Lecturer Performance and Review

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Overview of Performance Report and Review
For Members of the Lecturer’ Employee Organization
At the University of Michigan-Flint

Under the 2018 agreement between the University of Michigan and the Lecturers’ Employee Organization (LEO), members of LEO (Employees) undergo four different forms of review: a periodic (or annual) report, interim review, major reviews (1st and 2nd) and continuing reviews. The major review is a necessary condition for an Employee to be appointed to renewal status.

A single performance evaluation framework will be utilized at the University of Michigan-Flint. Within this framework, each Unit, department and/or discipline will establish guidelines for periodic (or annual) report and interim, major and continuing reviews; each Unit, department, and discipline will have the flexibility to adopt processes and procedures as well as additional evaluative instruments relevant to their specific disciplines and departments.

Each lecturer will receive, from the College of Health Sciences HR Administrator within the first 30 days of the start of their first semester of teaching, a description of the evaluation process, including materials necessary for submission and deadlines for the completion of the process. If changes are subsequently made in the evaluation procedures, lecturers are informed by July 1st, for the upcoming academic year.

The College of Health Sciences’ respective departments (Occupational Therapy, Physical Therapy, Physician Assistant and Public Health & Health Sciences) will conduct Annual Reports each academic year. Interim Reviews will be conducted by no later than the end of your fifth semester of appointment. For Lecturer Is and IIs, Major Reviews will be conducted after the eighth consecutive fall/winter semester or when the lecturer has worked at least eight (8) of the last ten (10) fall and winter semesters in an academic unit. For Lecturer IIs, the 2nd Major Review will be conducted prior to the conclusion of their multi-year appointment. Continuing Reviews will be conducted prior to the conclusion of each subsequent appointment as Lecturer II or IV. In the year an interim or major review is conducted, an annual report is not necessary

Items for consideration in review evaluations:

a. command of the subject matter;
b. ability to organize material and convey it effectively to students;
c. successful design and/or planning of courses and course materials;
d. ability to communicate and achieve appropriate student learning goals;
e. effective interaction with students;
f. growth in the subject field and in teaching methods;
g. performance of required non-instructional duties where applicable.
Subject Matter knowledge

*Items to consider:*

- Vita suggests training or expertise in the *field including maintenance of academic or professional qualifications*
- syllabi portray the current state of the field
- syllabi use readings reflecting current scholarship
- evidence of efforts to continue to develop new subject knowledge

Efforts in Pursuit of Teaching Growth

*Items to consider:*

- teaching philosophy statement describes continuous improvement efforts
- vita lists workshops/conferences attended, books read, etc. *to maintain academic or professional qualifications*
- appropriate, measurable teaching goals for upcoming year are specified
Description of Lecturer Title – LEO Agreement:

Lecturer I and II:
Employees whose employment is limited to teaching assigned courses.

Lecturer III and IV:
Employees whose employment includes performing a range of instructional duties and who also may be assigned administrative and/or service duties.

Intermittent/Recurring Employees:
Employees appointed on a recurring intermittent basis of only one semester or less per academic year. For this group of Employees, one semester or less per academic year is the regular appointment pattern and not the result of layoff due to lack of instructional/programmatic need or budgetary support.
CHS LEO Course Observation Guidelines

Goals
- To provide timely and constructive feedback to lecturers on their teaching
- To identify the need for instructional development to lecturers if needed
- To enhance the student centeredness of course instruction.

Number/ frequency: Ideally, a newly hired lecturer should be observed at least once during the first 2 semesters after he or she has been hired.

All lecturers should be observed twice prior to their major review, with the first course observation occurring prior to the interim review and second either prior or during their major review period. Departments may require more frequent observations with appropriate notice to the affected lecturers. A lecturer may also elect to be observed more frequently, either by departmental colleagues or by colleagues who conduct peer observations through the Thompson Center for Learning and Teaching. For those that are well into their review cycles, prior to the establishment of this policy, arrangements will be made within the department to ensure that at least one course observation is conducted before the next major/continuing review, if possible.

Observers: Observations can be conducted by a faculty member (Lecturer III. Lecturer IV, tenure track or clinical track faculty member) in the same department or by a peer from the Thompson Center for Learning and Teaching (TCLT). If the Director is unable to locate a faculty member within the department to conduct the observation, they must contact the HR Administrator and inform them thusly. The HR Administrator will work with the Director and University HR to ensure a qualified observer is selected.

Procedure: Each course observation should include a:
1) Pre-observation meeting with the department Director or the Director’s designee to discuss the course, the course session to be observed, and any other matters that will aid the observer in placing his or her observations in context.
2) Observation report, with narrative, analysis, and suggestions for improvement from the department Director or the Director’s designee.
3) Post-observation meeting with the Department Director or the Director’s designee to share insights gained and provide constructive feedback from the observation process.

1/21/19 Draft created
3/12/2019 Adopted by CHS Leadership Team
I. **Annual Report Procedures**

The purpose of the Annual Report is to monitor the Employee’s satisfactory performance. Materials presented should indicate the Employee:

- holds class/learning opportunities regularly as scheduled
- presents a thorough syllabus on the first day of class and adheres to it throughout the semester
- actively engages students in their own learning
- utilizes teaching methods that accomplish some, but not all of the following elements of effective teaching: requires students to develop and use critical thinking skills, oral communication skills, writing skills, creative skills, research skills, and computer or technology skills
- shares explicit learning objectives with students and utilizes appropriate assessments
- displays instructor work habits that can serve as a model for students
- is responsive to feedback from peers or students

Employees will be provided substantive assessment of progress as a university instructor.

Lecturers are responsible for gathering and collating all required documents for the annual report process. These materials will be submitted electronically via Interfolio. The lecturer will receive written feedback from the department evaluator to which they have the right to respond. The *Analysis Tool* used by evaluators for all reports and reviews can be found at Appendix A. Copies of the annual report and evaluation comments will be permanently retained in their personnel file. Lecturers may appeal decisions regarding the annual report evaluation by following procedures defined by the terms of the current LEO contract.

Annual Reports will be conducted in June each year. On or before May 1st LEO faculty will be notified of the timeline for material to be submitted and reviewed.

Annual Report materials must include at the minimum:

- Record of courses taught and a syllabus for each.
- Student evaluations (scores and all comments)
- Summary and interpretation of student course evaluations
- Self-assessment of teaching over the year
- Setting of goals for future teaching and analysis of any previously set goals
- Record of all classroom observations (if any)
- Current Vita
- Completed COI/COC form

In addition, Annual Report material for lecturers III and IV will include a table and description of how service obligations are being met (See Appendix B).
Lecturers Annual Evaluation Form  
(*use as a guide in compiling your material – to be uploaded to Blackboard*)

Name:

Evaluation Period:

Date Evaluation Was Completed:

Courses Taught During The 20___ Academic Year:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course &amp; Section Number</th>
<th>Enrollment</th>
<th>Enrollment capacity</th>
<th>New (N) or Repeat (R)</th>
<th>Other Info (e.g., # missed or cancelled classes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 20</td>
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<td>Spring 20</td>
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<td>Fall 20</td>
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</tbody>
</table>

Please attach syllabi for each course taught to this evaluation form.

