Seminole State College-

Gordon Cooper Technology Center

PTA Program

Procedures

2017-2018

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ACCREDITATION STATEMENT

Graduation from a physical therapist assistant education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone 703-706-3245; accreditation@apta.org is necessary to sit for the licensure examination, which is required in all states.

Gordon Cooper Technology Center with Seminole State College is seeking accreditation of a new physical therapist assistant education program from CAPTE. The program will submit an Application for Candidacy June 1, 2017, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the technical phase of the program; therefore, no students may be enrolled in technical courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation. It does not assure that the program will be granted accreditation.

Please note that students who enroll in the first program cohort do so at their own risk, and will not be able to sit for the licensure exam until the program has attained accreditation status. If accreditation is not attained by the program, students may count up to 21 of the technical occupational hours toward the major field electives in a liberal studies degree.

STUDENT RECRUITMENT

Student recruitment is performed by SSC and GCTC, and works to provide a diverse cohort of students each year.

GCTC recruit's students for the PTA Program through a variety of STEM activities and career fairs throughout the year on the GCTC Campus and throughout the service area. Additionally, students are recruited through the Health Careers Class both on the Seminole and Shawnee campus. This allows for recruitment of students interested in the field of therapy, and encourages students from diversified backgrounds to apply to the PTA Program.

SSC recruitment of students is multi-faceted and begins as early as the sixth grade. The SSC Recruitment Office works with 34 area high schools to recruit students to our institution. The office also attends multiple job fairs within the area, and a host of minority recruitment events which include but are not limited to the following; Black Elected Officials Work Fair, Choctaw College Day, Choctaw Career Expo and Broken Arrow Indian Day.

In addition SSC works to support students who qualify for Federal Student Aid, students with a documented disability, and first generation college students. Student Support Services is available for these qualifying students and provides each student with 2 advisors, free tutoring, career counseling, assist with transitioning to a four year degree university, and job placement.

The college also has several federal grant funded programs to support students in the 6th-12th grades who express a desire to attend college. These programs are as described below.

Upward Bound is a college preparatory program funded by the U.S. Department of Education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of higher education. Services provided include:

- ACT preparation and fee waivers
- Academic advising
- Cultural activities
- Assistance with college admissions
- Campus tours
- Career awareness
- Financial aid application assistance
- Financial literacy
- Field trips
- Study skills assistance
- Tutoring

The FOCUS/Educational Talent Search Program serves students from the sixth through the twelfth grades. The main purpose is to help students stay in and graduate from high school then proceed to some form of postsecondary education.

During the school year, workshops are conducted each month to assist students in study skills, test-taking strategies, life skills, college and career. Campus tours, and evening financial aid workshops are also provided for parents and students.

FOCUS also offers free tutoring to participants in all subjects.

GEAR UP is a federally-funded program designed to improve the chances that young people are "Gaining Early Awareness and Readiness for Undergraduate Programs."

The grant focuses on providing services in support of the education of a group of students from Asher; Bowlegs; Butner; Davenport; Earlsboro; Holdenville; Konawa; Maud; Paden; Prague; Sasakwa; Seminole; Strother; Varnum; and Wetumka schools.

The project will follow that group of students through the remainder of their K-12 education providing services through a network of support that includes community partners, volunteers, counselors, teachers, school leaders and families. SSC GEAR UP also provides services to parents supporting their children's education and assisting in the student's college preparation.

In addition to the college's commitment to the program and the commitment by the 15 schools, local volunteers, businesses and community organizations add to the grant's effectiveness by providing in-kind products, services and time as a partner in the GEAR UP project. GEAR UP grantees are required to match part of the cost of operating the project from non-federal sources.

MAINTENANCE OF CLASS SIZE

The SSC-GCTC PTA Program will maintain a class size of 12.

Enrollment into any PTA courses requires admittance into the program. SSC Admissions office will be supplied with a list of accepted students as soon as said students are notified to ensure that no over-enrollment occurs.

Faculty is committed to student success with plans for remediation as needed, open lab times and numbers that allow for a low faculty: student ratio.

ADMISSIONS

Students wishing to apply to the SSC-GCTC PTA Program must first meet all admission requirements to SSC. The proper steps to take for admission can be found online at http://www.sscok.edu/Admissions.html.

Upon acceptance into SSC, prospective students may apply to the PTA Program. Applications are available in the SSC Admissions Office on **AUGUST 1** of each year. All completed applications are to be submitted to the SSC Admissions by **OCTOBER 1** of each year. Applications must include the following:

- Official Transcripts for all collegiate level academic work including degrees conferred
- Proof of residence (if qualified to receive GCTC points for residence)
- Evidence of any completed GCTC Allied Health Programs
- ACT Composite Score of 19 (Taken within the last 5 years)
- Completed essays
- Evidence of prior work in a health related field (must include timeline)
- Documentation of 40 observation hours completed in a minimum of 2 settings on provided form
- Proof of current CPR

Entry into the PTA program is limited and competitive. Applications will be screened to ensure that all components of the application have been completed. Qualifying applications will then be ranked based on the ADMISSIONS RANKING FORMULA. Applications will be placed in descending order. The top 30 applicants will then be invited to participate in an interview. If a tie occurs with the points system, more than 30 students may be invited for an interview.

Twelve (12) students will be selected for admission to the PTA Program each year. Students will be notified via email of admission to the program within 1 week of the final interview. They will have 1 week to notify the PTA Program of acceptance of admission. Should any student decline admission, a student will be selected from the alternative list. The student at the top of the alternative list will be contacted first. Each additional student on the list will be contacted and offered admission until the program meets its maximum of 12 students. All students selected from the alternative list will have 48 hours to contact the PTA Program and accept admission. Once admitted into the program students are required to attend a one-day orientation.

