



COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF PHYSICAL THERAPY
TENNESSEE STATE UNIVERSITY
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Faculty Handbook

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GUIDING DOCUMENTS

Philosophy

The DPT program at Tennessee State University recognizes the reciprocal and responsive nature of professional education, where both the student and the educator collaborate as partners in the learning process. Inherent in the relationship is the primacy of the student and the facilitative role of the educator as together they embark on a process of professional education.

Statement of Principles

Integral to the educational partnership is the recognition and acknowledgement of the roles, rights, and responsibilities unique to and common between the student and the educator. The student is expected to develop and exhibit characteristics of adult learners including, but not limited to, being problem-centered, willing to learn, and being self-directed. The student is also expected to be a change agent willing to challenge habituated thoughts and practices as physical therapy moves toward the doctoring profession. The educator is expected to uphold high academic standards, respect student diversity, be role models of professional behavior, and create an environment conducive for effective learning to occur.

Mission

The Mission of the Department of Physical Therapy is to graduate competent entry-level physical therapists who demonstrate cultural competence, apply research evidence to practice, uphold the code of ethics, value lifelong learning, and engage in professional/community service.

Goals and Outcomes

1. Program:
 - a. To maintain accreditation as an educational program preparing physical therapists who embody the mission statement
 - b. To promote diversity in the physical therapy profession by increasing the number of physical therapists from underrepresented populations
 - c. To foster a community of scholar-practitioners between and among the academic faculty, clinical faculty, and students who serve the community
2. Faculty:
 - a. To engage in a continual process of improvement in teaching
 - b. To exercise professional and social responsibility by participating in institutional, professional, and community service
 - c. To engage in scholarly endeavors that contribute to the body of knowledge of the profession
3. Students

- a. To pass the National Physical Therapy Examination
- b. To use the principles of evidence-based practice
- c. To communicate and collaborate effectively and confidently in the health care community
- d. To provide therapy to a diverse population with respect for patient differences
- e. To practice in a safe, legal, and ethical manner
- f. To practice autonomously within the scope of practice
- g. To demonstrate competence as a generalist entry-level physical therapist
- h. To make decisions related to patient care using reflective critical thinking
- i. To serve as compassionate practitioners and patient advocates
- j. To display leadership and professionalism
- k. To engage in lifelong learning
- l. To provide community service

Summary of Student Goals and Outcomes

Goal 1: Graduates will possess entry-level competence to practice as physical therapists.

Outcomes: 3a, 3c, 3e, 3f, 3g

Goal 2: Graduates will demonstrate cultural competence.

Outcomes: 3c, 3d, 3e

Goal 3: Graduates will apply research evidence to practice.

Outcomes: 3b, 3h, 3k

Goal 4: Graduates will uphold the Code of Ethics.

Outcomes: 3e, 3f, 3i

Goal 5: Graduates will value lifelong learning.

Outcomes: 3h, 3k

Goal 6: Graduates will actively participate in professional/community service.

Outcomes: 3c, 3d, 3i, 3j, 3l

PROGRAM OF STUDY

YEAR I

Summer Session - 9 credits

- PHTH 5360 Gross Anatomy (6)
- PHTH 5380 Introduction to Physical Therapy (1)
- PHTH 5330 Psychosocial Behavioral Issues (2)

Fall Semester - 15 credits

- PHTH 5421 Tests and Measurements (2)
- PHTH 5470 Applied Physiology (3)
- PHTH 5460 Biomechanics and Movement Science (5)
- PHTH 5440 Human Development Across the Life Span (2)
- PHTH 5450 Patient Care Principles (2)
- PHTH 5590 Research I (1)

Spring Semester - 15 credits

- PHTH 5490 Pathology (3)
- PHTH 5540 Clinical Medicine I (3)
- PHTH 5550 Therapeutic Exercise (3)
- PHTH 5570 Neuroscience/Neuropathology (3)
- PHTH 5580 Physical Agents (3)

YEAR II

Summer Semester - 9 credits

- PHTH 6340 Electrotherapeutics (2)
- PHTH 6350 Clinical Medicine II (3)
- PHTH 6360 Clinical Education I (3)
- PHTH 6390 Research II (1)

Fall Semester - 15 credits

- PHTH 6420 Principles of Education (2)
- PHTH 6440 Cardiopulmonary (3)
- PHTH 6460 Orthopedics I (4)
- PHTH 6470 Neurological PT I (4)
- PHTH 6490 Research III (2)

Spring Semester - 15 credits

- PHTH 6550 Cardiopulmonary II (1)
- PHTH 6540 Prosthetics and Orthotics (3)
- PHTH 6560 Orthopedics II (4)
- PHTH 6510 Neurological PT II (2)

PHTH 6580 Pediatrics (3)
PHTH 6590 Research IV (2)

YEAR III

Summer Semester - 9 credits

PHTH 7320 Administration & Management (2)
PHTH 7350 Clinical Education II (4)
PHTH 7360 Advanced Clinical Topics I (2)
PHTH 7370 Ethical Behavior and Moral Reasoning (1)

Fall Semester - 14 credits

PHTH 7410 Clinical Integration Seminar (2)
PHTH 7420 Seminar in Geriatrics (1)
PHTH 7430 Special Topics in Physical Therapy (1)
PHTH 7454 Clinical Education III (6)
PHTH 7460 Advanced Clinical Topics II (2)
PHTH 7480 Health and Wellness (1)
PHTH 7490 Research V (1)

Spring Semester - 13 credits

PHTH 7554 Clinical Education IV (5)
PHTH 7564 Clinical Education V (5)
PHTH 7570 DPT Clinical Case Conference (2)
PHTH 7580 DPT Professional Issues (1)