Assess successes and challenges in your course(s) over the past year. Describe your plans to address challenges that have arisen. How will you know that you have improved student learning as a result of changes you make? *Do not exceed one page.*

Summarize and interpret your student course evaluations. For each course taught, please attach both the numerical ratings of student course evaluations (including a measure of central tendency - either mean or median for each item) and typed copies of ALL student comments. *Do not exceed one page.*
Discuss your progress toward previously defined goals.  
*(If this is your first annual evaluation, please leave blank)*

<table>
<thead>
<tr>
<th>Goals</th>
<th>Evaluation</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>State goals in terms of expected outcomes.</td>
<td>Identify how achievement of your goal will be determined. Include specific evaluation criteria or methods.</td>
<td>State whether goal achieved or current status. Indicate date completed, if appropriate.</td>
</tr>
</tbody>
</table>

Discuss 3 to 5 goals for continuous improvement in your teaching in the next academic year.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Evaluation</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
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<td>Identify how achievement of your goal will be determined. Include specific evaluation criteria or methods.</td>
<td>State whether goal achieved or current status. Indicate date completed, if appropriate.</td>
</tr>
</tbody>
</table>

Please attach a copy of your current vita to this evaluation form. Vita should present information in reverse chronological order, including information on any advanced degrees or certifications earned, professional memberships, workshops/professional development activities attended (noting skills or materials learned), including participation in mentoring programs, teaching circles, technology training, etc.

Classroom observation (if conducted this year)

_____ Date of Observation (please attach classroom visitation form or comments)  
_____ Not applicable

Include Completed COC/COI Form

(Lecturer III and IV only)  
Service Contributions: description and details (see Appendix B).
II. Interim Review Procedures

The purpose of an Interim Review is to evaluate the Employee’s satisfactory performance. The review period is from their first semester appointment through the most recent completed semester.

Following initial appointment as a Lecturer I or Lecturer III, by no later than the end of the fifth semester (i.e. fall or winter); the academic unit shall conduct an Interim Review of the Employee that will be based, at a minimum, on the Employee’s annual reports, student evaluations, and syllabi or other equivalent course materials developed by the Employee.

Lecturers are responsible for gathering and collating all required documents for the Interim Review process. These materials will be submitted electronically via Interfolio.

This Interim Review will result in timely written feedback to the Employee. If the Interim Review identifies areas in need of improvement, upon request of the Employee, the supervisor or designee shall meet with the Employee to discuss those areas and suggestions for improvement. The written feedback, including any clarification by the academic unit and any response by the Employee, will be considered during the Employee’s subsequent Major Review. The Analysis Tool used by evaluators for all reports and reviews can be found at Appendix A.

Copies of the Interim evaluation will be permanently retained in the lecturer’s personnel file. Lecturers may appeal decisions of the department regarding the Interim evaluation by following procedures defined by the terms of the current LEO contract.

Departments will conduct the Interim Review in June following the Employee’s fourth semester and by no later than the end of their fifth semester. This Interim Review will take the place of the Annual Report for this year. By early May you will be notified of the timeline for your material to be submitted and reviewed.

Interim Review materials must include at the minimum:

- Teaching narrative (no longer than 3 pages) and should include:
  - a. Teaching philosophy statement
  - b. Summary and interpretation of student course evaluations over time. Please address any issues that are indicated in your student course evaluations.
  - c. Self-assessment of teaching record
  - d. Setting of goals for future teaching and analysis of any previously set goals
- Copies of previous Annual Review letters
- Record of courses taught and a syllabus for each
- Student evaluations for each course
- Record of all classroom observations (optional)
- Current Vita
- Completed COC/COI form

In addition, Interim Review material for lecturers III and IV will include a table and description of how service obligations are being met (see Appendix B).
Lecturers Interim Review Form
(use as a guide in compiling your material – to be uploaded to Blackboard)

Materials for Review

In the year an interim review is scheduled for a Lecturer, there will be no need to conduct an annual evaluation.

- Please attach a current and updated teaching narrative to this evaluation that will contain:
  - Teaching philosophy
  - Summary and interpretation your student course evaluations over the term covered by this evaluation.
  - Assessment of successes and challenges in your course(s) over the term of this evaluation. Describe your plans to address challenges that have arisen. How has student learning improved as a result of changes you have made during the period covered by this review?
  - Discussion of your goals for continuous improvement in your teaching during your next appointment period.

List your current goals:

<table>
<thead>
<tr>
<th>GOALS</th>
<th>EVALUATION</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>State goals in terms of expected outcomes.</td>
<td>Identify how achievement of your goal will be determined. Include specific evaluation criteria or methods.</td>
<td>State whether goal achieved or current status. Indicate date completed, if appropriate.</td>
</tr>
</tbody>
</table>

- Please attach a current and updated Vita to this evaluation. Vita should present information in reverse chronological order, including information on any advanced degrees or certifications earned, professional memberships, workshops/professional development activities attended (noting skills or materials learned), including participation in mentoring programs, teaching circles, technology training, etc.

- A list of Courses taught during the entire period of review

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course &amp; Section Number</th>
<th>Enrollment</th>
<th>Enrollment capacity</th>
<th>New (N) or Repeat (R)</th>
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<tr>
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<tr>
<td>Fall 20</td>
<td></td>
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</tr>
</tbody>
</table>
• Classroom observation

_____ Date(s) of Observation(s) (please attach classroom visitation form(s) or comments)

• Completed COC/COI Form

(Lecturer III only)
Service Contributions: description and details (see Appendix B).
III. Major Review Guidelines and Procedures

The purpose of the Major Review is to evaluate an Employee for appointment to renewal status.

Lecturer I and II

Those Lecturer Is who have held appointments for four consecutive years of fall and winter semesters will be evaluated with a major review before the end of their 8th consecutive fall/winter semester of service. Successful completion of this review will create a presumption of renewal at Lecturer II status. Lecturer IIs will be subject to a 2nd Major Review in three years in addition to Annual Reports. Successful completion of the Major Reviews and subsequent Continuing Reviews will result in a continued presumption of renewal.

Lecturer III and IV

Lecturer IIIIs will be evaluated with a Major Review before the end of their 4th consecutive year of service. Successful completion of this Review will result in a presumption of renewal at an appointment as a Lecturer IV for an initial period of 3 years. Lecturer IV’s will be subject to a 2nd Major Review before the end of the last year of their appointment, in addition to Annual Reports and subsequent Continuing Renewal Reviews.

Evaluators/Reviewers

There will be a committee of at least three (3) members for each Major Review. The department will determine the membership of the Review Committee. The committee when practicable, will include at least one member from the lecturer’s discipline or, if the lecturer is the only member of a discipline within a department, one member from the department, and may include a lecturer who has passed a major review. The committee will compile a written summary of the evaluation and recommendation to the department Director, which will be retained in the lecturer’s personnel file. The Analysis Tool used by evaluators for all reports and reviews can be found at Appendix A.