ADMISSIONS RANKING FORMULA

Item	Points Possible	Points Achieved
Cumulative College GPA of any and all Collegiate Coursework to include, but not limited to prerequisite college course work (x 4 points) Minimum GPA of 2.0	16	
GPA of PTA Pre-Requisite Support Curriculum (x 4 points) Minimum GPA of 2.5	16	
2 points for each pre-requisite support course completed with SSC Maximum of 6 total points possible	6	
5 points for students with residence within the GCTC geographical area or a graduate of a GCTC partner school	5	
5 points for students who have successfully completed any GCTC Allied Health Program	5	
ACT examination Composite of 24 or greater= 12 points; 23= 8 points; 22= 6 points; 21= 4 points	12	
Answers to essay questions. Four (4) questions to be answered in essay format Possible 4 points each for a total of 16 points	16	
2 points for each year of prior work in a therapy related position Maximum of 10 total points possible	10	
Completion of prior college degree Master's Degree = 8 points; Bachelor's Degree = 6 points; Associate's Degree = 4 points	8	
Clinical Observation Form	10	
Interview Score (see rubric)	16	

Total		120	

RUBRIC FOR APPLICATION ESSAYS

4 POINTS	3 POINTS	2 POINTS	1 POINT
Clearly and effectively answers question.	Response to generally adequate and thorough.	Minimally responds to the question.	Does not respond well to question.
Demonstrates specific attention to relationship between audience and purpose of essay.	Demonstrates understanding of audience and purpose.	Demonstrates some understanding of audience and purpose.	Demonstrates poor understanding of audience and purpose of essay.
Organization and structure is very evident.	Organization and structure is clear.	Organization and structure is mostly clear.	Organization and structure is unclear and must be inferred by the reader.
Tone is consistent and appropriate to the audience/ purpose.	Tone is consistent and appropriate although somewhat generic.	Tone is adequate to audience although often generic or predictable.	Tone is generic or inappropriate.
Full variety of sentence structures used correctly. Word choice interesting, accurate and contributes to the writer's ability to communicate the purpose.	Variety of sentence structure used correctly despite an occasional flaw.	Sentence and word choice predictable. Occasional errors in sentence structure, usage and mechanics, but this does not interfere with writer's ability to communicate the purpose.	Wording and sentence structure predictable; few synonyms used. Errors in sentence structure interferes with writer's ability to communicate purpose.
Few, if any, minor errors in sentence construction, usage, grammar, or mechanics.	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	There are some common errors (major and minor) in sentence mechanics but writer generally demonstrates a correct sense of syntax.	There are numerous minor errors and some major errors. Sentence construction may display a pattern of errors in usage and mechanics.
Demonstrates strong understanding of Physical Therapy, and personal goals within the field.	Demonstrates good understanding of Physical Therapy, and personal goals.	Demonstrates fair understanding of Physical Therapy and personal goals.	Demonstrates poor understanding of the field of Physical Therapy and/or unrealistic goals.

APPLICANT INTERVIEWS

The top 30 applicants according to the ADMISSIONS RANKING FORMULA will be invited to participate in an interview. If a tie occurs with the points system, more than 30 students may be invited for an interview. Prospective students will be invited for an interview via phone call within 48 hours of application deadline. Interviews will be conducted by the SSC-GCTC PTA Admissions Committee which will consist of two representatives from SSC, two representatives from GCTC, two representatives from the local therapy community, the Program Director and ACCE.

If a tie should occur after the interview process, date and time of submission will provide the tiebreaker for entrance into the program.

RUBRIC FOR APPLICANT INTERVIEWS

CRITERIA	4 POINTS	3 POINTS	2 POINTS	1 POINT
APPEARANCE	Overall appearance is clean, very neat and professional	Overall appearance is clean and neat, well groomed	Overall appearance is somewhat messy, grooming attempt made	Overall appearance is messy and unkept, poor grooming
COMMUNICATION	Professional behavior and language	Acceptable behavior, courteous, somewhat professional	Normal behavior, but unprofessional	Unacceptable behavior and language, rude
BODY LANGUAGE	Confident, good posture, consistent eye contact	Minimal fidgeting, occasional loss of eye contact, intermittent poor posture	Fidgets, but not constantly. Minimal eye contact, poor posture corrected occasionally	Fidgeting, no eye contact, poor posture
RESPONSE TO QUESTIONS	Answers are thorough and concise	Answers are accurate, but not thorough	Does not answer questions thoroughly or is inaccurate	Inappropriate answers to questions
POINT TOTALS				

ACCEPTANCE OF TRANSFER CREDITS

SSC and the SSC-GCTC PTA Program adhere to the Oklahoma State Regents for Higher Education course transfer equivalency tables.

In order to determine if transfer credits will be accepted, tables located at the following URL will be referenced. http://www.okhighered.org/transfer-students/course-transfer.shtml Acceptance of transfer credits that fall outside of these tables will be determined by the Program Director and STEM Division Chair.

ORIENTATION OF NEW STUDENTS

All students admitted into the SSC-GCTC PTA Program will be oriented to the PTA Policies and Procedures before beginning the program.

Students will attend a one-day orientation session on the Gordon Cooper Technology Center campus one week prior to the Spring Semester start date. Students will be provided a copy of the Policies and Procedures, and required to sign a statement affirming review and receipt.

NONDISCRIMINATION STATEMENT

Seminole State College and the SSC-GCTC PTA Program, in support of and in compliance with the American with Disabilities Act (1990), welcomes requests for reasonable accommodations.

Students with special needs should contact the ADA specialist, Sheila Morris, located in the Walkingstick Building, Admissions Office, Room 129. Ms. Sheila Morris may also be reached by calling 405-383-9248. Students may also contact the office of the Vice President of Student Affairs, located just inside the north door of the Walkingstick Student Services Center, or by calling 405-382-9272. A TDD telephone, located in the David L. Boren Library is available for the use of hearing-impaired students. The TDD number is 405-382-9291.

Student Eligibility for Seminole State College to provide services to special needs students, eligibility must be established. Services are provided to each qualified person with a disability as defined by federal regulations. A "qualified person with a disability" means: "An individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the recipient of services or the participation in programs or activities provided by a public entity." (Public

Law 101-336, Section 201) The federal definition of a disability includes a person who: 1. has a physical or mental impairment which substantially limits one or more of such a person's major

life activities 2. has a record of such impairment 3. is regarded as having such impairment. (Public Law 101-336, Section 201)

Students are required to provide documentation of a disability prior to the provision of services. In the case of a physical disability, documentation from a physician is needed. In the case of a learning disability, documentation must be submitted from one of two sources: 1. Students diagnosed with a learning disability prior to graduation from an accredited high school need to submit a copy of the psycho educational evaluation on file at their respective high school. 2. Students diagnosed after completion of high school need to submit a psycho educational evaluation performed by a licensed psychologist. (It is the policy of Seminole State College to base accommodations on the most recent psycho educational evaluation.)