Adopted from the 2017-2019 Graduate Catalog

CURRICULUM ASSESSMENT MATRIX

| What are the focus areas that are being assessed? | When does the assessment of the focus area occur? | Who is primarily responsible for the assessment? | What forum is being utilized to conduct the assessment? | What are being considered in the assessment process? | How does the assessment process take place? | How is change implemented after the assessment? |
|--|--|---|--|---|--|---|
| Mission | Annually every summer | Department chair and core faculty | Faculty retreat and faculty meetings | Currency of the mission with contemporary practice and its congruency with the institutional and college missions | Faculty discussion during the retreat relative to the currency and congruency of the mission | Changes to the mission implemented once consensus is reached; departmental documents updated to reflect the changes |
| Goals | Annually every summer | Department chair and core faculty | Faculty retreat and faculty meetings | Currency of the goals with contemporary practice and its congruency with the programmatic, institutional and college missions | Faculty discussion during the retreat relative to the currency and congruency of the goals | Changes to the goals implemented once consensus is reached; departmental documents updated to reflect the changes |
| Curriculum plan | Annually every summer | Department chair and core faculty | Faculty retreat and faculty meetings | Course sequencing, content delivery, content area, review of syllabi content, objectives, and links between content, objectives, and assessment | Faculty engagement in facilitated discussion, deliberation, dialog, and/or debate | Achievement of consensus if change is needed, followed by initiation of departmental and/or institutional procedures to effect change |
| Clinical education program | Annually every summer, and as the need arises | Director of Clinical Education or designee | Faculty retreat and faculty meetings | Aggregate results of student performance relative to the CPI; | Presentation of findings to the faculty; faculty engagement in | Achievement of consensus if change is needed in any aspect of the |

| | | | | | | |
|---------------------------|---|------------------|--------------------------------------|---|--|---|
| | | | | student evaluations of their clinical education experiences; final review of clinical education policies (found in the student handbook) prior to publication and dissemination | discussion, deliberation, dialog, and/or debate | clinical education program, followed by initiation of departmental and/or institutional procedures to effect change |
| Expected Student Outcomes | Annually every summer, and as the need arises | Department chair | Faculty retreat and faculty meetings | Review of graduate performance relative to the program outcomes; identification of areas of strengths and weaknesses | Presentation of findings to the faculty; faculty engagement in discussion, deliberation, dialog, and/or debate | Achievement of consensus if change is needed to improve student outcomes, followed by initiation of departmental and/or institutional procedures to effect change |

ADMISSIONS INFORMATION

Admission to the DPT program at TSU is a competitive process with admission to the program occurring once annually. A maximum of 36 students are enrolled in each class. A Bachelor's degree is required by the end of the spring semester in the year you expect to start the PT program.

The Department of Physical Therapy participates in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants applying to the entry-level professional physical therapist program will apply online using the PTCAS application. The DPT program is participating in the "early decision" option under PTCAS. To learn more about the PTCAS application process including information about the "early decision" option, please visit the PTCAS web site at www.ptcas.org. Completed applications will be reviewed and early interviews and admissions will be granted to qualifying applicants.

The application submission period begins in July when PTCAS opens the application portal. There are two application deadlines: one for those applying via early decision and one for those applying via regular application. Please refer to PTCAS for particulars. The deadline for early decision is August 15; the deadline for applying via regular admission is October 1.

To be considered for admission to the program, applicants must have:

1. A baccalaureate degree.
 - a. Official transcripts are required from all institutions attended. Transcripts are to be submitted to PTCAS, not the University.
 - b. Posting of the baccalaureate degree must appear on your final undergraduate transcript.
2. Completed application to the Graduate School and payment of application fee.
3. A minimal prerequisite GPA of 3.0 is required. We do not consider overall GPA in our admissions decisions.
4. Successful completion (C or better) of the following pre-requisite courses.
 - a. Two (2) Biology courses with corresponding labs
 - b. Two (2) Chemistry courses with corresponding labs
 - c. Two (2) Physics courses with corresponding labs OR One (1) Physics course and a Movement Science course (i.e. Biomechanics, Kinesiology).
 - d. Anatomy - students can take Anatomy and Physiology I & II, or separate Anatomy (e.g., Human Anatomy, Anatomy for Health Care Professionals) and Physiology (e.g., Human Physiology, Exercise Physiology) courses
 - e. Physiology (may be a general physiology or an exercise physiology course)
 - f. Math—at least a level of math required to take Physics I
 - g. Statistics/ Elementary Statistics
 - h. Two (2) Psychology courses OR One (1) Psychology course and One (1) Philosophy/Logic (or equivalent) course

5. The Admissions Committee may consider the substitution of similar/upper level courses for the required pre-requisites.

Note: Prerequisite Course Substitutions: For information regarding substitutions/specific courses that fulfill the above prerequisites, please visit the Tennessee State University homepage on PTCAS.

6. The GRE score must be submitted to PTCAS using the Code = 7759. Our program requires a score of 150 for the Verbal section and 150 for the Quantitative section; we do not consider the combined score. Applicants who meet the minimum GRE score for one section (but not the other) may still apply. However, preference will be given to candidates who meet the minimum scores for both sections.
7. A minimum of 40 hours of documented observation in at least two different physical therapy clinical settings. Settings may include acute, long-term rehabilitation, out-patient, skilled nursing facility, and/or home health. Your observation hours must be documented in your PTCAS application.
8. Minimum of 2 letters of recommendations—one must be from a physical therapist. Recommendations must be submitted through PTCAS.
9. Interview with the faculty (Invitations for interview are based on applicant prerequisite GPA and GRE scores).
10. Written essay that assures proficiency in the ability to write, demonstrating analytical ability, appropriate grammar, punctuation, and spelling. Essay is completed during the onsite interview—Please do not send an essay with your application.

There are two application deadlines: one for those applying via early decision and one for those applying via regular application. Please refer to PTCAS for particulars. The deadline for those applying via early decision is August 15; the deadline for those applying via regular application is October 1.

Students who expect to complete a Bachelor's degree in Spring just before beginning the program may be accepted pending the receipt of official transcripts including the degree earned

Incomplete applications may result in your application being declared incomplete and result in non-admittance to the program.

International Students: Applicants with international undergraduate degrees should review the information outlined in the International Student Admission page of the Tennessee State University website and consult the appropriate sections of the Graduate Catalog.