The College’s HR Administration team is responsible for providing lecturers with copies of their classroom observations and student evaluations for their major review periods. Lecturers are responsible for gathering and collating all other required documents for the Major Review process. These materials will be submitted electronically via Interfolio.

Materials for Major Review

In the year a Major Review is scheduled for a Lecturer, there will be no need to conduct an Annual Review.

Major Review materials must include at a minimum:

- Copy of Interim Review Evaluation letter from the Department Director and subsequent Annual Report evaluation letters/feedback.
- A current and updated teaching narrative that should be no longer than 3 pages and should include
  - Teaching philosophy
- **Summary and interpretation** your student course evaluations over the term covered by this evaluation.
- **Assessment of successes and challenges** in your course(s) over the term of this evaluation. Describe your plans to address challenges that have arisen. How has student learning improved as a result of changes you have made during the period covered by this review?
- **Discussion of your goals for continuous improvement** in your teaching during your next appointment period.

**List your current goals:**

<table>
<thead>
<tr>
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<td>Identify how achievement of your goal will be determined. Include specific evaluation criteria or methods.</td>
<td>State whether goal achieved or current status. Indicate date completed, if appropriate.</td>
</tr>
</tbody>
</table>

- **A current and updated Vita.** Vita should present information in reverse chronological order, including information on any advanced degrees or certifications earned, professional memberships, workshops/professional development activities attended (noting skills or materials learned), including participation in mentoring programs, teaching circles, technology training, etc.

- **A list of courses taught during the period following the Interim Review**

- **Syllabus for each course taught**

- **Student course evaluations for each of the courses listed above.–Provided by the College’s HR Administration team.**

- **Record of all classroom observations -Provided by the College’s HR Administration team**

- **Other (as defined by individual units or department) (This is where special considerations for lab instructors or clinical instructors might fit)**

- **Completed COC/COI Form**

- **(Lecturer III and IV only) Service Contributions:** description and details (see Appendix B).
IV. Continuing Review Procedures

Lecturers IIs and IV’s who have successfully completed two Major Reviews will undergo a Continuing Review prior to the conclusion of the five year appointment following the second major review and occurring every seven years thereafter. These Continuing Reviews will be conducted prior to April 1 for renewal the following September.

Copies of the Continuing Review will be permanently retained in a department personnel file. Lecturers may appeal decisions of the department regarding the evaluation by following procedures defined by the terms of the current LEO contract.

Continuing Review materials must include at the minimum:

- Teaching narrative that should be no longer than 3 pages and should include:
  a. Teaching philosophy
  b. Summary and interpretation of student course evaluations over time
  c. Self-assessment of teaching record
  d. Setting of goals for future teaching and analysis of any previously set goals
- Copies of Annual Review evaluation letters for review period (from 2nd Major Review or last previous CRR)
- Record of courses taught and a syllabus for each (for review period)
- Student evaluations for each course—Provided by the College HR Administration team
- Record of all classroom observations (provided by the HR Administration team)
- Current Vita
- Completed COC/COI Form

In addition, CRR material for Lecturers IV will include description of how service obligations are being met (see Appendix B).

The Analysis Tool used by evaluators for all reports and reviews can be found at Appendix A.
An Intermittent Lecturer is one who teaches one or more regularly occurring courses as an ongoing part of an academic curriculum, but typically one (1) semester per academic year. For this group of Employees, one (1) semester or less per academic year is the regular appointment pattern and not the result of layoff due to lack of instructional/programmatic need or budgetary support.

An Intermittent Lecturer shall, upon written request, undergo a review after his or her fifth year of service. If the review is successful, the Intermittent Lecturer will receive a raise as set forth in Article XV., Salary.

An Intermittent Lecturer shall, upon written request, undergo a second review after his or her ninth year of service. If the review is successful, the Intermittent Lecturer will receive a raise as set forth in Article XV., Salary.
APPENDIX A
Analysis Tool: Lecturer’s Materials for Annual Report, Interim, Major and Continuing Reviews
(The department Director or designated Reviewer may use this tool)

The following aspects of teaching have been associated with teaching effectiveness. Please rate the lecturer on each of the following dimensions of teaching, indicating the sources of information used in the evaluation:

**Sources of Information:**
- C – Course Evaluations completed by students
- G – Goals for upcoming year
- O – Observation
- Sa – Self-assessment (strength/weaknesses)
- Sy – Syllabi
- V – Vita
- A – Additional Information

**SCALE:**
- 0 – Does not meet expectations
- 1 - Meets expectations
- 2 - Exceeds expectations

________ Subject Matter Knowledge

* vita suggests training or expertise in the field
* syllabi portray the current state of the field
* syllabi use readings reflecting current scholarship
* evidence of efforts to continue to develop new subject knowledge

**Comments:**

________ Appropriate Presentation Style

* materials presented indicate beliefs regarding active teaching styles
* a variety of instructional techniques are utilized
* student evaluations of instructor clarity are positive
* student evaluations of instructor’s use of course/instructional time are positive

**Comments:**

________ Course Design and Planning

* completeness of syllabi
* course and instructor information
* readings
* learning goals and objectives clearly stated
* policy on grading, academic misconduct, late work, absences
* safety issues, accommodations for special needs
* calendar of class activities
* thorough descriptions of assignments and due dates
* support services available
* statement regarding academic assessment

* clarity/tone/professional appearance of syllabi
  * overall clarity about rights, responsibilities, consequences
  * consistency with department or university policies
  * communicates in a helpful, positive tone
  * communicates the challenge/expectations of the course
  * furthers rapport and respect between student and instructor
  * formatted clearly
  * grammar and spelling correct

* appropriateness of course workload
  * intellectually challenging experience/appropriately high expectations
  * reasonable breadth and depth of content coverage

Comments:

_____ Assessment

Items to consider:

grading policies
  * evidence of frequent student feedback
  * syllabi describe fair policies, appropriate for course goals
  * syllabi respect student’s diverse talents and ways of knowing
  * self-evaluation shows appropriate sensitivity to student progress
  * student evaluations suggest that instructor uses questions appropriately and is concerned with student understanding
  * review of grading patterns suggests reasonable distribution of grades, given the course difficulty level, etc.

Comments:

_____ Interaction with students

Items to consider:

* evidence of holding class regularly as scheduled
* evidence of providing students with a syllabus at the beginning of the course
* evidence that students are actively engaged in classroom or other learning environments
* availability of instructor to students outside of scheduled class times (Were office hours scheduled and kept?)
* evidence of clarity regarding grading policies/procedures
* pacing, voice tone, fluency, eye contact, rate of speech, and gestures all contribute positively to interactions
* students report reasonable degree of instructor interest and enthusiasm for the course material

Comments:

____ Efforts in Pursuit of Teaching Growth

Items to consider:
* teaching self assessment statement describes continuous improvement efforts
* vita lists workshops/conferences attended, books read, etc.
* appropriate, measurable teaching goals for upcoming year are specified

Comments:

____ Other (as defined by individual units or department)

(This is where special considerations for lab instructors or clinical instructors might fit)

Comments:

For Lecturers III and IV only

____ Service Contributions

Items to consider:
* contractual service duties listed in position description match those listed on evaluation form
* time commitment for service duties is appropriate to the position
* type of activities listed indicates an Employee fully engaged in the department and university

Comments:

Overall Rating of Lecturer:
_____ Meets all expectations
_____ Meets some, but not all expectations
_____ Does not meet essential expectations

**Recommendation of Reviewer (for major and continuing reviews only):**
_____ Re-appoint
_____ Re-appoint with remediation
   Specify: _______________________________
_____ Do not Re-hire

**Reviewer Feedback:**
APPENDIX B
Additional “Service Contribution” Form
(for Lecturers III & IV only)

This form should be individualized for the lecturer based on their contractual duties for service.