How Often Must a Student Request ADA Services? Planned services are provided based upon student request.   Ordinarily, students arrange services at the time of enrollment; therefore, services must be requested at least each semester or at the time a need is identified. A student must also meet with each instructor in whose class the student is enrolled at the beginning of every semester to sign an accommodation form.

PERFORMANCE STANDARDS

Although the SSC-GCTC PTA Program is committed to equal access to all students, there are minimal performance standards that must be met for physical therapist assistant students to be successful in the program and the field of therapy.

Students must undergo a physical health examination by a licensed healthcare professional upon admittance to the program to ensure that they meet those minimal standards. Forms to be used for this examination can be found in the student handbook.   Both the healthcare professional and the student must review the minimal performance standards and attest to the ability of the student to perform standards as described. This form is required for all students to be placed in Clinical Practice I, II, and III. Failure to provide this form to the ACCE will result in withdrawal from the program.

The Performance Standards for Physical Therapist Assistants is a list of physical abilities necessary to perform the duties of a Physical Therapist Assistant Student as noted below.

Visual Acuity

- Acute enough to read small print on product labels used for whirlpool treatments, dressing changes, and specific labels on medicines used in modalities.
- Acute enough to read small numbers on goniometers, computer screens, and isokinetic reports.
- Acute enough to observe postural changes, musculoskeletal changes, and coloration changes.

Hearing Acuity

- ● Acute enough to hear and understand words spoken by instruction and patients.
- ● Acute enough to perceive the spoken word in an environment with a high level of background noise.

Speaking Acuity

- ● Verbal expression clear and distinct enough to enunciate medical and surgical terminology.
- ● Ability to express thoughts clearly.

Digital Dexterity

- ● Agile enough to handle modality instruments with both left and right hands at an extremely rapid pace.
- ● Able to supinate and pronate at the wrist, and write/type up documentation/notes.

Physical Ability

- ● Strong and agile enough to lift equipment, push stretchers and beds, move large pieces of equipment, and transfer/lift patients.
- ● Ability to stand for long periods of time without a break (4-6 hours or longer).

Physical Therapist Assistant students must be able to perform, with or without reasonable accommodations. Each of these essential functions in order to fully participate in our program and successfully complete the requirements for the PTA Program. If accommodations are necessary in regard to the above standards students must follow the Nondiscrimination Statement Procedure. It is the student's responsibility to ensure that notification occurs in a timely fashion to allow for any necessary accommodations.

CRIMINAL BACKGROUND CHECK

All physical therapist assistant students must submit to an extensive background check prior to beginning the Physical Therapist Assistant Program. This policy is in accordance with the Oklahoma Hospital Association and the clinical agency agreements between SSC-GCTC PTA Program and clinical facilities. Facilities retain the right to deny a student access to the facility based on the result of the background check. A student who is denied access to a clinical facility due to the findings from the background check may be unable to complete the Clinical Education portion of the program. As a result, the student would be unable to complete the Physical Therapist Assistant Program and graduate.

Initial acceptance into the program will be provisional until positive results of the criminal background check are received. Students will be given the name of an outside vendor upon acceptance into the program. It is the student's responsibility to comply with whatever the vendor needs to successfully complete the process for this requirement.

TOBACCO USE

The use of tobacco products by students (including, but not limited to, cigarettes, electronic cigarettes, vaping devices, pipes, smokeless tobacco, and other tobacco products) is prohibited throughout all indoor and outdoor areas of property owned or under the control of Seminole State College, including parking lots owned or under the control of said agency. This includes the alternate location of Gordon Cooper Technology Center.

Seminole State College will identify the boundaries of its property, post this information for public reference, and provide notice of this policy with appropriate signage, including signs at the entrances to the properties and/or other locations as needed. The agency will also utilize printed materials and other communications as needed.

Noncompliance by students while on Seminole State College or Gordon Cooper Technology Center property will be handled by the Office of Student Affairs and/or by the Campus Police/ Security, as appropriate.

For purposes of the SSC-GCTC PTA Program, this tobacco use policy also applies to students for each clinical assignment. While participating in clinical education, students are preparing for work as a healthcare professional, this includes demonstrating healthy behaviors.

If a student must use tobacco during a clinical assignment, it is to occur during an approved break. The preference would be the lunch hour. Students must comply will the clinical sites tobacco policy and designated smoke areas at all times.

Students who resume patient care after a tobacco break must rid themselves of all evidence of smell or debris from the tobacco before returning to the clinical assignment. This may require the student to change clothes upon arrival or wear a removable outer garment while smoking that will be left outside the building.

If a student violates this policy, the Clinical Instructors are instructed to send the student home. Students who violate the policy a second time will be removed from the clinical facility and will not be returned to a clinical assignment until they can be in compliance with this policy. This may delay the student's scheduled graduation.

DRUG AND SUBSTANCE USE

Seminole State College is committed to maintaining a drug-free workplace in accordance with the requirements of the Drug Free Workplace Act of 1988 (P.L. 100-690, Title V, Subtitle D) and the Drug Free Schools and Communities Act Amendments of 1989 (P.L. 101-226). Health risks generally associated with alcohol and drug abuse can result in, but are not limited to a lowered immune system, damage to critical nerve cells, physical dependency, lung damage, heart problems, liver disease, physical and mental depression, increased infection, irreversible memory loss, personality changes and thought disorders.

To this end, the SSC Board of Regents has formally endorsed the Executive Proclamation issued by Governor Henry Bellmon on March 31, 1989, regarding actions by state agencies to insure a drug-free workplace. The U.S. Department of Education has issued regulations implementing the provisions of the Drug-Free Schools and Communities Act Amendments of 1989. These regulations require that the College distribute the following information annually to employees in writing concerning the possession, use, or distribution of alcohol and illicit drugs at the College.

The workplace of Seminole State College shall be free from the unlawful manufacture, distribution, dispensation, possession or use of any controlled substance or alcohol. Such activities shall be grounds for disciplinary action, up to and including termination.
Seminole State College employees who are convicted of a drug or alcohol-related offense shall notify their supervisor and the appropriate administrative officer within five working days following the conviction or be subject to immediate suspension without pay by the President and subject to immediate termination by the Board of Regents. If the employee so convicted is engaged in a federally funded program, the appropriate federal funding agency shall be notified of the conviction within ten working days after receiving notice of the employee's conviction.
Employees who are convicted of a drug or alcohol-related offense, but who are not terminated from College employment, shall be required to successfully complete a recognized drug treatment or rehabilitation program.

