperson. In addition, this policy requires that office hours are conspicuously posted and filed with the department chairperson and the dean.

Professional Development—The University requires all full-time probationary, tenured and career-status faculty to continue their professional development through research, scholarly writing, advanced study, or original creative production, as appropriate to their disciplines. The concept of professional development is reflected potentially in the activities of all three components of faculty work. Thus, this policy provides that in the case of an individual faculty member, the decision as to which of the three areas of faculty responsibility to credit a particular professional development activity will be determined in consultation with the department chairperson, and shall reflect the nature of the professional development activity.

Consulting—This policy acknowledges a faculty member's right to outside consultancies, as long as these outside activities do not detract from the faculty member's availability for usual academic duties or exceed in aggregate the equivalent of one day per week. The university requires written disclosure of all outside consulting activities and these activities may not be competitive with or adverse to the best interests of the university. In general, paid outside consultancies are not used to satisfy a faculty member's university responsibilities. However, in cases where such activities are determined, a priori, in conference with the Dean and Department Chair, to promote the objectives of the university, college/school or department, such activities may be used to

satisfy a component of faculty workload. Non-paid consulting that enhances the goals of the university, college/school or department may also be credited in assessing faculty workload.

As a means of fostering greater productivity in faculty research, *The Strategic Framework for Action (SFA)* calls for consideration of a compensation plan for augmentation of academic year faculty salaries⁴ with income from grants. Consistent with this provision of the *SFA*, in lieu of the equivalent of the "one day per week outside paid consultancy," this workload policy will permit full-time faculty to obtain approval from the Provost, upon the recommendation of the Department Chair and the Dean, for the equivalent of one day per week additional compensation from externally-funded grant, contract and cooperative agreement awards accepted by the University.⁵ Faculty may not receive both additional compensation and credit for released time from teaching for the same externally funded activity unless the award provides sufficient funds to employ another faculty member to assume that portion of the teaching load. The terms and conditions of a faculty member's additional compensation for research shall be set forth in a supplemental income agreement, and must be consistent with OMB Circular A-110 (Revised). Also, as with all faculty employees of the university, fringe benefits shall be computed on the basis of the base faculty salary only.

WORKLOAD MEASURES

The criteria and units that are identified in this section for the measurement of the instructional, research and scholarly/creative, and service workload categories are provided as examples of appropriate indicators and are not intended to be exhaustive. The departments and colleges/schools are expected to develop and recommend additional indicators for these three categories that are appropriate or unique to their disciplines. In addition, because professional development is embedded in each of these categories, and given the range and variability of professional development activities, both within and across disciplines, the departments are charged to identify and define metrics and indicators appropriate to the discipline for each of the three workload categories.

Criteria and units for measurement of instructional activity

The criteria for determining instructional activity include all activities directly related to teaching. The unit of measurement is time, which usually is quantified in clock hours. For example, among the indicators appropriately used are the following:

Number of hours in class (laboratory, clinic, studio);

⁴ Faculty holding nine-month appointments retain eligibility for three months of extramural support during the summer.

⁵ For faculty in the College of Medicine, the limitation on additional compensation from extramural sources is guided by the Board-Approved "Faculty Agreement Regarding Supplemental Income."

- Number of hours required for preparation;
- Number of hours required for evaluation;
- Number of hours devoted to student consultation;
- Number of hours devoted to individual instruction/tutoring, thesis/dissertation Advisement; and
- Number of hours devoted to curriculum development.

Criteria and units for measurement of research and scholarly/creative activity

The criteria for determining “research activity” include all activities directly related to creative and scholarly endeavors. Examples of measurement and metrics include:

- Number of productions (papers, books, grant proposals, grants funded, reviews, presentations, performances, exhibits);
- Number of memberships on dissertation/thesis research committees;
- Size (in \$) of research grants or contracts;
- Numbers of research and/or training grant applications to funding agencies; and
- Numbers of grants received.

(Quality Metrics)

- Number of citations and references;
- Number of peer-reviewed papers, presentations, performances, exhibits;
- Number of awards, prizes, invited lectures or presentations;
- Number of dissertation/thesis committees chaired;
- Number of M.S./M.A. students trained/graduated in any given year; and
- Number of Ph.D. students trained/graduated.