Describe Your Service Contributions
In the chart below, please provide committee name, describe your duties, and the time commitment (weekly, monthly, etc. over a specified time period) for each service activity.

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Duties</th>
<th>Time Commitment</th>
<th>Descriptions of Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Committees</td>
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<tr>
<td>College/School Committees</td>
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<td>Departmental Committees</td>
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</table>

Complete all of the following as applicable:

Describe Your Contributions To Academic Advising
Please quantify the number of advisees you have and the nature of your contacts with these students.

Describe Any Contributions to Improve Teaching Quality In Your Department
(i.e., your involvement in departmental assessment efforts, mentoring of other faculty, etc.)

Describe Relevant Community Service/Professional Service

Department or Unit-Specific Service Responsibilities Are Added Here
i.e., student recruitment efforts, development efforts, ad hoc committees, etc.
APPENDIX C
Classroom Observation Evaluation Form

Instructor: ________________________________________________________________

Classroom Visitor: _________________________________________________________

Course Visited: ____________________________________________________________

Date of Observation: _______________________________________________________

Rating Scale

| E | Excellent |
| G | Good |
| S | Satisfactory |
| U | Unsatisfactory |
| NO | Not observed |
| NA | Not applicable |

INSTRUCTIONAL PROCEDURES…………………………………………………………

_____ Evidence of Planning

_____ Demonstrates knowledge/mastery of subject area

_____ Communicates clearly the objectives, guidelines, and expectations of the class and its activities

_____ Uses a variety of appropriate techniques, materials, examples and equipment

_____ Skillfully uses questions, discussion techniques, and activities to help students to improve their ability to solve problems and think critically

_____ Has challenging and appropriate expectations for students

_____ Establishes classroom climate that is pleasant and conducive to learning

_____ Uses test results and other student responses to assess the effectiveness of the lesson

_____ Utilizes active learning strategies

E = Excellent   G = Good   S = Satisfactory   U = Unsatisfactory   NO = Not observed   NA = Not applicable

FACULTY-STUDENT INTERACTION SKILLS………………………………………………

_____ Maintains good classroom discipline and morale

_____ Keeps room appropriately organized and interesting

_____ Establishes efficient classroom routine
____  Gives evidence of planning ability: well organized
____  Demonstrates respect between students and instructor
____  Solicits student feedback
____  Pacing, voice tone, fluency, eye contact, rate of speech, and gestures contribute positively to interactions

PERSONAL CHARACTERISTICS..........................................................
____  Demonstrates poise and self-confidence in the classroom
____  Uses sense of humor appropriately (if observed)
____  Listens to students and shows sensitivity
____  Maintains composure in difficult situations

PROFESSIONALISM...........................................................................
____  Demonstrates enthusiasm for teaching
____  Shows evidence of continued professional growth

OVERALL EVALUATION/COMMENTS..................................................
____  Exceptional
____  Good
____  Satisfactory
____  Unsatisfactory

APPENDIX D
PTD Lab Instruction Observation Form

*This form is for the evaluation of lab instructors who have a TEACHING role in the lab component of a course.

☐ Lab Instructor: ___________________________________________________
Classroom Observer: ________________________________

Course: ________________________________________

Date(s) of Observation: ____________________________

☐ Provided a copy of this observation to the LEO faculty member.

☐ Provided verbal feedback for this observation to the LEO faculty member.

Rating Scale:

E = Excellent   G = Good  S = Satisfactory   U = Unsatisfactory   NO = Not observed   NA = Not applicable

INSTRUCTIONAL PROCEDURES

_____ Evidence of Planning

_____ Demonstrates knowledge/mastery of subject area

_____ Communicates clearly the objectives, guidelines, and expectations of the topic and its activities

_____ Uses a variety of appropriate techniques, materials, examples and/or equipment

_____ Skillfully uses questions, discussion techniques, and activities to help students to improve their ability to solve problems and think critically

_____ Has challenging and appropriate expectations for students

_____ Establishes classroom climate that is pleasant and conducive to learning

_____ Uses and contributes to assessments to evaluate student learning

_____ Utilizes active learning strategies

FACULTY-STUDENT INTERACTION SKILLS

_____ Maintains good classroom order and morale

_____ Establishes efficient progression of the lab session

_____ Promotes student focus to facilitate learning

_____ Gives evidence of planning ability: well organized

_____ Portrays respect between students and instructor

_____ Shares student feedback with primary instructor(s)
Pacing, voice tone, fluency, eye contact, rate of speech, and gestures contribute positively to interactions

PERSONAL CHARACTERISTICS
- Demonstrates poise and self-confidence in the classroom
- Uses sense of humor appropriately (if observed)
- Listens to students and shows sensitivity
- Maintains composure in difficult situations

PROFESSIONALISM
- Demonstrates enthusiasm for teaching
- Shows evidence of continued professional growth
- Stays engaged in lab/classroom activities
- Demonstrates punctuality and dependability
- Dresses professionally and appropriate for lab environment

OVERALL EVALUATION/COMMENTS
- Exceptional
- Good
- Satisfactory
- Unsatisfactory

Other Comments:

Observer signature: ____________________________ Date: _______________
APPENDIX E
Lab Instructor Observation Form

*This form is for the evaluation of lab instructors who have a primary role in LAB and do not have a primary teaching role in the classroom.

Lab Instructor: ___________________________ Date: __________

Classroom Observer: ___________________________

Course: ______________________________________

Semester/Year: ___________________________________

☐ Provided a copy of this observation to the LEO faculty member.

☐ Provided verbal feedback for this observation to the LEO faculty member.