All employees of the College who are directly involved in federally funded projects will be required to attend the workplace-related drug awareness program offered by the Office of Personnel Management. Employees are forbidden from performing sensitive safety functions while under the influence of any prohibited substance.

A student found to be in possession or under the influence of any illegal drugs and/or alcohol on or off campus will be subject to disciplinary action, including criminal action if warranted.

APPEARANCE/ DRESS CODE

The purpose of the dress code is to promote a professional appearance at all times when representing the SSC-GCTC PTA Program. Students are to be dressed and groomed in a

manner which will enhance patient confidence as well as respect from colleagues and other health professionals.

Student appearance will comply with safety standards and facilitate quality job performance at all times.

● Fingernails must be clean and neatly trimmed. If nail polish is worn, it must be clear and free of chips.
● Artificial nails are not permitted.
● Wedding bands, medical identification bracelets, and one small stud earring in one or both ears are permitted.
● Tattoos must be covered.
● Hair must be maintained off the collar and away from the face.
● Makeup is to be conservative.
● Good hygiene is expected at all times. Students are to avoid strong colognes, perfumes, or smells of any type.
● Male students must be clean shaven. If a student has sideburns, a beard, or mustache, it must be neat, clean and well-trimmed.

Classroom Setting
While the program does not have a specific dress code for scheduled lectures, it is expected that all PTA students dress conservatively and in a manner not to distract.

Laboratory Setting
Given the nature of the physical therapy profession, it is necessary to access different areas of the human body. Students should present themselves appropriately for all lab classes.
● For men, gym shorts; and for women, gym shorts and a sports bra should be worn.
● Sweatshirts and sweatpants may be worn over the required lab clothes, but must be removed during lab activities.

Clinical Education Setting
In general, students will follow the dress code of the facility in which the affiliation takes place. It is the responsibility of the student to seek and understand information about the dress code of the facility. Regardless of what clothing is worn, student's overall presentation should be neat and clean.

Students must wear the PTA program name tag at all times when performing as a student PTA in any location off campus.

ATTENDANCE

Attendance for didactic coursework and clinical education is expected and required of all students admitted to the PTA Program.

It is expected that students arrive to all classes and labs and be prepared to begin at the scheduled time. It is highly discouraged for students to miss any portion of lecture or labs, all information is important and may or may not be repeated. If an absence is necessary, it is the student's responsibility to arrange for remediation of the material. All planned absences must be pre-approved by the instructor. In the event of an unplanned absence it is expected that the student will notify the instructor at the earliest possible time and arrange for remediation of the material. Frequent absences (greater than 2 consecutive) will result in a counseling session with the instructor and/or the program director. Excessive absences (greater than 4 in one semester) may result in removal from the program. (Pg 24)

Students are also expected to attend all scheduled days of Clinical Practice courses. Each student is required to participate in a predetermined amount of time to successfully complete each course, any absence from the facility will count against this time. Please note that there are no excused absences from Clinical Practice courses.   The student is responsible for notifying the facility and the ACCE via phone if an absence or tardy is necessary. Any missed time must be made up to complete each course. This may prevent progression through the program or delay graduation. More than one missed day in Clinical Practice I and II, or more than two days in Clinical Practice III may result in withdrawal from the course and program. Students are considered tardy if arriving late or leaving early from a clinical site. Three tardies will constitute an absence.

GRADING

The following scale will be used for assigning grades in the didactic portion of the program.

       A = 93%-100%
       B = 87%-92%
       C = 80%-86%
       D = 74%-79%
       F = 73% and below

Grades will be based on online journal assignments, class assignments, quizzes, patient scenarios, group projects, tests and lab performance.

Clinical Practice I, II and III are pass/ fail courses. Students will be evaluated by the CI

utilizing the Clinical Performance Indicator (CPI).

All information presented is vital to both passing the licensure examination and competent practice as a PTA, students must maintain a C average to remain in good standing with the program. If a student scores below an 80% average on an a final course exam, it is expected that the student perform remediation of the material in order to demonstrate a good working

knowledge of said material. The remediation will be determined by the course instructor and may include oral or written assignments, research projects, and/or additional lab time.

Class assignments are due on the date and time assigned. All assignments missed during an absence are due the day upon return. Grades on assignments turned in late are reduced by 10 percent per day if no documentation of extenuating circumstances is available.

Any student receiving a course grade of D or below must withdraw from the PTA Program, but may reapply for admission the following year if eligible.

In Clinical Practice I, II and III the ACCE will determine the final grade of "pass" or "fail". To receive a "pass" students must meet the indicated performance level on the following 14 criteria.

1. Safety
2. Clinical Behaviors
3. Accountability
4. Cultural Competence
5. Communication
6. Self-Assessment and Lifelong Learning
7. Clinical Problem Solving
8. Interventions: Therapeutic Exercise
9. Interventions: Therapeutic Technique
10. Interventions: Physical Agents and Mechanical Modalities
11. Interventions: Electrotherapeutic Modalities
12. Interventions: Functional Training and Application of Devices/Equipment
13. Documentation
14. Resource Management

COMPETENCY OF SKILLS

Students will be required to successfully perform all technical skills presented in class in order to continue to the next course and to be able to participate in clinical rotations. A skills checklist will be used to ensure that students are competent and safe with all skills.

Technical skills will be assessed in lab utilizing a skills checklist. Students will repeat the skills checklist until the passing standard is met however, only three attempts are allowed. Five percentage points will be deducted for each attempt.

Supervised open lab times will be available for students to practice and hone skills.

Competency of all skills will be required prior to student placement for Clinical Practice II and III. Clinical Practice I will be an integrated experience; thus students will be able to perform skills in the clinical setting as they reach competency in didactic coursework.

WITHDRAWAL/ DISMISSAL

The SSC-GCTC PTA Program reserves the right to begin withdrawal or dismissal of any student whose health, conduct, classroom performance, and/ or lab performance is deemed as unfit to continue with the program.

In order to withdrawal from the program in good standing, the student must submit a formal letter of resignation, to the Program Director, stating the reason for withdrawal. Additionally, the student must take part in an exit interview with the Program Director, All educational materials belonging to Seminole State College and/or Gordon Cooper Technology Center must also be returned. Please note that students who withdraw without completing the above steps will not, at any time, be considered for reinstatement/ readmission.