Criteria and units for measurement of University and Public service activity

University Service refers to university activities not related to instruction or research or professional development. The units of measurement will be number, quality, and time. Sample metrics include:

- The number of department, school, or university committee memberships;
- The number of department, school, or university committees chaired;
- The time devoted to department, school, or university administration; and
- The time devoted to service as advisor to student organizations.

Public Service refers to faculty activities outside of the university. The units of measurement include number, quality, and time. Examples of metrics include:

- The number of community, state, or national organizational committees;
- The number (and level) of offices/positions in professional organizations; and
- The number (and level) of public offices.

IMPLEMENTATION

A. FRAMEWORK/CONTEXT FOR INDIVIDUAL WORKLOAD ASSIGNMENTS

Faculty work must be determined in relation to the mission, objectives and strategic plans of the University, as well as the mission, goals and objectives of the department and the school or college. The department's overall instructional or course assignments shall be consistent with department and student needs. The faculty of each department is responsible for developing, offering and sustaining curricula that support simultaneously the mission of the university, the mission of the college/school in which the department is based, meet the goals and objectives of the departmental discipline(s) and, where applicable, fulfill accreditation standards. It is a paramount responsibility of each core departmental faculty—probationary, tenured and career-status members—to ensure the delivery of the department's instructional program to its undergraduate majors and minors, its graduate degree candidates, and to undergraduate and graduate students from other university departments for whom its courses are requirements. Also, it is assumed that departments will take into account the level of student demand in making decisions about the degree of responsibilities for teaching, research, and service for each faculty member.

In addition, the University encourages interdisciplinary collaboration in instruction, research/scholarship and service, where appropriate. Therefore, it is expected that as part of the implementation process for this Workload Policy, the departments and other academic units will promote, recognize and reward both interdisciplinary and multidisciplinary collaboration and participation. Further, it is recognized that "the responsibility profile" (i.e., the total of faculty contributions in the areas of instruction, scholarship/research and service) of each collective departmental faculty will be influenced by differences in the tasks and cultures of the various disciplines.

Faculty assignments should embody the principles of consistency and flexibility. The University expects consistent high-quality performance from all faculty in the mutually supportive areas of instruction, research, scholarly and creative productivity, and service. Therefore, faculty assignments should not be designed to inhibit faculty members from contributing in all three areas over the terms of their employment. Appropriate effort should be extended to achieve flexibility in faculty assignments so that the changing needs of disciplines, departments and the University are recognized and so that, by giving faculty the latitude to explore academic and professional opportunities as they arise, faculty contributions to the University can be maximized.

B. PROCESS FOR WORKLOAD ASSIGNMENTS

The Role of the Faculty Member. The workload obligation of an individual faculty member should reflect the proportion of faculty effort within each of the three core areas of responsibility that best represents the interests and strengths of the faculty member, while simultaneously furthering the excellence of both the department's and the university's academic, research and scholarly, and service programs. This framework obviously must be applicable to individual departments and modified, as appropriate, to take into account a variety of elements such as ~~practica~~, studios, clinics and laboratory sections, as well as to accommodate diverse learning technologies.

The proposed policy incorporates the principle that the workload obligation of an individual faculty member should be made clear to the faculty member and be consistent with the principles stated above. Following are the time periods when workload assignments shall be established for an individual full-time faculty member:

- At the time of negotiation of initial faculty appointment;
- At the time of each reappointment for a temporary faculty member;
- At the beginning of each probationary term for career-status or tenure-track faculty;
- At the time of award of tenure or career-status;
- Every two years following the award of tenure or career-status;
- Following the conclusion of sabbatical leave;
- At the time of promotion for tenured faculty; and
- At any other time when a departmental need arises.

Role of Department Chair: The Chair, in consultation with each individual faculty member who holds a probationary, career-status, or tenured appointment, determines the workload assignment distribution for each faculty member, including the assignment of teaching responsibilities. If the faculty member objects to the workload assignment, the faculty member may appeal to the Dean for relief. Responsibility for identification of the specific graduate students for whom an instructor will serve as the thesis/dissertation advisor is delegated to the faculty member. For each part-time and temporary faculty member, the Chair decides on the particular workload composition that is assigned.