Rating Scale:
E = Excellent   G = Good   S = Satisfactory   U = Unsatisfactory   NO = Not observed   NA = Not applicable

INSTRUCTIONAL PROCEDURES

_____ Evidence of preparation for lab or topic

_____ Demonstrates knowledge/mastery of subject area; willingness to share clinical expertise

_____ Skillfully uses questions, discussion techniques, and activities to help students to improve their ability to solve problems and think critically

_____ Supports classroom climate that is pleasant and conducive to learning

_____ Consistently arrives early for lab set-up and stays for lab clean up

_____ Maintains productive and respectful working relationship with primary instructor(s)

_____ Contributes to and participates in assessments to evaluate student learning

FACULTY-STUDENT INTERACTION SKILLS

_____ Assists in maintaining good classroom discipline and morale

_____ Demonstrates respect between students and instructor

_____ Shares student feedback with primary instructor(s)

_____ Pacing, voice tone, fluency, eye contact, rate of speech, and gestures contribute positively to interactions
____ Supports classroom climate that is pleasant and conductive to learning

PERSONAL CHARACTERISTICS
____ Demonstrates poise and self-confidence in the classroom
____ Uses sense of humor appropriately (if observed)
____ Listens to students and shows sensitivity
____ Maintains composure in difficult situations

PROFESSIONALISM
____ Demonstrates enthusiasm for teaching
____ Shows evidence of continued professional growth
____ Stays engaged in lab/classroom activities
____ Demonstrates punctuality and dependability
____ Dresses professionally and appropriate for lab environment

OVERALL EVALUATION/COMMENTS
____ Exceptional
____ Good
____ Satisfactory
____ Unsatisfactory

Other Comments:

Observer signature: ___________________________  Date: ____________
APPENDIX F
UM – Flint Conflict of Interest/Conflict of Commitment Disclosure Form

Date: _______________________________ UMID: ___________________________

Name: ________________________________________________________________

Department: ___________________________________________________________

Potential Conflict of Interest/Conflict of Commitment*

************************************************************************

To be completed by supervisor:

___No Conflict    ___Conflict Minimal-No Plan Required    ___Conflict Requires Plan

___Conflict Exists and Cannot be Managed – Terminate Activity or Relationship

COI/COC Management Plan*:

* Add additional pages and documents as needed

Supervisor, Dean or Director (Print Name)

Supervisor, Dean or Director Signature     Date
Semester: 

Course Number, Title: 

Number of credits: 

Mode type: □ Online □ Mixed-mode □ Campus-based 

Instructor: 

Contact Information: 

Office Hours: 

Course Description: (MUST be from UM-Flint Catalog - http://catalog.umflint.edu/)

Course Objectives/CEPH Competency/Assessment of Competency Attainment: 
This information must be consistent across all sections of courses for CEPH competencies. Please contact our office if you have questions.

<table>
<thead>
<tr>
<th>Objective</th>
<th>CEPH Competency</th>
<th>Assignment(s)</th>
<th>Assessment Method(s)</th>
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</table>

Required Textbook(s), Equipment and/or Technology:

Emphasis on Writing: 
Our department stresses writing well. ENG 112 is a prerequisite for 300 level classes.
We encourage all of our students to use the Writing Center located on the 3rd floor of the Library, 766-6602.

Course Requirements:

Evaluation Criteria:

Grading Components and Scale

Attendance

Participation

Policies and Procedures

Drop Deadlines:

Instructor Request for Drop
If you miss the first two class periods, or do not attend prior to add/drop deadline (date available via the link below), you MAY be dropped by request of the instructor (this is at the instructor’s discretion). Students who have not participated in their ONLINE class in the first 5 calendar days of the semester MAY be dropped at the instructor's request.

http://www.umflint.edu/registrar/calendars.htm

Voluntary Drop by Student
If you do not intend on completing a course you must drop before the drop deadlines listed in the calendar – see link above (please note the difference in tuition reimbursement for each drop date).

Academic Integrity/Honesty:
Intellectual integrity is the most fundamental value of an academic community. Students and faculty alike are expected to uphold the highest standards of honesty and integrity in their scholarship. No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism (see below), fabrication, falsification, or aiding and abetting dishonesty by another person, can be tolerated in a community of scholars. Such transgressions may result in action ranging from reduced grade or failure of a course, to expulsion from the University or revocation of degree.
Plagiarism:
Taking credit for someone else’s work or ideas, submitting a piece of work (for example, an essay, research paper, assignment, laboratory report) which in part or in whole is not entirely the student’s own work without fully and accurately attributing those same portions to their correct source. This includes information taken from the Internet.

Special Accommodations:
To request academic accommodations due to a disability; please contact Counseling, Accessibility, and Psychological Services in 264 UCEN, 810-762-3456. They can provide assistance to students with disabilities.

Student outcome assessment:
Our department is committed to continuing to seek ways to further enhance the quality of our programs. To do this, student input is essential. To that end, we will involve you in several activities including a Key Concepts test given at the end of your major coursework. Your scores on this test will not affect your course grade or GPA, but participation is needed as we seek ongoing program enhancement (BSHA/BSHE/BSPH). We will request that you complete an assessment survey near graduation and will notify you of this before you graduate. Completing the electronic survey is essential in helping us to help future students. We will also send out an alumni survey in subsequent years.

Course and Instructor Evaluation:
An evaluation of the course and the instructor will be conducted near the end of the semester and we strongly encourage all students to provide feedback! Students will receive an email prompting them to fill out an online evaluation. The evaluations are anonymous and instructors will not be able to view submissions. Instructors receive a compiled, anonymous report from all evaluations after grades are submitted.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
<th>Learning Objectives</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/6/2015</td>
<td>Lecture: Topic</td>
<td>Chapters…., Article..</td>
<td>Tie to Learning Objectives outlined earlier in syllabus</td>
<td>DUE: Introduction on Blackboard</td>
</tr>
</tbody>
</table>

Syllabus is subject to change by the instructor
Course Title and Number
Course Title, PTP XXX

Course Description
Course description as printed in the catalog.
FORMAT: e.g. Lecture, Lab, Small Group discussion, independent study, etc.

Semester/Year
XXXXXXX Semester, Year X

Department Offering the Course
Physical Therapy Department

Credit Hours
X
### Instructors

Primary Instructor Name and Credentials  
Lab Instructor Name(s) and credentials

### Clock Hours

Year X, XXX Semester 20XX  
Days and Times  
Exceptions/Changes

### Course Prerequisites

Admission to the entry-level DPT program.

### Course Objectives and Outline of Content

Upon completion of this course the student will be able to:

<table>
<thead>
<tr>
<th>Module 1: TITLE/HEADING</th>
<th>Modular description</th>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Objective One (CAPTE ELEMENTS)</td>
<td></td>
</tr>
<tr>
<td>a. Objective One – sub-objective. (CAPTE ELEMENTS)</td>
<td></td>
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<tr>
<td>b. Objective One – sub-objective. (CAPTE ELEMENTS)</td>
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<tr>
<td>c. Objective One – sub-objective. (CAPTE ELEMENTS)</td>
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<tr>
<th>Module 2: TITLE/HEADING</th>
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<tr>
<td>2. Objective Two. (CAPTE ELEMENTS)</td>
<td></td>
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<tr>
<td>a. Objective Two – sub-objectives. (CAPTE ELEMENTS)</td>
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<tr>
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<td>3. Objective Three</td>
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<td>a. Objective Three – sub-objective. (CAPTE ELEMENTS)</td>
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<tr>
<td>b. Objective Three – sub-objective. (CAPTE ELEMENTS)</td>
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<th>Module 4: TITLE/HEADING</th>
<th>Modular description</th>
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<td>4. Objective Four (CAPTE ELEMENTS)</td>
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<tr>
<td>a. Objective stem</td>
<td></td>
</tr>
<tr>
<td>i. Objective Four – sub-objective. (CAPTE ELEMENTS)</td>
<td></td>
</tr>
<tr>
<td>ii. Objective Four – sub-objective. (CAPTE ELEMENTS)</td>
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</tbody>
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<thead>
<tr>
<th>Module 5: TITLE/HEADING</th>
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<tr>
<td>5. Objective Five</td>
<td></td>
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</tbody>
</table>
Module 5: TITLE/HEADING
Modular description