Dismissal

Students may be dismissed from the program for not adhering to the policies and procedures of the PTA program. Students are responsible for their behavior on and off campus. If a student displays unprofessional, unsafe or otherwise unacceptable behavior at a clinical education site or other on or off campus educational activity, it may be cause for dismissal from the program and the institution.

REINSTATEMENT

Students withdrawing because of circumstances beyond their control are considered for reinstatement, if they follow the withdrawal procedures. If a student wishes to re-enter the program within one year of leaving, that student must provide written notification to the program director. Application for reinstatement must be made for the next school year following withdrawal. Reinstatement will be evaluated individually by the PTA Program Director and faculty.

To be considered for reinstatement, students must have maintained a C average and have been in good standing at the time of withdrawal. Upon reinstatement, the student will begin with the new class of students and may have to repeat coursework previously completed. All program expenses and fees must be paid in full prior to reinstatement. CPR certification and TB testing must be current.

The student may appeal the program director's decision through the institution's established grievance (due process) procedures. If a student has been away from the program for more than one year, reapplication is required. The student will be placed in the general applicant pool subject to the program's admissions policies.

A student is not eligible for readmission to the PTA program, under any status (including admission as a new, transfer or readmitted student) if the student earned two academic failures (C- or below) in more than one PTA course, the student has already been readmitted, or the student was in violation of the APTA Standards of Ethical Conduct for the Physical Therapist Assistant at the time of withdrawal, failure or dismissal from the program.

ACADEMIC DISHONESTY

The PTA Program maintains a "no tolerance" policy in regard to academic dishonesty. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors must be the result of their own thought, research, or self-expression. In cases where students are unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

Students may be guilty of plagiarism if they submit work purporting to be their own, but which borrows ideas, organization, or wording, from another source without appropriate acknowledgement. Plagiarism includes reproducing someone else's work, whether it is a published article, material from an Internet site, a chapter of a book, a paper from a friend, or from other sources. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work without acknowledgement which students submit as their own. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by them, unless otherwise authorized by the instructor.

When assignments involve research in outside sources or information, students must carefully acknowledge exactly what, where and how they have employed them. If the words of someone else are used, students must utilize generally accepted writing style guidelines (i.e. put quotation marks around the passage in question and add an appropriate indication of its origin. An alternative to using quotation marks is to indent the paragraph to be quoted). Making simple changes while leaving the organization, content, and phraseology of the words intact, is plagiarism. None of these rules shall apply to those ideas which are so generally and freely circulated as to be common knowledge.

Responsibility of the Instructor and Program Director:

An instructor who suspects that a student has committed an academic offense shall consult with the Program Director, as soon as practical after the instructor develops the suspicion. If the

instructor is also the Program Director, that staff person shall consult with the STEM Division Chair. Prior to consultation, however, the instructor may take action to detect or prove an academic offense and should preserve evidence of same.

The instructor and Program Director (or STEM Division Chair) shall review the evidence of an academic offense. If a preponderance of the evidence warrants an accusation of an academic offense, the student shall be invited to meet with the instructor and Program Director (or STEM Division Chair). The student shall be informed of the charge in person and given an opportunity to state his or her case. In an open hearing, the student shall be informed of the possible penalties that may be imposed or recommended. If the student is not reasonably available or fails to attend the meeting, the instructor, with the approval of the Program Director (or STEM Division Chair), shall inform the student in person (preferably in the presence of a witness or a signed receipt from the student) or by certified mail (to the local address as contained in the Registrar's Office) of the evidence, charges, and penalties. PTA students found to be guilty of academic dishonesty will be dismissed from the program without option of readmittance.

CONFIDENTIALITY OF RECORDS AND STUDENT FILES

Faculty are responsible for maintaining the privacy and confidentiality of all student records and personal information as per The Family Educational Rights and Privacy Act (FERPA).

All student information and records are considered confidential and may not be given to anyone other than the student, designated clinical instructors or CCCE, or academic institution faculty/ administration without written permission from the student. With written consent, a student may authorize the PTA Program to release information regarding their academic record. Student files are kept in a locked file cabinet in the Program Director's office. All grades will be posted on Brightspace where students are able to access only their individual grades. Grades will not be posted in a public forum, or be given out via any means other than Brightspace.

CONFIDENTIALITY FOR STUDENT MEETINGS

Students will be afforded the right to private counsel and meetings. The Program Director's office will be utilized for student conferences and meetings to ensure student privacy.

STUDENT ACADEMIC GRIEVANCE PROCEDURE

The SSC-GCTC PTA Program will adhere to the Student Academic Grievance Procedure as stated in the SSC Student Handbook. PTA Students are provided privacy in reporting grievances and may begin the below process at STEP 3 if said student has fear of repercussions.

When a student has a complaint concerning an instructor, a grade received in a course, or any academic related matter, he/she should follow the procedure outlined below. If satisfaction is not achieved at one step in the procedure, the student may move on to the next step. All steps must be followed in the order presented. STEP 1: Discuss the problem with the faculty member involved. Perceived problems are often misunderstandings generated by faculty information or miscommunication about the grievance. STEP 2: Visit with the chairperson of the division in which the problem has risen. STEP 3: If consultation with the faculty member and the divisional chairperson does not resolve the problem, students should consult the Vice President for Academic Affairs. The VPAA may resolve the issue in manner of his choosing. This may or may not involve a hearing before the VPAA by all parties involved. STEP 4: Appeals of the decision rendered by the VPAA may be made to the President of SSC upon written request for a review of the case within seven working days from notification of the committee's decision. The President may exercise discretion as to whether or not to hear the case. The President will make a decision on the appeal which may be one of the following: 1. Refuse to hear the case for lack of sufficient reason for appeal. 2. Uphold the decision of the Vice President for Academic Affairs. 3. Modify the decision of the Vice President for Academic Affairs by reducing or modifying the penalties in a fair and reasonable manner. 4. Dismiss the charges against the student. 5. Take other action as deemed appropriate and as fully explained to both the Vice President for Academic Affairs and the student(s).

STUDENT NON-ACADEMIC GRIEVANCE PROCEDURE

The SSC-GCTC PTA Program will adhere to the Student Non-Academic Grievance Procedure as stated in the SSC Student Handbook.