Applicants who have been recommended to the Graduate School for acceptance into the DPT program are required to pay a non-refundable \$250.00 reservation fee to secure their slot in the program. The reservation fee goes toward the cost of tuition once the applicant matriculates into the program.

Application Procedures

1. Admission to the Physical Therapy program requires all students to submit an Application form along with a payment of a \$35.00 non-refundable application fee to Tennessee State University School of Graduate and Professional Studies. It is strongly recommended that the application be submitted electronically and the fee paid on a charge card.
2. The Department of Physical Therapy participates in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants applying to the entry-level professional physical therapist program apply online using the PTCAS application. The DPT program is participating in the “early decision” option under PTCAS. To learn more about the PTCAS application process including information about the “early decision” option, please visit the PTCAS web site at www.ptcas.org.

Financial Assistance

Upon acceptance into the physical therapy program, students may apply for available stipends or other financial aid.

Clinical Practicum Requirements

All students accepted for admission into the graduate program in Physical Therapy must meet the following requirements prior to enrollment in the clinical practicum:

- Proficiency in medical terminology
- Documentation that they are free from communicable disease
- Tuberculosis screening and all required immunizations
- Current Cardiopulmonary Resuscitation (CPR) and Basic First Aid certification
- Health/Accident insurance coverage
- Professional student liability insurance coverage
- Criminal Background Checks: Criminal background checks and or drug screens may be a requirement for training at some affiliated clinical sites. Based on the results of these checks/screens, an affiliated clinical site may determine to not allow your participation in training at their facility. This could result in your inability to successfully complete the requirements of this program. Additionally, a criminal background may preclude licensure or employment.
- The following Essential Functions that give the ability to perform, whether unaided or with reasonable accommodation, the following functions for a clinical practicum:
 - Critical thinking ability sufficient for clinical judgment;
 - Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds;
 - Gross and fine motor abilities sufficient to provide safe and effective physical therapy care;
 - Auditory abilities sufficient to monitor and assess health needs;
 - Visual acuity sufficient for observation and assessment necessary in physical therapy care;
 - Tactile ability sufficient for physical assessment and treatment;
 - Physical ability to assist moving, transferring and ambulating patients who have physical impairment or dysfunction.

If students are unable to perform the aforementioned essential technical functions, they have the right to request reasonable accommodations in accordance with TSU's disability policy as described in the Tennessee State University Student Handbook.

Adopted from the 2017-2019 Graduate Catalog

RESPONSIBILITIES OF FACULTY

Instruction

The following are expectations for all faculty.

1. Present evidence of current knowledge about his or her academic discipline.
2. Present evidence of current curricula, content, and organization through course syllabi, bibliography, selection of text, and related instructional materials.
3. Support University functions through personal attendance.
4. Refer students to appropriate support services.
5. Obtain routine student feedback and have evidence of related instructional improvement based on feedback and examples of student evaluation.
6. Meet all classes or obtain adequate coverage with appropriate approval.
7. Present evidence of time and organization management.
8. Follow current departmental, school, and University guidelines and procedures relevant to academic instruction.
9. Maintain office hours which offer accessibility for students and permit the accomplishment of other duties.
10. Establish and follow uniform and objective standards for student performance.
11. Use teaching strategies appropriate to the course content.
12. Provide student advisement relative to course selection, degree matriculation, and career choice.
13. Exhibit proficiency in oral and written communication.
14. Develop or contribute to the development of new courses required for instructional effectiveness and evaluation based upon accreditation of State guidelines.
15. Provide thesis/dissertation, clinical, or other supervision relevant to student/degree program matriculation, where applicable.
16. Demonstrate a continued interest in inquiry and teaching through professional self-development.
17. Exhibit interpersonal skills which support instructional effectiveness and promote a collegial climate.

Research/Scholarly Activity

Faculty are expected to engage in some or all of the following, consistent with annual, school, departmental, and individual objectives.

1. Publish in refereed and non-refereed journals.
2. Present papers at local, regional, state, and national professional meetings.
3. Submit contracts and/or grant proposals for funding.
4. Initiate and complete research activities according to an approved plan.
5. Publish, other than in refereed and non-refereed journals.
6. Receive funding for contracts and/or grant proposal.
7. Participate in, coordinate, or develop creative activities.

Service

Faculty are expected to engage in some or all of the following, consistent with annual school, department, and individual objectives.

1. Serve on professional boards or committees.
2. Participate in and complete committee assignments.
3. Participate in and complete responsibilities relevant to the goals and objectives of all levels of the University.
4. Serve as a professional resource person for agencies, boards, and committees.
5. Provide professional expertise to other units within the University.
6. Participate in the development and/or delivery of continuing education courses/programs.
7. Participate in academic recruitment efforts through outstanding teaching, University service, and/or public and professional activities.
8. Contribute to the University recruitment plan through direct and approved recruitment strategies.

Adopted from the 1989 Faculty Handbook

RESPONSIBILITIES OF ACADEMIC HEADS AND/OR COORDINATORS

Major responsibilities of Academic Heads and/or Coordinators are as delineated in the following areas:

General Managerial Duties

1. Provide the necessary leadership to develop and implement action steps that will ensure achievement of objectives of the University, School, and Department or Academic Unit.
2. Effect the smooth operation of the instructional program by meeting the instructional needs of faculty and students.
3. Ensure that adequate office hours are maintained for the convenience of students.
4. Assign office space to faculty.
5. Order supplies and equipment within the funds available and according to University procurement procedures.
6. Order textbooks.
7. Assist the library in maintaining a current collection of materials.
8. Monitor professional standards of conduct for all who work in the department.
9. Develop and recommend curriculum development and program development deemed essential for enhanced service to clientele.
10. Minimally maintain unit records and files as listed below:
 - a. Syllabi 3 years
 - b. Faculty Advisee Assignments Continuously
 - c. Files of Graduates 5 years
 - d. Final Examinations 5 years
 - e. Minutes of Meetings 3 years
 - f. Department Regulations Continuously
 - g. Textbook Lists 3 years
 - h. Faculty Evaluations Indefinitely
 - i. Grade Reports Indefinitely
 - j. Correspondence Continuously
 - k. Other ---

Budget

1. Assume responsibility for the preparation and submission for the annual budget for the department, with appropriate justifications.
2. Assume responsibility for executing the budget in the department in accordance with University financial procedures.