7. Objective Seven
   a. Objective Seven – sub-objective. (CAPTE ELEMENTS)
   b. Objective Seven – sub-objective. (CAPTE ELEMENTS)

Teaching Methods and Learning Experiences
Description

Methods of Student Evaluation
Description

Required and Recommended Textbooks and Readings
Description

Academic Integrity
Intellectual integrity is the most fundamental value of an academic community. Students and faculty alike are expected to uphold the highest standards of honesty and integrity in their scholarship. No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism, fabrication, falsification, or aiding and abetting dishonesty by another person, can be tolerated in a community of scholars. (Online UM-Flint Catalog: http://catalog.umflint.edu/content.php?catoid=9&navoid=452#Student_rights). Within this course students are expected to complete individual assignments independently and without the assistance of others unless some exceptions (in the case of documented disability or other limiting condition) have been discussed and agreed to by the course instructor prior to the commencement of the activity. These assignments include assigned written projects as well as completion of examinations. Some class assignments are group activities and will be so designated by the course instructor. For those assignments, students are expected to work cooperatively as a team. Violations of academic integrity will be treated
under the Physical Therapy Departments Policy and Procedure to Enhance Professional Conduct.

**Attendance Expectations**

Regular attendance and promptness arriving in class is expected, just as reporting to a job as a physical therapist. Students are *expected to contact the Physical Therapy Department to report absenteeism or tardiness* per Professional Conduct Policy and Procedures for PTD Professional Programs. In addition, it is the *student’s responsibility to notify both instructors by e-mail* if there is an absence and make arrangements for any make up work that may be deemed necessary by the instructors. If the student needs to leave class early, the student is expected to notify the instructors and sit near the door as not to disrupt the class.

**Grading**

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<tr>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>C+</td>
<td>77-79.0%</td>
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<tr>
<td>A-</td>
<td>90-93.9%</td>
<td>C</td>
<td>74-76.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>C-</td>
<td>70-73.9%</td>
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<tr>
<td>B</td>
<td>84-86.9%</td>
<td>E</td>
<td>Less than 70%</td>
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<td>B-</td>
<td>80-83.9%</td>
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*Please see the Academic Standards Policy and Procedure related to grade results.*

**ASSESSMENT OF PERFORMANCE**

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<th>PERCENTAGE OF GRADE</th>
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| TOTAL | 100% |

**Assignments**

Complete as appropriate
Informed Consent Statement Regarding Lab Work

The instructional methods necessary to achieve the objectives of this course will include a laboratory. You will be expected to participate in all learning experiences in the roles of both “patient” and “therapist.” Students will work with one another in class and in lab in order to develop and refine the psychomotor skills and procedures necessary to be safe and competent in the application of these interventions in the clinic. These learning experiences will be conducted under the guidance of a licensed physical therapist. The student is responsible for reporting any medical condition or any other reason that would preclude their participation in lab to the instructor of the course. Laboratory learning experiences may involve potential hazards and risks of injury to students.

Student Laboratory and Research Safety Reporting Statement

In the event that a student is involved in an accident, sustains an injury, or experiences an exposure in a laboratory, the incident must be reported immediately to the instructor or principal investigator. The incident must also be reported by the student within 24 hours to UM-Flint SHPS faculty department/program director or designee. The department will promptly notify UM-Flint Department of Public Safety and Environment, Health and Safety to ensure that appropriate follow-up measures are/or have been taken. This policy extends to student near-misses, which is defined as an unplanned event that did not result in illness, injury or damage, but that had the potential to do so.

Required Lab Materials

Appropriate lab clothes that allow for the palpation and observation of all joints (extremity and trunk) are needed for all labs. Students will be required to observe and to palpate the extremities and the trunk. Students should be dressed in these lab clothes during all class periods. Sweat suits, shirts, or other garments can be used over lab clothes as the temperature of the lab often varies. Students should also bring their APTA Student Kit to every lab.

Lab Rules

Lab rules are to be followed whenever students are in the lab. Rules can be found in the Professional Conduct Policy and Procedure for PTD Professional Programs, Section 3.1.4. Students can utilize the lab outside of scheduled class times as outlined in the above policy, Section 5.0.

Lab rules are to be followed whenever students are in the lab. Rules can be found in the Professional Conduct Policy and Procedure for PTD Professional Programs, Section 3.1.4. Students can utilize the lab outside of scheduled class times as outlined in the above policy, Section 5.0.

Keeping the lab environment clean and safe, as well as providing an environment that is favorable to learning is the primary objective for these lab rules. The following lab rules should be observed and followed during all lab sessions as well as during open lab activities:

1. Every student will be ready to participate in lab activities at the designated start time of lab session.
a. Books, coats and other items that are not being used during lab are to be placed in the cubbies at the back of the lab.
b. It is very disruptive to arrive late (at the designated start time but still putting items away when the instructor is ready to start).

2. Name tags need to be worn during every lab session, this helps your instructors learn your name and allows guest to know who you are.
3. No eating in the lab. Food is messy and can cause damage to equipment.
4. All drinks need to have a lid to prevent the risk of spills.
5. All plinths and mats should be wiped down with the appropriate cleaner and wiped down with a soft towel – not paper towel, at the end of every lab session.
6. All plinths and mats need to be placed in the down position following each lab session in order to lengthen the life of this equipment. Adjustable pieces should be in the level position.
7. No shoes on the plinths or mats as this can cause damage to the equipment.
8. Lab kits should be brought to every lab session, unless the instructor states otherwise.
9. Appropriate lab clothing should be worn each session. Wearing the appropriate clothing allows all students to fully participate in all lab activities. Depending on the lab objectives, the course instructor may indicate what the appropriate clothing is, and may change weekly as needed (i.e. professional dress when guests are present).
10. Laptops and phones are to be used for learning purposes only; not for text messaging, taking pictures, or engaging in social media unless the instructor gives express permission.
11. During inclement weather wet shoes/boots are to be removed upon entering the lab and left on the weather mat near the cubbies to dry. A second set of shoes should be worn during the lab session. This will help maintain cleanliness of the floors and prevent wet areas which increase the potential for falls.

Violation of the lab rules will result in one or more of the following: verbal warning, written warning, meeting with instructor, meeting with advisor, and/or meeting with the associate director.