"Complainant" is defined as the person who is filing a complaint or grievance. "Respondent" is defined as the person against whom the complaint is being filed. When a student has a non-academic based complaint that a violation of SSC policy, procedures or values has occurred, he/she should follow the procedure outlined below. If satisfaction is not achieved at one step in the procedure, the complainant may move on to the next step. All steps must be followed in the order presented. Ultimately, a complaint must be placed in writing and signed by the complainant. STEP 1: If feasible, the complainant should attempt to discuss the problem with the respondent. Perceived problems are often misunderstandings generated by faulty information or miscommunication. Involvement of a neutral third party or mediator is recommended in most cases. The complainant may want to consult with his/her advisor or the Dean of Student Services in this regard. If the specific circumstance makes Step 1 inappropriate, or if the complainant does not feel comfortable communicating with the respondent, he/she may proceed to step 2. STEP 2: Visit with the immediate supervisor of the respondent if the complaint involves a member of the College staff. If the complaint involves another student, visit with the Dean of Student Services. STEP 3: If consultation with the supervisor/Dean does not resolve the problem, the complainant should consult the Vice President for Student Affairs (VPSA). The VPSA will hear the complaint and render a decision. At his/her discretion, the VPSA may convene a committee to hear the grievance and make a

recommendation on resolution to the VPSA. STEP 4: An appeal of the decision rendered by the VPSA may be made in writing to the President of SSC within seven business days after notification of the VPSA's decision. The President may exercise discretion as to whether or not to hear the appeal or make a decision on the appeal which may be one of the following: 1. Refuse to hear the issue due to lack of sufficient reason for the appeal; 2. Uphold the decision of the Vice President for Student Affairs; 3. Modify the decision of the Vice President for Student Affairs; 4. Take other action as deemed approp

CELL PHONE USAGE

Cell phone usage distracts from the learning process and patient care, and personal use is strictly prohibited in the classroom, lab and clinical setting. However, individual instructors may authorize the use of devices for classroom activities.

Students will either turn their phones off, or not bring them into any educational settings unless prior permission has been given by the instructor of the course.

SOCIAL NETWORKING

In order to protect the student, PTA Program, SSC, clinical sites and patients, social networking within the clinical setting is strictly prohibited.

Students will not participate in social networking of any kind within the clinical setting. This includes attempting to "friend" of become a part of a clinical instructor's social network while on participating in Clinical Practice I, II or III. Students will also refrain from "checking in" or posting from or about a clinical site. It is a HIPAA violation if a client/patient is identifiable with the information provided, even if personal health information is avoided. HIPAA violations will not be tolerated.

EMAIL ACCOUNTS

Students will be encouraged to utilize their SSC email for all professional correspondence.

Upon acceptance and enrollment at SSC, students will be given a student email. This is the preferred method of communication between students, faculty and clinical facility staff. It is important that students begin developing their professional image. Utilizing professional email addresses is a small, but important part in doing this.

INSTRUCTIONAL METHODS

The SSC-GCTC PTA Program will utilize multiple methods of instruction to assist all learners in fully understanding the material.

Students are expected to complete assigned reading assignments before lecture. Lecture and class discussion will reinforce the read material. Video presentations, guest lecturers and field trips will be utilized whenever possible. Lab time will be used for hands on learning of the material presented and practice.

STUDENT LAB ACCESSIBILITY

Lab space will be made available to students outside of class time for practice of skills.

Students are only allowed to practice the following modalities with a PTA instructor present; electrical stimulation, ultrasound, iontophoresis, traction, laser or light therapy.

Students have access to the GCTC PTA Program lab space each weekday that the campus is open from 8:00 am to 5:00 pm, when class is not in session. In addition, each semester a schedule for supervised lab times will be posted on the lab door. Students also have access to the classroom outside of class time, where anatomy models and learning resources are available.

CLASSROOM AND LAB SAFETY

All students and faculty will comply with occupational health, safety, and fire regulations in order to maintain a safe learning environment.

Standard precautions are to be followed at all times by faculty and students. No food, gum, candy, or drinks are allowed in the classroom or lab areas.

LABORATORY EQUIPMENT MAINTENANCE

PTA lab equipment will be inspected and /or calibrated yearly to ensure safety. The Program Director will maintain a schedule of inspection and calibration for each machine, to be performed before start of Clinical Procedures I. A sticker or tag will be placed on the machine documenting safety and when the next service date should occur.

Any unsafe machines will be removed from the lab area until they are able to be serviced.

OSHA REGULATIONS

The PTA Department will adhere to OSHA Regulations within all spaces utilized for classroom and lab activities. MSDS forms for all hazardous substances used in PTA designated spaces are kept in a marked red binder and can be found in the whirlpool room of the lab.

INFORMED CONSENT

PTA students will be asked to sign a consent form and waiver to allow for treatment of each other in the laboratory setting.

Due to the nature of the program, students are required to practice on each other at different times throughout the curriculum. This is an essential part of the learning process. Before starting the PTA Program, students will sign a consent form and a general waiver of liability. Forms will be kept in a locked file cabinet in the Program Director's office.

MEDICAL SAFETY OF STUDENTS

The PTA program takes the medical safety of all students, faculty and staff very seriously. The potential of exposure to environmental hazards and infectious diseases is possible within the clinical setting. The student understands and assumes the risks involved in the Clinical Practice I, II, and III. In addition, the student agrees to follow the guidelines of each individual facility regarding exposure to infectious diseases and infection control.

Upon admittance to the program, each student must undergo a physical health examination by a certified health professional. Students must use the physical health examination form provided in the student handbook. The completed form should be returned to the ACCE within 2 weeks of admittance into the program, to be kept on file. Failure to provide this completed information will result in non-placement for Clinical Practice I and withdrawal from the Program.

Students will be required to have limited liability insurance. This policy will be acquired by Seminole State College. Each student will pay a fee to be included in this policy. Students have the right to purchase additional liability insurance, but the aforementioned policy is the minimum required. Policy details are available upon payment of the fee, and at any time from the ACCE.

Faculty and students are required to have health insurance and are responsible for their own policies. Students enrolled in the PTA Program are required to have personal health insurance prior to the start of clinical courses. Students must provide proof of coverage and policy details to the ACCE.

In accordance with the Oklahoma Hospital Association, all accepted students must undergo a background check, a drug screen, and have up to date immunizations. Initial acceptance into the program will be provisional until positive results of all are received. Provisions will be made for the Hepatitis B series, if the series has been started and will be able to be completed before Clinical Practice I begins. A complete Hepatitis B series requires 4-6 months to complete.