Class Schedules and Workloads

1. Receive input from faculty in preparing teaching scheduled. It is, however, the responsibility of the Department Head to develop a class schedule which provides feasible options for students.
2. Prepare schedule of classes according to directions and guidelines.
3. Ensure adequate and equitable teaching loads for all faculty.

4. Ensure that the department offers classes based upon enrollment trends and program needs.
5. Review workload forms and submit them to the Dean for approval.
6. Ensure the posting and maintenance of office hours by faculty.
7. Obtain prior approval from the Dean for overload and/or release time.
8. Ensure that the department office is staffed in the absence of the Head.

Course Syllabi and Texts

1. Ensure that each syllabus meets acceptable standards in its delineation of competencies and the measurement of these competencies.
 - a. Monitor common course objectives for multiple sections of a course.
 - b. Report non-compliance of syllabus to the Dean and submit a recommendation for appropriate action.
 - c. Retain a course syllabus for each course.
2. Ensure a common text for multiple sections of a course.
3. Monitor the selection and changing of texts.

Curriculum Development

1. Provide leadership and assistance in the development and revision of curricula. Among other activities, the Department Head is expected to:
 - a. Implement tasks required for accreditation of programs;
 - b. Implement curricular changes;
 - c. Assess the overall effectiveness of the department's curricular offerings; and
 - d. Submit new courses and programs for approval to the Dean.
2. Maintain records of current professional standards or criteria for programs.
3. Develop instruments, in cooperation with faculty, to assess the effectiveness of the department's academic programs.
4. Keep abreast of knowledge and recent development in the discipline and see that these changes are reflected in the curricula.

Committee Assignment

1. Develop and implement committee structures that enable the department to achieve its goals and objectives.
2. Appoint faculty to departmental committees. In instances where committees are elected, the Heads facilitate the election of committee members.
3. Develop responsibilities for all departmental committees.
4. Recommend faculty to school-wide committees upon the request of the Dean.

Department and School-side Faculty Meetings

1. Determine the frequency of departmental meetings.
2. Ensure faculty participation in departmental, school, and University meetings.

Faculty Recruitment and Appointment

1. Initiate the recruitment process.
2. Secure appropriate supporting documents for applicants.
3. Arrange interviews with faculty, students, and the Dean.
4. Initiate personnel requests concerning rank, salary, and type of appointment—after consultation with the Dean.

Orientation of New Faculty

1. Define clearly the responsibilities, duties, and expectations of new faculty.
2. Ensure that the new faculty are acquainted with departmental, school, and University regulations, performance standards, and evaluation procedures.

Evaluation of Faculty and Staff

1. Evaluate all faculty in the department.
2. Ensure the evaluation of faculty by students.
3. Evaluate or review the evaluations of all staff in the department.

Leave

1. Recommend requests for leave to the Dean.
2. Ensure the coverage of classes during the leave of faculty.

Unexcused and/or Excessive Absences of Faculty and Staff

1. Document all unexcused/excessive absences of faculty and staff with a copy to the appropriate faculty or staff.
2. Recommend actions to the Dean for unexcused/excessive absences.
3. Ensure that classes are covered or that students will be notified of cancelled classes.

Responsibilities to the Student Clientele

Advisement and Retention

1. Inform faculty of the advising system and procedures.
2. Ensure that each student is assigned an advisor.
3. Establish procedures for monitoring students' progress.
4. Evaluate the performance of advisors.

Recruitment

1. Establish procedures for the recruitment of majors.

Admissions

1. Work cooperatively with the faculty to develop admission standards for specific program(s).
2. Obtain approval of admissions standards for specific program(s).
3. Maintain copy of approved admission standards for specific program(s).
4. Ensure that admission standards for specific program(s) are enforced equitably and fairly for all applicants.

Registration

1. Review instructions for registration with faculty.
2. Maintain coverage of departmental offices during registration.
3. Provide faculty for assisting in registration.
4. Assign faculty for advising and enforce advising schedules developed by the department.
5. Submit registration advising schedule to the Dean for approval.
6. Recommend the addition or cancellation of classes to the Dean.

Student-Faculty-Staff Relations

1. Implement guidelines for the follow-up of graduates.
2. Prepare and submit to the Dean a report of follow-up findings.

Adopted from the 1989 Faculty Handbook

[FACULTY WORKLOAD POLICY 1 OF 9]

[FACULTY WORKLOAD POLICY 2 OF 9]

[FACULTY WORKLOAD POLICY 3 OF 9]

[FACULTY WORKLOAD POLICY 4 OF 9]

[FACULTY WORKLOAD POLICY 5 OF 9]

[FACULTY WORKLOAD POLICY 6 OF 9]

[FACULTY WORKLOAD POLICY 7 OF 9]

[FACULTY WORKLOAD POLICY 8 OF 9]

[FACULTY WORKLOAD POLICY 9 OF 9]

[PERFORMANCE EVALUATION 1 OF 2]

[PERFORMANCE EVALUATION 2 OF 2]

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Faculty Performance Evaluation

Name: _____ Department: _____
 Position/Title: _____ Review Date: _____
 Major Field: _____ Rank: _____ Years in Present Rank: _____
 Highest Degree Earned: _____ Year Awarded: _____
 Faculty Status: Regular ___ Temp ___ Date of Tenure: _____ Date of Employment: _____
 Years Faculty Experience (TSU): _____ Years Faculty Experience (Other): _____