Diversity Statement

The University of Michigan is committed to a policy of non-discrimination and equal opportunity for all persons regardless of race, sex, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, disability, or Vietnam-era veteran status in employment, educational programs and activities, and admissions. The Professional Conduct Policy and Procedure for PTD Professional Programs addresses how this is enacted in the Doctor of Physical Therapy Program.
Disability Statement

Open communication facilitates learning, as well as identifying the need of assistance in learning course material. It is expected a student notify the instructor immediately if he/she feels they require extra assistance for learning.

To request academic accommodations due to a disability, please contact Accessibility Services in 264 UCEN, (810) 762-3456. They can provide direct assistance to students with disabilities. The student must provide documentation from the Accessibility Services Office for each course, each semester before accommodations can be provided. Students are responsible for the arrangements for examinations with the instructor and Accessibility Services Office.

Instructors Philosophy optional

Schedule

Insert schedule here
<table>
<thead>
<tr>
<th>OTP COURSE TITLE:</th>
<th>SEMESTER/YEAR:</th>
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</table>

**Course Title and Number**

**Course Description**

**Semester/Year**

**Department Offering the Course**

Occupational Therapy Department

**Credit Hours**

**Instructors**

**Clock Hours**

**Course Prerequisites**
Course Objectives

Upon of this course, the student will be able to:

Outline of Content:

Module 1:
Module 2:
Module 3:
Module 4:
Module 5:
Module 6:
Module 7:
Module 9:
Module 10:
Module 11:

Teaching Methods and Learning Experiences:

Methods of Student Evaluation

Textbook and Other Learning Resources

Textbooks required for this course include the following:

Additional Readings:

Academic Integrity

Intellectual integrity is the most fundamental value of an academic community. Students and faculty alike are expected to uphold the highest standards of honesty and integrity in their scholarship. No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism, fabrication, falsification, or aiding and abetting dishonesty by another
Within this course, students are expected to complete individual assignments independently and without the assistance of others unless some exceptions (in the case of documented disability or other limiting condition) have been discussed and agreed to by the course instructor prior to the commencement of the activity. These assignments include assigned written projects as well as completion of examinations. Some class assignments are group activities and will be so designated by the course instructor. For those assignments, students are expected to work cooperatively as a team. Violations of academic integrity will be treated under the Occupational Therapy Departments Policy and Procedure to Enhance Professional Conduct.

**Attendance Expectations**

Regular attendance and promptness arriving in class is expected, just as reporting to a job as a physical therapist. Students are **expected to contact the Occupational Therapy Department to report absenteeism or tardiness** per Professional Conduct Policy and Procedures for PTD Professional Programs. In addition, it is the **student’s responsibility to notify both instructors by e-mail** if there is an absence and make arrangements for any make up work that may be deemed necessary by the instructors. If the student needs to leave class early, the student is expected to notify the instructors and sit near the door as not to disrupt the class.

**Instructor Expectations**

This is not required but can be included here

**Grading Parameters**

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<th>Honor Points</th>
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<td>A-</td>
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<td>87-89.9%</td>
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<td>B</td>
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<td>B-</td>
<td>80-83.9%</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>77-79.0%</td>
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<td>C</td>
<td>74-76.9%</td>
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<td>70-73.9%</td>
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<tr>
<td>E</td>
<td>&lt;59.9%</td>
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</table>

*Please see the Academic Standards Policy and Procedure related to grade results.*
<table>
<thead>
<tr>
<th>ASSESSMENT OF PERFORMANCE</th>
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TOTAL:

Assignments

Schedule

Please see attached class schedule for specifics.
Lecture
Lab

Informed Consent Statement Regarding Lab Work

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misses, which is defined as an unplanned event that did not result in illness, injury or damage, but that had the potential to do so.

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**Lab Rules**

Lab rules are to be followed whenever students are in the lab. Rules can be found in the Professional Conduct Policy and Procedure for OT Professional Program, Section _______.

Students can utilize the lab outside of scheduled class times as outlined in the above policy, Section _______.

Lab rules are to be followed whenever students are in the lab. Rules can be found in the Professional Conduct Policy and Procedure for OTD Program, Section_____. Students can utilize the lab outside of scheduled class times as outlined in the above policy, Section_____.

Keeping the lab environment clean and safe, as well as providing an environment that is favorable to learning is the primary objective for these lab rules.

The following lab rules should be observed and followed during all lab sessions as well as during open lab activities:

1. Every student will be ready to participate in lab activities at the designated start time of lab session.
   a. Books, coats and other items that are not being used during lab are to be placed in the cubbies at the back of the lab.
   b. It is very disruptive to arrive late (at the designated start time but still putting items away when the instructor is ready to start).

2. Name tags need to be worn during every lab session, this helps your instructors learn your name and allows guest to know who you are.

3. No eating in the lab. Food is messy and can cause damage to equipment.

4. All drinks need to have a lid to prevent the risk of spills.

5. All plinths and mats should be wiped down with the appropriate cleaner and wiped down with a soft towel – not paper towel, at the end of every lab session.

6. All plinths and mats need to be placed in the down position following each lab session in order to lengthen the life of this equipment. Adjustable pieces should be in the level position.

7. No shoes on the plinths or mats as this can cause damage to the equipment.

8. Lab kits should be brought to every lab session, unless the instructor states otherwise.

9. Appropriate lab clothing should be worn each session. Wearing the appropriate clothing allows all students to fully participate in all lab activities. Depending on the lab
objectives, the course instructor may indicate what the appropriate clothing is, and may change weekly as needed (i.e. professional dress when guests are present).

10. Laptops and phones are to be used for learning purposes only; not for text messaging, taking pictures, or engaging in social media unless the instructor gives express permission.

11. During inclement weather wet shoes/boots are to be removed upon entering the lab and left on the weather mat near the cubbies to dry. A second set of shoes should be worn during the lab session. This will help maintain cleanliness of the floors and prevent wet areas which increase the potential for falls.

Violation of the lab rules will result in one or more of the following: verbal warning, written warning, meeting with instructor, meeting with advisor, and/or meeting with the associate director.

Diversity Statement

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Disability Statement

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Instructors Philosophy  This is also optional

Schedule
APPENDIX J

COLLEGE OF HEALTH SCIENCES

PHYSICIAN ASSISTANT

(Required Syllabus Content for the Physician Assistant Department)

PPA XXX
Course Title
FALL 2018

Course Coordinator
Name, Title
Phone: (810) XXX-XXXX
Office Location: XXXX William S. White Building
Office Hours: By appointment
name@umflint.edu

Course Title and Number
PPA XXX Course Name. Course description text must match the current Course Catalog description.

Course Description
Brief course overview.

Course Meeting Schedule
2 hour lecture weekly, 3 two-hour small group facilitated observations in clinics

Expected Learning Outcomes
Upon completion of this course, the PA student should be able to:
1. Outcome one
2. Outcome two
3. Outcome three

ARC-PA Standards:

Course Goals:

How do you construct instructional objectives?
Step One: Determine Performance: The performance is a description of the behavior that learners are expected to perform (measurable, observable).

Step Two: Identify and Describe the Conditions (“Given“): Conditions represent a description of the circumstances under which the performance will be learned and/or carried out (practice and assessment or evaluation).