Student should be aware of the timeline to ensure completion of the series. A student will be dropped from the program if they do not complete the Hepatitis B series and are unable to participate in Clinical Practice I.Students will be given the name of an outside vendor upon acceptance into the program. It is the student's responsibility to comply with whatever the vendor needs to successfully complete the process for all three requirements.   The responsibility for the cost of this service is the students.   The ACCE is responsible for management and oversight of all requirements.   Students will present documentation of successful completion of requirements to the ACCE, who will ensure confidentiality of the records. Copies will be provided, as appropriate, to clinical sites.

As part of the application process, students must provide evidence of current American Heart Association CPR training, and maintain an active CPR card throughout Clinical Practice I, II, and III.

For injuries that occur while participating in a clinical education course, students are to follow the individual site's protocol. As soon as the student is found to be in stable condition, the ACCE is to be notified. The ACCE will document the incidence and determine if the student is able to complete the clinical experience. This may include a physician's evaluation and additional attestation of ability to meet performance standards for a PTA. Non-emergent injuries occurring while in the classroom setting at either SSC or GCTC should be reported to the PD immediately. The PD will be responsible for documenting the occurrence. 911 is to be called for all emergent injuries occurring on campus.

CAPTE COMPLIANCE

The Program Director is responsible for all accreditation duties including the ongoing compliance with accreditation policies and procedures.

Initial accreditation once received will be published in all student and college publications and will be updated as changes occur. The Program Director will complete the Annual Accreditation Report and forward to CAPTE by the due date. The Self Study Report for reaccreditation will be completed within the timeline set forth by CAPTE. Annual fees for accreditation will be submitted for payment by Seminole State College, following receipt of the invoice from CAPTE. Reports for expected or unexpected substantive changes will be completed and submitted to CAPTE, within 10 days of change. Additionally. reports requested by CAPTE regarding registration and employment will be completed by the Program Director within 90 days of receipt. The Program Director will be responsible for the continued accreditation of the PTA Program, and storage of all documents.

GOVERNANCE OF THE PROGRAM

Per the Memorandum of Understanding between Seminole State College (SSC) and Gordon Cooper Technology Center (GCTC), the SSC-GCTC PTA Program is governed primarily by

SSC with input from GCTC per the PTA Program Oversight Committee. The Program Director is responsible for all aspects program operations, with input from the ACCE, and reports to the STEM Division Chair.

RESPONSIBILITY FOR ACADEMIC REGULATIONS SPECIFIC TO THE PROGRAM AND CURRICULUM

The Program Director is responsible for development and governance of academic regulations specific to the program and curriculum, with input from the ACCE. Oversight is provided by the PTA Program Oversight Committee. The PD presents outcome data to the committee annually and all changes must be authorized by this committee.

FACULTY ORIENTATION

All new full‑time and adjunct faculty will be required to participate in a formal orientation to the SSC-GCTC PTA Program. The PTA Program Director will be responsible for ensuring that orientation occurs according to the procedure described below.

New faculty will meet with the PTA Program Director at a designated time for the purpose of reviewing the following:
○   Program Philosophy
○   Program Mission Statement & Goals
○   Program Description
○   Organization Structure
○   Job Descriptions
○   Layout of Seminole State College Campus and Gordon Cooper Technology Center Campus
○   Policies and Procedures
○   Resources

FACULTY EVALUATION

The STEM Divisional Chairperson will complete and forward to the Vice President for Academics Affairs, an evaluation of each faculty member within the PTA Program by February 1 of each year.

The evaluation process calls for the completion of a Performance Evaluation Form by the STEM Divisional Chairperson which addresses the faculty member's professional performance during the preceding calendar year (January — December). The STEM Divisional Chairperson will discuss the evaluation with each individual faculty member and both will sign and date the Performance Evaluation Form.

The annual performance evaluation will serve the dual function of assisting the individual faculty in his professional development planning and the institution in its efforts to ensure quality instruction for its students.

STEM Divisional Chairperson will evaluate new adjunct faculty at least once through classroom visitation either in person or through a full-time faculty member assigned that task by the chairperson.

The Faculty Senate of Seminole State College believes that periodical evaluations are positive and vital steps for an institution to undertake. Thus, the PTA Program faculty have agreed to administer the student/instructor evaluations using the guidelines listed below.

During each semester, students will be provided electronic Instructor Evaluation Forms via email by the STEM Division Chairperson.

The completed evaluations will be processed as follows:

1.   The subjective portion of the evaluation will be removed from the form and routed to the appropriate instructor at the end of the semester.
2. The objective portion of the evaluation will be summarized for each instructor and the results routed to the STEM Division Chairperson who will make the results available to the appropriate faculty member.
3.   The original objective portion of the evaluation will be maintained by the President for Academic Affairs for one year.

FACULTY PEER MENTORING

The PTA Program faculty will participate in the SSC Faculty Mentoring Program which is intended to provide a framework to assist the professional development of new faculty.

The relationship between the assistant professor being mentored and the experienced faculty doing the mentoring is expected to be mutually beneficial for all parties involved. The program is intended to be supportive, flexible, and predominantly informal. Although communication may occur as needed between team members and the administration, every possible effort will be made to keep the faculty mentoring process separate from the evaluation process conducted by the STEM Division Chair.

The desired objectives of the program include but are not limited to the following:

1. Provide professional and emotional support to the faculty mentee
2. Help the faculty mentee integrate into the division, college, and community environments
3. Guide the professional development of the faculty mentee
4. Provide a safe place for informal, frank discussions about teaching, student learning, and education in general
5. Coach the mentee through the tenure application process from the moment of hire to the awarding of tenure
6. Promote the building of closer relationships amongst faculty.

Faculty Peer Mentoring Guidelines are as follows:

The faculty mentoring process will officially take place from the point of hire to the awarding of tenure. Ideally, it would continue informally beyond that point as a mutually beneficial professional relationship.

Each team consists of two experienced faculty members, one from the same division as the new faculty member and one from another division. Every effort will be made to ensure that at least one of the faculty mentors is tenured, and that each faculty mentor has only one mentee.

Teams are assigned by the VPAA as the result of discussions between the VPAA and the appropriate Division Chair. In instances where team members must be replaced for any reason, replacement members are assigned by the VPAA as the result of discussions between the VPAA and the appropriate Division Chair.