Evaluation Summary

This form summarizes the Department Head's overall rating of the performance of the faculty member and the distribution of effort. The percentages of effort for the four areas must total 100%. Transfer the rating obtained for each area to the chart below and calculate the performance score as shown. The descriptions of the ratings are:

| | |
|----------|-------------------|
| 100 – 91 | Excellent |
| 90 – 81 | Above Average |
| 80 – 71 | Average |
| 70 – 61 | Needs Improvement |
| Below 60 | Unacceptable |

| <u>Area</u> | <u>Rating</u> | <u>Percent of Effort</u> | <u>Performance Score</u> |
|-----------------------|---------------|---------------------------|--------------------------|
| Instruction | x | = | |
| Research | _____ | x | = |
| Service | _____ | x | = |
| Special Assignment(s) | _____ | x | = |
| | | Overall Performance Score | _____ |

Comments: _____

Performance Evaluation for Instruction

The overall rating for instruction is obtained by averaging the ratings (between 00 and 100), assigned by the Department Head, according to the suggested criteria in each category. Descriptions of the ratings are:

| | |
|----------|-------------------|
| 100 – 91 | Excellent |
| 90 – 81 | Above Average |
| 80 – 71 | Average |
| 70 – 61 | Needs Improvement |
| Below 60 | Unacceptable |

| Areas of Instruction | Self | Head |
|--|------|------|
| Preparation – Syllabus, knowledge of subject matter, organization, use of external resources | | |
| Presentation – Clarity, enthusiasm, optimum use of class time, accomplishes objectives | | |
| Student Interaction – Maintains supportive environment, encourages participation, gives appropriate feedback, motivates learning | | |
| Student Assessment – Clarity of requirements, evaluation criteria, timeliness and reliability of exams/quizzes | | |
| Accessibility – Posted office hours, availability for conferences and advisement | | |
| Professionalism – Attendance, punctuality, record keeping, demeanor, communication skills, cooperation, peer interaction, image/grooming | | |
| Clinical Supervision – Clinical skills, transfers skills to students, models required behaviors, protects patient rights and safety, maintain confidentiality | | |
| Student Evaluation of Instruction | | |
| Other (specify): | | |

Overall Rating for Instruction _____

Comments: _____

Performance Evaluation for Research

The rating for research is obtained by assigning one number within the range containing the criteria most closely met by the faculty member.

| | Self | Head |
|---|------|------|
| <p><u>Excellent (100 – 91):</u> One or more publications a year in a refereed journal; two presentations of papers at professional conferences related to the academic discipline; two continuing education workshops conducted for professionals in one’s own field, within a year; publish one chapter in a book within one’s field edited by someone else; completion of a grant proposal which is funded; successful initiation, continuation, or completion of funded research; submission of two grant proposals for funding</p> | | |
| <p><u>Above Average (90 – 81):</u> Submission of one article for publication in a refereed journal; presentation of a paper at a professional conference, or conducting a continuing education workshop for professionals in one’s own field; completion of a chapter in a book; submission of one grant proposal for funding</p> | | |
| <p><u>Average (80 – 71):</u> Publication of one article in a non-refereed journal, periodical, magazine, etc.; evidence of a concerted research effort</p> | | |
| <p><u>Needs Improvement (70 – 61):</u> Written documentation to show that a grant proposal or research article or paper is in the process of completion</p> | | |
| <p><u>Unacceptable (60 – 00):</u> No paper presented, article or chapter of book published, and no evidence of any concerted research effort</p> | | |

Overall Rating for Research _____

Comments: _____

Performance Evaluation for Service

The rating for service is obtained by assigning one number within the range containing the criteria most closely met by the faculty member.

| | Self | Head |
|--|------|------|
| <p><u>Excellent (100 – 91):</u> Leadership position on three university, college, or departmental committees; involvement in at least two recruitment activities; leadership position or special recognition from professional association; active participation in four days of community activities (e.g., develop or present workshops to educate the public regarding some aspect of health, or provide health related service to the community such as dental, hearing, speech screenings)</p> | | |
| <p><u>Above Average (90 – 81):</u> Leadership position or active participation on two university, college, or departmental committees; involvement in at least one recruitment activity; active participation in one’s own professional association(s); active participation in three days or community activities related to academic discipline (see <i>Excellent</i> criteria for examples)</p> | | |
| <p><u>Average (80 – 71):</u> Serve on two university, college, departmental committees; involvement in at least one recruitment activity; hold state license or membership in professional organization(s); participate in two days of community activities related to professional discipline (see <i>Excellent</i> criteria for examples)</p> | | |
| <p><u>Needs Improvement (70 – 61):</u> Serve in one departmental committee; participate in one recruitment activity; hold state license or membership in professional organization; no active participation in community activities</p> | | |
| <p><u>Unacceptable (60 – 00):</u> Little or no participation on any university, college, or departmental committees; little or no participation in any recruitment activities; does not hold state license or membership in professional organization; no evidence of community activity</p> | | |

Overall Rating for Service _____

Comments: _____

Performance Evaluation for Special Assignments

In the space provided below, list the special assignment(s) for which the faculty member is to be rated. The overall rating for the special assignment(s) is obtained by averaging the ratings (if more than one), assigned by the Department Head. Descriptions of the ratings are:

- 100 – 91 Excellent
- 90 – 81 Above Average
- 80 – 71 Average
- 70 – 61 Needs Improvement
- Below 60 Unacceptable

| Special Assignments | Self | Head |
|---------------------|------|------|
| | | |
| | | |
| | | |

Overall Rating for Special Assignment(s) _____

Comments: _____

ASSOCIATED AND CLINICAL FACULTY

Associated Faculty

1. The responsibilities of associated faculty members are limited to teaching and classroom management (Refer to the Teaching component of the faculty job description).
2. The rights and privileges afforded to them are limited to the resources needed to support their teaching, such as:
 - University resources: Information technology support, including an email account, access to MyTSU and the TSU network (to activate smart room technology); Access to library and media resources; Faculty ID; and Faculty/staff parking
 - Programmatic resources: Use of program supplies and equipment, including the fax machine, scanner, shredder, telephone, and office/instructional supplies; access to telephone, computer, printer, and internet connection; and free or discounted rates to continuing education courses hosted or sponsored by the department.