Role of the Dean: In colleges/schools that are organized by departments, the Dean is typically not involved in individual faculty workload assignments. However, when an individual faculty member objects to the workload assignment, the Dean shall review the case and render a final decision concerning the workload assignment. The Dean is also authorized to approve the recommendations of the Chair concerning "released time" for individual faculty. In cases where a faculty member is scheduled to offer courses in the Graduate School of Arts and Sciences or is a member of several thesis/dissertation committees, the Dean should consult with the Dean of the Graduate School of Arts and Sciences. In colleges/schools that are not organized by departments, the Dean determines

the workload assignment for each faculty member. Additionally, all requests for exceptions to the general university-wide workload policy must be reviewed by the Dean, who, in turn, generates a recommendation for consideration by the Provost, whose decisions regarding exceptions are final.

This policy provides the Dean with the appropriate authority to resolve any issues of concern to the faculty member. However, the Chair's proposed assignment of workload will stand during the process of review by the Dean, and the Dean will have the authority to make an adjustment in the schedule. The Dean will provide a fair review of the matters of concern to the faculty member, will allow the faculty member the opportunity to express his/her concerns, and will act expeditiously to resolve the matters of concern.

Formalization of Workload Assignment: The workload assignment of each individual faculty member should be formalized in a memorandum from the Chair to the individual, with copies to the Departmental Executive Committee and the Dean.

FEEDBACK AND REVIEW

Faculty workload and faculty assessment and evaluation are clearly related, but appropriately are covered under separate policies. The faculty workload policy addresses the kind and amount of work to be undertaken by faculty during a particular period, while a faculty assessment and evaluation policy addresses the quality of work provided by the faculty during a given cycle. The faculty workload policy provides the formal process under which all faculty will understand and participate in formulation of the individualized responsibility distribution for which they are accountable for a specific period and against which their performance will be assessed. The Department Chair will review with each full-time faculty member, on an annual academic year basis, that individual's progress and status with respect to fulfillment and performance of the assigned workload. Performance measured against the approved workload shall be considered in merit salary adjustment recommendations, promotion or tenure evaluations, and periodic performance evaluations.

REVIEW OF WORKLOAD ASSIGNMENTS BY THE DEAN

The Dean is responsible for ensuring that workload agreements are developed for all faculty in a timely manner and at the appropriate times, and that these individual agreements are appropriately documented and filed. The Dean exercises oversight to ensure that the collective, approved workload agreements within the college/school result in a distribution of effort among faculty members that promotes the efficient and timely completion of programs of study by students and facilitates compliance with accreditation requirements. Additionally, the Dean reviews and approves the workload implementation policies and procedures of the departments.

ROLE OF THE PROVOST

The Provost shall exercise the authority needed to ensure the fair and equitable implementation of workload policies throughout the Colleges and Schools of the University. The Provost approves all exceptions to the University-wide workload policy, and is the final arbiter for all matters pertaining to and arising out of the workload policy.

Appendix A

Proposed Faculty Workload Policy

DEFINITIONS AND KEY TERMS

This section provides a set of definitions for the key terms used in this policy.

Instruction includes teaching and preparation; preparing and revising syllabi; advising, supervising, mentoring and counseling students; assessing student outcomes; thesis and/or dissertation supervising and advising; supervising clinical, practicum, internship or student teaching experiences; preparing and grading assignments and examinations; assessing learning outcomes; review of current literature and research in the subject area, including instructional methodology; and developing curricula and courses.

Teaching involves the totality of the structured academic experiences and activities that provide opportunities for faculty to present, impart, and critique knowledge in an attempt to advance understanding and competence in a field of study.

Scholarly and/or Creative Activity (Research) refers to activity aimed at producing scholarly works, such as books, papers, paintings, plays, musical compositions, recitals, designs, exhibitions, or computer artifacts; creating new knowledge by scientific experimentation or applied/field research; supervising of research staff; developing proposals and applications for funding; preparing progress and final reports for extramural funders; rehearsing for dance, drama, or music performance; and discussing research with colleagues in formal venues such as conferences and symposia. Involves the totality of structured academic experiences and activities whereby faculty design and/or implement data gathering projects whose primary purpose is the production of new information, knowledge and skills that strengthen the scientific base and/or expand the potential contribution/application of a specific field of study.