Step Three: Identify and Describe the Standard (Criterion): A standard is a description of the criteria for acceptance of a performance as sufficient, indicating mastery of the objective. A standard is stated in the objective only when necessary...when the stated performance requires qualification to it. For example, the objective “Given an object with clearly-defined linear sides, students will estimate the object’s length within 10 mm of its actual length.” The standard “…within 10 mm of its actual length” helps define the performance “estimate.”

Course Outline and Topics:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Chapter</th>
<th>Instructor/Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>14</td>
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<tr>
<td>15</td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>

Course schedule is subject to change.

Teaching Methods and Learning Experiences:
Lecture, demonstration, role playing, simulated patient observation and structured observation in clinical settings. Student participation is encouraged and expected.

Textbook and Other Learning Resources

Textbooks required for this course include the following:
Assessment of Student Learning Outcomes

Academic evaluation is based on performance in the following areas:

1. Online practice quizzes
2. Assignments
3. Quiz & Exams

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>DUE DATE</th>
<th>% of GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1 Introduction to PTP 629 and Clinical Education Handbook</td>
<td>20</td>
<td>9/13/18 by 10 am</td>
<td>5.5</td>
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<tr>
<td>Quiz 2 PT History of PT, Practice Expectations, Roles of PT and Roles of SPT</td>
<td>20</td>
<td>9/27/18 by 10 am</td>
<td>5.5</td>
</tr>
<tr>
<td>HIPAA for Researchers Tutorial and Training Certificate</td>
<td>10</td>
<td>9/27/18 by 10 am</td>
<td>2.7</td>
</tr>
<tr>
<td>HITECH Training Form</td>
<td>10</td>
<td>10/4/18 by 10 am</td>
<td>5.5</td>
</tr>
<tr>
<td>Blood borne Pathogen Training Form</td>
<td>10</td>
<td>10/4/18 by 10 am</td>
<td>2.7</td>
</tr>
<tr>
<td>Blood borne Pathogen Test</td>
<td>10</td>
<td>10/4/18 by 10 am</td>
<td>2.7</td>
</tr>
<tr>
<td>Quiz 3 HIPAA, HITECH, Confidentiality</td>
<td>20</td>
<td>10/4/18 by 10 am</td>
<td>5.5</td>
</tr>
<tr>
<td>Quiz 4 Principles, Place, and Application of Observation</td>
<td>20</td>
<td>10/11/18 by 10 am</td>
<td>5.5</td>
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<tr>
<td>IPE MOOC/Module Completion</td>
<td>10</td>
<td>10/14/18 by 10 am</td>
<td>2.7</td>
</tr>
<tr>
<td>Quiz 5 Communication</td>
<td>20</td>
<td>11/1/18 by 10 am</td>
<td>5.5</td>
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<tr>
<td>Quiz 6 Documentation</td>
<td>20</td>
<td>11/8/18 by 10 am</td>
<td>5.5</td>
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<tr>
<td>SOAP Note</td>
<td>20</td>
<td>11/15/18 by 10 am</td>
<td>5.5</td>
</tr>
<tr>
<td>Quiz 7 Keep, Refer Consult</td>
<td>20</td>
<td>11/29/18 by 10 am</td>
<td>5.5</td>
</tr>
<tr>
<td>Clinical Observation Visit 1 Assignment</td>
<td>20</td>
<td>12/6/18 by 10 am</td>
<td>5.5</td>
</tr>
<tr>
<td>Clinical Observation Visit 2 Assignment (SOAP Note)</td>
<td>20</td>
<td>12/13/18 by 10 am</td>
<td>5.5</td>
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<tr>
<td>Clinical Observation Visit 3 Assignment (Reflection paper)</td>
<td>20</td>
<td>12/13/18 by 10 am</td>
<td>5.5</td>
</tr>
<tr>
<td>Discussion Board posts on observation site visits</td>
<td>20</td>
<td>12/13/18 by 10 am</td>
<td>5.5</td>
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<tr>
<td>Service Learning Project Attendance</td>
<td>10</td>
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<td>2.7</td>
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<tr>
<td>Clinical Observation Attendance (20 points each)</td>
<td>60</td>
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<td>TOTAL:</td>
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</table>

Attendance Expectations

Regular attendance and promptness arriving in class and clinic is expected, just as reporting to a job as a physical therapist. Students are expected to contact the Physician Assistant Department to report absenteeism or tardiness. In addition, it is the student’s responsibility to notify instructors by e-mail if there is an absence and make arrangements for any make up work that may be deemed necessary by the instructors. If the student needs to leave class early, the student is expected to notify the instructors and sit near the door as not to disrupt the class.
Student Responsibilities:

Laboratory Supplies:

Attire:

Grading Parameters

*Please see the Academic Standards Policy and Procedure related to grade results.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Honor Points</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
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<tr>
<td>A-</td>
<td>90-93.9%</td>
<td>3.7</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>84-86.9%</td>
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<tr>
<td>B-</td>
<td>80-83.9%</td>
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<tr>
<td>C+</td>
<td>77-79.0%</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>74-76.9%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-73.9%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9%</td>
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</tr>
<tr>
<td>D</td>
<td>64-66.9%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-63.9%</td>
<td>0.7</td>
</tr>
<tr>
<td>E</td>
<td>&lt;59.9%</td>
<td>0</td>
</tr>
</tbody>
</table>

Course policy:

Retests/ make-up exams:

Academic Integrity

Intellectual integrity is the most fundamental value of an academic community. Students and faculty alike are expected to uphold the highest standards of honesty and integrity in their scholarship. No departure from the highest standards of intellectual integrity, whether by cheating, plagiarism, fabrication, falsification, or aiding and abetting dishonesty by another person, can be tolerated in a community of scholars. (Online UM-Flint Catalog: http://catalog.umflint.edu/content.php?catoid=9&navoid=452#Student_rights)
Within this course students are expected to complete individual assignments independently and without the assistance of others unless some exceptions (in the case of documented disability or other limiting condition) have been discussed and agreed to by the course instructor prior to the commencement of the activity. These assignments include assigned written projects as well as completion of examinations. Some class assignments are group activities and will be so designated by the course instructor. For those assignments, students are expected to work cooperatively as a team. Violations of academic integrity will be treated under the Physical Therapy Departments Policy and Procedure to Enhance Professional Conduct.

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Other

There is no audiotaping, videotaping or pictures taken during lecture, laboratory, or clinic unless discussed with the instructor of the course.

Cell Phones and Children

Cell phones are allowed in class as long as they are placed in a mode that will not disrupt the class. Cell phones are not to be used while in the clinic. The instructor reserves the right to ban cell phones if it is felt there is a disruption to the class. Students must follow all cell phone procedures in clinical settings. Students need to arrange for child care and children should not be brought to class or clinic.

Blackboard Assistance Online Learning Helpdesk 810-237-6691 or olhelp@umflint.edu.

Please come and speak with us if you have any concerns, suggestions, or need any assistance during the semester. We will be available most days in our office. We recommend you email us first so that we can find a time that works.