Clinical Education Faculty

The Department of Physical Therapy values the physical therapists who provide clinical instruction for our students. In essence, the Clinical Instructor is an extension of the Physical Therapy faculty. Monetary compensation is not awarded to the clinical instructor, or the clinical site. However, the following privileges are available to the clinical faculty:

- Onsite Inservices – The TSU Physical Therapy academic faculty are available to offer an on-site in-service (on a mutually agreed upon topic) during the time that a TSU student is at the facility. The inservice can be arranged at the same time as the site-visit for the student by contacting the Academic Coordinator of Clinical Education. The TSU student at the facility is also able to provide an in-service for the clinical site.
- Clinical Instructor Credentialing – TSU offer's the APTA, 2-day, Clinical Instructor Credentialing Course on campus at least once a year. The course will be free or at a discounted cost to the clinical faculty depending on demand and available funds.
- Continuing Education Units – Clinical faculty are welcome to attend department sponsored continuing education courses free or at a discounted rate.
- Student Research Day – The clinical faculty are welcome to attend presentations of the student's research projects.
- Faculty Clinical/Research Consultation – The academic faculty are available to consult on clinical questions based on their expertise. The academic faculty can also assist in designing a study for the clinical site. The clinical faculty can collect data

and the academic faculty will arrange for data analysis, methodology, and writing/publishing of the results.

- Textbooks for the Facility – One current textbook will be given to the clinical site that takes the most students in one calendar year.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

2018-19 FACULTY ADVISOR LIST
Updated January 17, 2019

| Faculty | Class of 2019 <i>31 students</i> | Class of 2020 <i>38 students</i> | Class of 2021 <i>31 students</i> |
|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Dr. Charles [n = 15] | Megan Anderson | Julian Rinehart | Samantha Anderson |
| | Jamie Danaei | Robert Coleman | Mikayla Cartwright |
| | Jessica Hough | Alexandra Whitfield | Justin DeCarolis |
| | | Jordan Carman | Katie Palm |
| | | Caleb Reyes | Jordan Mingo |
| | | Megan Lurty | |
| | | Wasit Chuasiriporn | |
| Dr. Coker [n = 14] | Autumn Smith | Killian Barry | Brooklyn Apple |
| | Kenneth Carter | Shannon Brady | Lisa Ellis Kennedy |
| | Drake Trice | Nathanael Stokes | |
| | Ashton Preston | April Collins | Katie Shoup |
| | | Rebecca Slape | |
| | | Lauren Atkinson | |
| Dr. Clark [n = 14] | Wayne Armstrong | Ken Melrose | William Bradley |
| | Austin Daugherty | Ashley Hernandez | Katherine Muraca |
| | Grace Waters | Colton Bradfield | Jeffrey Goetz |
| | Justin Morris | Blake Huddleston | |
| | Matthew Ragan | | |
| | Caleb Nobles | | |
| | Jared Prall | | |
| Dr. Edmondson [n = 15] | Geoffrey Anderson | Andrew Palmer | Maryann Fenner |
| | Megan Cohea | Autumn Yates | Zachary Prudoff |
| | Christie Henson | Kris Camelio | Cody Quinlan |
| | Dustin Martin | Virginia Anderson | David Sizemore |
| | John Nesbitt | Brian Matthews | |
| | Bradley Barker | | |
| Dr. Lawrence [n = 15] | Helen Block | Sarah McArthur | Janae Swift |
| | Zachary Berry | Brandon White | Denise Torres |
| | Ashley Johnson | Benjamin Moroney | Audrey Brown |
| | John Kennedy | Rodgers Clay | Michael Sizemore |
| | John Davis | Ryan McQueen | |
| | Rebecca Eddings | | |

| | | | |
|---------------------|----------------|--------------------|--------------------|
| Dr. Lehman [n = 14] | Heaven Perkins | Lisamarie Labella | Barrawan Haji |
| | Tyler Todd | Mahaley Keele | Tiffany Ledbetter |
| | Mitchell Pratt | Jennifer Thomas | Michal Zienkiewicz |
| | | Braden Askvig | Colton Fincher |
| | | Alexandria Stewart | John Singleton |
| | | Juan Onate | |

| | | | |
|---------------------|----------------|------------------|------------------|
| Dr. Raynes [n = 14] | Jake Lockert | Elaina Laikos | Douglas Hubbert |
| | Ty Scarborough | Audrey Powers | Bradley Jones |
| | | Andrew Blank | Katharine Kolp |
| | | Robert Pounders | Samuel Underwood |
| | | Brady McWilliams | Andrew Webb |
| | | | Steven Bryan |
| | | | Jordan Mundy |

Duties of *faculty advisors* include, but are not limited to, the following responsibilities as outlined in the faculty job description:

1. Serve as a sounding board and, as appropriate, refer students to institutional support services.
2. Follow current departmental, school, and University guidelines and procedures relevant to academic instruction.
3. Maintain office hours which offer accessibility for students and permit the accomplishment of other duties.
4. Establish and follow uniform and objective standards for student performance.
5. Provide student advisement relative to course selection, degree matriculation, and career choice.
6. Exhibit interpersonal skills which support instructional effectiveness and promote a collegial climate.

Note: Faculty advisors shall be advisory only, with no administrative authority, and should not take away from established departmental and institutional policies and procedures.