Service involves the totality of structured experiences and activities that provide opportunities for faculty to share their talents and expertise with professional and nonprofessional communities locally, nationally, and globally. It is acknowledged that the many and varied communities constituting our world have different needs, and that these respective communities often seek the kind of assistance and expertise [i.e., service], which faculty members are uniquely prepared to provide. Service, therefore, is viewed as the sum total of activities that faculty members render to varied communities, whose expressed needs encompass the solicited expertise or competencies that individual faculty members command.

Institutional Service refers to a broad range of activities, including membership on departmental, college/school, divisional or university-wide committees; attendance at and

participation in departmental and college/school faculty meetings; working collaboratively and productively with faculty, administration and staff colleagues; leadership and committee responsibilities in the Faculty Senate; attendance at commencement and both regular and special university convocations; co-curricular activity advisement; participation in registration and other student services; as well as general administration responsibilities at the department or college/school level.

Public Service includes activities that usually occur outside of the university, e.g., service to the community, local, state or federal government, foundations; ones professional disciplinary organizations, etc. Typically, this is work where either a faculty member's professional expertise in her/his academic discipline or knowledge and competence acquired as a member of the higher education community is utilized to address societal needs for the benefit of the public and the wider community. It may also include activities not directly related to professional competencies; however, it must be related to the institutional mission to be counted in this domain.

Professional Development refers to time devoted to activities that contribute to the professional knowledge of the faculty member. It includes the reviewing of material related to one's discipline or profession; attending professional meetings, symposia and conventions; and completing continuing education courses and professional seminars that enhance one's disciplinary expertise and improve one's instructional or research competence and student advisement/counseling capability.

Released Time refers to the reduction of a faculty member's normal assigned duties (usually teaching load) in order to allow that faculty member to allocate additional effort towards some other area(s) of faculty responsibility. Refers also to instances where a faculty member is able to "buy out" some proportion of teaching responsibility because money is available from an extramural grant/contract that will support employment of an alternate instructor.

Semester refers to the approximately 18 week periods beginning in late August and ending in late December (first or fall semester); and beginning in early January and ending in mid-May (second or spring semester). For some of the university's 12-month professional programs, the first semester begins in July and extends until December, while the second semester runs from early January through late June.

Summer Sessions refers to the approximately 6-week instructional sessions occurring from mid-May until the first week in August.

Academic Year refers to the 9-month period beginning each year on or about August 16th and ending on approximately the 15th day of the following May.

Contact Hour refers to the time spent in classroom instruction (or laboratory or studio instruction); for example, a class which meets from 9:10am – 10:00am MWF would constitute three contact hours.

Semester Hour refers to the number of credits accorded to a unit of instruction, with one credit usually representing approximately 14 hours per semester of classroom instruction.

Laboratory Hour refers to the time devoted to instruction in a laboratory, clinic or field-placement setting.

Work Week refers to a minimum period of 40 hours devoted to responsibilities in the areas of instruction (knowledge transmission), research and scholarship (knowledge generation) and service (knowledge application).

SECTION XVII: HUDPT PROGRAMMATIC PUBLICATION & POLICY REVIEW COMMITTEE

Programmatic Publication & Policy Review Committee Bylaws

I. NAME: Programmatic Publication & Policy Review Committee (PPPRC)

II. MISSION:

The mission of this committee is to assure that all public documents of the department, available to our internal and external stakeholders, reflect accuracy, consistency and compliance with educational and regulatory standards.

III. RESPONSIBILITIES:

- H.** Provide an annual systematic review of published documents in the Department of Physical Therapy.
- I.** Assess whether all relevant published documents are current, consistent, and accurate for compliance with CAPTE standards and university policies.
- J.** Recommend corrective actions
- K.** Monitor the implementation of the corrective actions.
- L.** Present an annual report to the Faculty.
- M.** Provide periodic reports during faculty meetings, as needed.