EARLY WARNING SYSTEM

| What | So What | Now What |
|--|---|---|
| <p>1. Student performance on an assessment piece is an early indicator that a student may be struggling.</p> | <ul style="list-style-type: none"> • Most of the assessment pieces point to the cognitive domain. What about the affective and psychomotor domains? • Does the weight of the assessment piece indicate the degree of struggle of the student (e.g., poor performance in a quiz vs. the first written exam)? | <p>Faculty members have included assessment pieces for the other domains as part of the students' course grades. Although early assessment deals with the cognitive domain, the faculty members agree on the importance of the other domains and the need for students to gain knowledge first (cognitive domain) before performing an activity (psychomotor and affective domains).</p> <p>Student performance on a single assessment piece is not a reliable measure. Instead, faculty members need to look at student performance in various assessment pieces in a course and across all courses.</p> |
| <p>2. After identifying a potential problem situation, faculty members initiate communication with the student.</p> | <ul style="list-style-type: none"> • What happens if a faculty member initiates communication with a student regarding a poor performance on an assessment piece and the student does not respond? • At what point should faculty members involve the student's faculty advisor, chair, or other appropriate departments in the university? | <p>The faculty members' responsibility ends after repeated attempts to communicate with an unresponsive student.</p> <p>Faculty advisors need to be involved if there are no improvements in student performance during subsequent assessments.</p> |
| <p>3. When meeting with students, faculty members discuss, among other things, the student's recent performance, any barriers to learning, and possible "next steps" in the process.</p> | <ul style="list-style-type: none"> • How can meetings with students provide the faculty with enough information to establish a learning diagnosis? • How do faculty members and students come to a meeting of the minds relative to possible "next steps?" | <p>Faculty members need to be knowledgeable of red flags associated with a learning disability. As part of establishing a learning diagnosis, faculty members need to narrow down what the problem is relative to the:</p> <ul style="list-style-type: none"> • Domains of learning • Taxonomies within the domains <ul style="list-style-type: none"> • Stages of learning • Adult learning behaviors • Learning styles <p>"Next steps" need to be codified in a plan mutually developed by the student and the faculty. The plan should have, among other things, benchmarks, timelines, and consequences. Although revisions may be made to the plan, the final standard—in this case, satisfactory performance in the course—should not be arbitrary.</p> |

[ACADEMIC CALENDAR 1 OF 2]

[ACADEMIC CALENDAR 2 OF 2]

SEMESTER SCHEDULE – SPRING 2019

Class of 2019 – Room 252

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Clinical Case Conference (10600) 9:00 am to 11:50 am Pitt | Clinical Case Conference (10600) 9:00 am to 11:50 am Pitt | Clinical Case Conference (10600) 9:00 am to 11:50 am Pitt | Clinical Case Conference (10600) 9:00 am to 11:50 am Pitt | Clinical Case Conference (10600) 9:00 am to 11:50 am Pitt |
| | | Faculty Meeting (11:50 to 12:45) | | |
| Professional Issues (10450) 1:00 pm to 3:50 pm Barredo | Professional Issues (10450) 1:00 pm to 3:50 pm Barredo | Professional Issues (10450) 1:00 pm to 3:50 pm Barredo | Professional Issues (10450) 1:00 pm to 3:50 pm Barredo | Professional Issues (10450) 1:00 pm to 3:50 pm Barredo |

Notes:

1. **Professional Issues** and **Clinical Case Conference** is scheduled from Monday (January 14) to Friday (January 18).
2. **Clinical Education** begins Monday (January 21) – Clinical Education IV (CRN 10390, Edmondson) and Clinical Education V (CRN 10759, Edmondson)

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|--|--------------------------------|
| Orthopedics (10601/11474/12745) 8:00 am to 11:50 am Lawrence/Charles/Clark | Cardiopulmonary II (11737) 9:00 am to 9:50 am Barredo | Orthopedics (10601/11474/12745) 8:00 am to 11:50 am Lawrence/Charles/Clark | Cardiopulmonary II (11737) 9:00 am to 9:50 am Barredo | Orthopedics Open Lab |
| | Neuro II – Adult (11736/11764) 10:00 am to 11:50 am Lehman | | Neuro II – Adult (11736/11764) 10:00 am to 11:50 am Lehman | |
| | | Faculty Meeting (11:50 to 12:45) | | |
| Prosthetics and Orthotics (10277/11890) 12:45 pm to 3:45 pm Coker/Clark | Pediatrics (11738) 12:45 pm to 3:45 pm Coker | Prosthetics and Orthotics (10277/11890) 12:45 pm to 3:45 pm Coker/Clark | Pediatrics (11738) 12:45 pm to 3:45 pm Coker | Pediatrics Open Lab |
| Research IV (10599) 4:00 pm to 5:50 pm All Faculty | | Research IV (10599) 4:00 pm to 5:50 pm All Faculty | | |

Notes:

Research IV is scheduled between the faculty research advisers and their assigned groups.

Class of 2021 – Room 260

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|--|---|--------|
| Physical Agents (10275/11732) 8:00 am to 9:50 am Coker/Tapp | Physical Agents (10275/11732) 8:00 am to 9:50 am Coker/Tapp | | Physical Agents (10275/11732) 8:00 am to 9:50 am Coker/Tapp | |
| Neuroscience (10274) 10:00 am to 11:50 am Lehman | Pathology (11473) 10:00 to 11:25 am Raynes | Neuroscience (10274) 10:00 am to 11:50 am Lehman | Pathology (11473) 10:00 to 11:25 am Raynes | |
| | | Faculty Meeting (11:50 to 12:45) | | |
| Clin Medicine – Pharm (10271) 12:45 pm to 3:45 pm Raynes | Thera Ex A (10272/11739) 12:45 pm to 3:35 pm Charles/Lawrence | Clin Medicine – DDx (10271) 12:45 pm to 3:45 pm Raynes | Thera Ex B (10272/11739) 12:45 pm to 3:35 pm Charles/Lawrence | |

Courses Taught in Other Departments

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|-----------|---|--------|
| | Anatomy for Health Prof (11003) 9:35 am to 11:00 am Lawrence CLH 342 | | Anatomy for Health Prof (11003) 9:35 am to 11:00 am Lawrence CLH 342 | |

TSU PERSONNEL HANDBOOK

(Available online at: <http://www.tnstate.edu/hr/documents/TSUHRmanual.pdf>)

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TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON ACCREDITATION COMPLIANCE

Purpose:

The purpose of this policy is to ensure that there is a planned response to any deficiencies in the accreditation process or in complying with the accreditation standards.