IV. ADMINISTRATIVE POLICIES AND PROCEDURES

- 12 Documents that will be reviewed should consist of the following:
 - 1. Program Website
 - 2. Curriculum Schemes
 - 3. Student Handbook
 - 4. Department Policies and Procedures
 - 5. Bison Web (Course Registration Courses and Syllabi)
 - 6. Program Fact Sheets, Brochures
 - 7. PTCAS
- 13 The committee members should be familiar with CAPTE Standards and University/Department Policies. It will be important to have a copy of the most current documents to begin the review process, such as:
 - 1. CAPTE Standards
 - 2. Department Curriculum
 - 3. DPT Student Handbook
 - 4. University Student Handbook
 - 5. University Faculty Handbook
 - 6. Current CAPTE Self Study Accreditation report and Progress Reports
- 14 The committee should notify the Program Director if there are any URGENT changes that need to be made for compliance.
- 15 Committee Bylaws may not contradict the current Institutional policies or procedures.

V. STRUCTURE OF THE COMMITTEE:

- D. The committee will consist of at least three FTE faculty members.
- E. The committee must have at least one tenured faculty member.
- F. The program director will be a permanent member of the Committee. *
- G. The director of admissions will be a permanent member of the Committee.

**The program director will serve as a liaison to the faculty and the Department Chair, to assure that information published from the university is consistent with information reported to CAPTE.*

VI. SELECTION OF MEMBERS:

- A. Members of the Committee will be appointed by the Chairperson of the Department in the beginning of each academic year. There is no limit in the number of terms that a member may serve in this Committee.
- B. The chair of this Committee will be appointed by the department Chair each academic year. There is no limit in the number of terms that a member may serve as a chair in this Committee. The committee chair may be removed from the Committee by a committee simple majority vote.
- C. **Membership requirements:** FTE faculty in the Department of Physical Therapy.
- D. **Meeting attendance requirements:** Members are expected to attend all Committee meetings either physically or remotely (using electronic media). A committee member may be removed from the Committee for inconsistent attendance or performance by a committee simple majority vote.

VII. MEETINGS:

- A. This committee will meet the last Tuesday of every month.
- B. An administrative assistant will attend all committee meetings.

VIII. VOTING:

- A. All members of the Committee, including the committee chair will have a vote.
- B. At least three members must be present to have a quorum and certify the vote.
- C. Members may vote by voice or electronically.
- D. Proxy voting can be accepted if supported by appropriate documentation.

IX. AMENDMENTS:

The Committee may amend these bylaws at the last meeting of each academic year with a 2/3 majority committee vote.

*Last updated on
09/16/2019 7:05 pm
Approved by PPRC on
09/24/2019*

SECTION XVIII: CLINICAL EDUCATION FACULTY POLICIES

Clinical Education Faculty

Clinical instructors are licensed physical therapists, with a minimum of one year of full time (or equivalent) post-licensure clinical experience, and are effective role models and clinical teachers.

Clinical Education Coordinator

The clinical education coordinator is a physical therapist who is licensed or regulated in any United States jurisdiction as a PT and has a minimum of three years of full-time post-licensure clinical practice. Two years of clinical practice must include experience as a CCCE or CI in physical therapy, or minimum of two years of experience in teaching, curriculum development and administration in a physical therapy education program. For CAPTE accredited programs outside the United States, the clinical education coordinator is licensed or regulated in accordance with their country's regulations. The clinical education coordinator is effective in developing, conducting, and coordinating the clinical education program.

ADMISSIONS POLICY

Program admissions policies can be found at <http://aptaapps.apta.org/ptcas/ProgramDetails.aspx?Seqn=6232>

HU EMPLOYEE HANDBOOK

The HU Employee handbook can be found at:

<http://www.howard.edu/secretary/documents/HowardUniversityEmployeeHandbook-2016.pdf>

HU FACULTY HANDBOOK

The HU Faculty Handbook can be found at:

<http://provost.howard.edu/facultyhandbook/HUFacultyHandbook2019.pdf>

HU EQUAL OPPORTUNITY EMPLOYMENT POLICY

The HU EOE Policy can be found at: <https://hr.howard.edu/eeo>