Policy:

Accreditation compliance efforts will be confirmed by complying with the accreditation criteria within two years of being determined to be out of compliance. The Department Chair and the Program Faculty are tasked with ensuring continued compliance with accreditation standards

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON STUDENT/FACULTY INFORMATION

Purpose:

The purpose of this policy is to ensure that there is a protocol that addresses the release of information about students, faculty, or staff in the Department of Physical Therapy.

Policy:

The release of information related to the identification of students or any pertinent information related to their matriculation in the Department of Physical Therapy is considered confidential information.

It is the policy of the department not to release student names, telephone numbers, addresses, clinical affiliation assignments or other identifying information to unauthorized individuals.

Personal identifying information of faculty or staff such as home numbers and addresses will be kept confidential unless permission is given by the faculty/staff member to give out such information.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON REPORTING UNUSUAL OCCURRENCE

Purpose:

The purpose of this policy is to ensure that unusual occurrences, including complaints that fall outside the realm of due process, are addressed expeditiously.

Policy:

In the event that any unusual occurrence (such as falls, fainting, threats to person or property) happens or any complaint that falls outside the realm of due process is received, the occurrence or complaint will be managed until appropriate referral or disposition has been completed using the Unusual Occurrence and Complaint Form.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON USE OF HUMAN PARTICIPANTS

Purpose:

The purpose of this policy is to ensure the rights, safety, dignity, and privacy of patients and clients and other individual involved with the program.

Policy:

Patients, clients, and other individuals who participate in the program are informed of their rights (including the right to refuse) and ensured safety, dignity and privacy during experiences which include:

- Demonstration of a procedure
- Practice of a procedure
- Photographing
- Videotaping
- Obtaining medical information

These interactions may occur at:

- A site outside the jurisdiction of the university – If not covered by the affiliation agreement, the department form should be completed before initiating any procedure or task.
- A site within the jurisdiction of the university – Instructors must have all guests sign the permission form before initiating any procedure or task.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON FACULTY TASKS

Purpose:

The purpose of this policy is to ensure that faculty members participate in the operations of the department.

Policy:

As part of a team, faculty members contribute to the smooth operation of the department. Faculty members are encouraged to become involved in service activities within the department, college, university and community.

The following service activities and faculty assignments within the department are:

- | | |
|-----------------------------------|---------------------------------------|
| • Accreditation | <u>Dr. Ronald Barredo and Faculty</u> |
| • Admissions Chair | <u>Dr. David Lehman</u> |
| • Department Curriculum Committee | <u>Dr. Karen Coker</u> |
| • Director of Clinical Education | <u>Dr. Deborah Edmondson</u> |
| • Disciplinary Action Committee | <u>Dr. Richard Clark</u> |
| • Lab Competency Coordinator | <u>Dr. Annie Tapp</u> |
| • Library Liaison | <u>Dr. Edilberto Raynes</u> |
| • Promotion and Tenure | <u>(tenured faculty only)</u> |
| • Search Committee | <u>(volunteer or by appointment)</u> |
| • Webmaster | <u>Dr. Ronald Barredo</u> |

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON FACULTY WORKLOADS

Purpose:

The purpose of this policy is to establish an equitable workload for all faculty members.

Policy:

Pursuant to their faculty job responsibilities, faculty members are expected to teach, conduct research, serve at the departmental, college and/or university levels, and complete assigned tasks every semester, which equal fifteen (15) units of time during a 37.5 hour workweek.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON ADEQUATE NOTIFICATION

Purpose:

The purpose of this policy is to ensure adequate notification is established between the program and the faculty and staff.

Policy:

Faculty and staff are expected to provide adequate notification regarding planned and unexpected absences. Communication and/or approval should be directed to the chair.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON COURSE SYLLABI AND OBJECTIVES

Purpose:

The purpose of this policy is to ensure that the course syllabi and objectives are formatted and written in an acceptable manner.

Policy:

Course syllabi and objectives are formatted in accordance with university standards and accreditation requirements. Course syllabi include objectives that require students to be proficient with higher order thinking.

The faculty members are expected to write syllabi in accordance with the departmental template, and develop objectives that promote higher order thinking. Bloom's taxonomy provides examples of descriptors that can assist faculty in writing effective objectives.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON ADMISSION AND MAINTENANCE OF CLASS SIZE

Purpose:

The purpose of this policy is to ensure an appropriate class size consistent with the resources of the program and the employment needs of the community.

Policy:

Admission to the DPT program at TSU is a competitive process, with admission to the program occurring once annually. A maximum of 36 students are enrolled in each class. Consistent with CAPTE rules, the allowance of no more than 10% increase in headcount consisting of admitted, re-admitted, and decelerating students will be eliminated beginning fall 2020.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON EMERGENCY MANAGEMENT

Purpose:

The purpose of this policy is to ensure program faculty, staff, and students are aware of and have access to information related to emergent situations.

Policy:

The program abides by emergency procedures consistent with the institution's emergency procedures, as outlined in <http://www.tnstate.edu/environmentalsafety/emergency.aspx>. This policy augments the safety and security information outlined in the student handbook.

TENNESSEE STATE UNIVERSITY
College of Health Sciences
Department of Physical Therapy

POLICY ON EQUIPMENT MAINTENANCE AND HANDLING OF MATERIALS

Purpose:

The purpose of this policy is to ensure that equipment used by the program are adequately maintained and calibrated for use in the classroom, and that materials used by the program are adequately documented to ensure safe handling.

Policy:

At a minimum, program equipment are inspected and calibrated annually or as the need arises. Additionally, materials used by the should have appropriate MSDS sheets on file with the program and accessible to all program personnel.



TENNESSEE
STATE UNIVERSITY

College of
Health Sciences

TSU Publication Statement

TSU-19-0102(A)-13a-13670 — Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by Tennessee State University. The following person has been designated to handle inquiries regarding non-discrimination policies: Stephanie A. Roth, Office of Equity and Inclusion, sroth@tnstate.edu, 3500 John Merritt Blvd., McWherter Administration Building, Suite 260, Nashville, TN 37209, 615-963-7438. The Tennessee State University policy on nondiscrimination can be found at www.tnstate.edu/nondiscrimination.