In as much as teaching schedules allow during the mentee's first four years, the faculty mentee will observe at least two class sessions of each of the faculty mentors on the team per academic year. Classroom observation sessions should be followed by informal one-on-one debriefing sessions involving the mentee and the faculty mentor. A simple, concise, one-page tracking form will be used to document the classroom observation sessions.

FACULTY DEVELOPMENT PLAN

Faculty will prepare an individual development plan each year based on the performance evaluation performed by the STEM Division Chair and student classroom evaluations. Additionally, faculty will utilize course embedded assessments to identify areas to be worked on within each subject matter taught.

Upon receipt of student evaluation data, performance evaluation, and course embedded assessment data faculty will identify areas for improvement. They will prepare a development plan to address any areas of deficit, and present this to the Program Director each year.

WORKLOAD

A full-time faculty workload is considered 15 credit hours per semester, per SSC policy.

All full-time PTA Program faculty who have no other administrative responsibilities will adhere to this policy. The Program Director will maintain a faculty workload that does not exceed 7-8 credit hours per semester, or 50% of the SSC established workload requirement. The Academic Coordinator of Clinical Education will maintain a faculty workload that does not exceed 11-12 credit hours per semester, or 75% of the SSC established workload requirement.

MERIT, PROMOTION, AND TENURE

The SSC-GCTC PTA Program will adhere to the SSC policies for merit, promotion, and tenure.

Definition of Tenure

"Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society […]. After the expiration of a probationary period, teachers or investigators should have permanent or continuous tenure, and their service should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies" (AAUP, 2001, pp. 3-4).
Tenure describes faculty members who have met the requirements of this policy. Tenure is a reciprocal state in which the faculty member commits to an on-going effort to achieve excellence and the institution commits to support the achievement of excellence and to retain the faculty member. Tenure is justified by the critical protection it affords to academic freedom.

Definition of Faculty

For the purposes of tenure, faculty is defined as those whose greatest concentration of duties are classroom teaching and who are on full-time faculty contracts at the College.
Eligibility for Tenure

Faculty are eligible to apply for tenure at the conclusion of a probationary period which is defined below. All faculty new to Seminole State College must serve a probationary period of

four continuous years as a full-time faculty member and must have earned a master's degree with 18 graduate hours in the primary teaching field (i.e., life sciences, physical sciences, nursing, business administration, computer science, child development, among others) prior to applying for tenure. This four-year period provides for annual evaluation, notification of unsatisfactory work, an opportunity to address deficiencies, a determination of program viability, and for the faculty member to become involved with the institution and its five-county service area. Application for tenure may be made during the fifth year of continuous full-time service or any year thereafter.

SSC POLICY: II-6-5

Faculty Tenure Status

A faculty member in tenure application status is a tenure-eligible faculty member, as defined above, who has chosen to enter or re-enter the tenure procedure. A non-tenured faculty member is a faculty member who is not entering or reentering the tenure procedure.

Criteria for Judging Tenure Applications

In support of the primary functions of the College, faculty considered for tenure must show evidence of quality performance in three: teaching, scholarship, and service. Priority shall be given to faculty activities which are supportive of the philosophy and purposes of the College. Teaching is defined as instruction to impart knowledge or skill to students within the formalized academic processes and structures of the College. In considering evidence for tenure, faculty who do not demonstrate superior teaching excellence will not be tenured. Scholarship is defined as academic learning or achievement systematically advancing knowledge or skills in a field of learning. Service is defined as actions contributing to the advancement or enhancement of others beyond the scope of expected work assignments and duties. Activities of the faculty member shall be judged in terms of the impact which they have in promoting desirable educational progress within the College and within the five-county service area of the College.

Evidence submitted to support a recommendation for tenure will be judged according to the pattern of performance which it reveals. The pattern should show both recent performance as well as a history of performance over the period of employment at Seminole State College.

During the faculty member's probationary period, the faculty member shall gather and organize evidence for inclusion in a Tenure Application Portfolio.

Criteria for Judging Faculty Performance

1. Teaching Function

1.   The faculty member is able to produce evidence of student learning as specified in course goals and objectives. Such goals and objectives shall be consistent with program and divisional goals and objectives.

2.   The faculty member has established positive colleague and student relationships.

3.   The faculty member contributes to program development and program implementation in ways consistent with the philosophy of the College.

4.   The faculty member applies methodology, concepts, processes, and principles central to the curriculum taught.

2. Scholarship

1.   The faculty member participates in in-service, colloquia, and other professional development opportunities.
2.   The faculty member is involved in professional organizations and activities appropriate to his/her teaching field(s).
3.   The faculty member engages in activities and learning experiences enabling him/her to maintain current knowledge of his/her teaching field(s).

3. Service Function

1.   The faculty member provides service to the College outside of his/her teaching responsibilities.
2.   The faculty member provides service to students that are outside of his/her teaching responsibilities.
3.   The faculty member provides service to groups of his/her choice in the five-county College service area.

Tenure Density

Faculty members eligible for tenure at Seminole State College, but for whom a tenure position does not currently exist due to faculty tenure density at the College shall be protected to the fullest extent possible. In the interim, these faculty may be reappointed annually as non-tenured, until such time as the tenure density at the College allows for additional tenured faculty.
No part of this policy shall be construed to imply that faculty members waiting for tenure density to decrease shall be accorded automatic tenure status without final review of the tenure recommendation file. Nor does this imply that a person awaiting tenure due to tenure density shall be denied promotion if he/she qualifies for such promotion.
At Seminole State College, the maximum tenure density is 60 percent based on 40 full-time faculty or an average number of full-time faculty from the previous five years, whichever is higher. Tenure applications exceeding the 60 percent limit may be considered by the Board upon recommendation with justification by the President.
and shall apply within each Division. An exemption to tenure density provisions may be allowed in extraordinary cases with the approval of the President, based upon recommendations by the Vice President for Academic Affairs, and the appropriate Division Chair.
Tenure Application Procedure

During the fifth year of continuous full-time service, or any year thereafter, faculty applying for tenure shall complete a Tenure Application Portfolio. The completed Tenure Application Portfolio shall be placed in a three-ring binder and submitted to the Division Chair by November 1. The Tenure Application instruction packet is available in the Office of Academic Affairs. Applicants are advised to confer with the Division Chair throughout the process. The packet will include helpful checklists of required documentation. In the years of teaching prior to applying

for tenure, the faculty member shall gather and organize evidence for inclusion in the Tenure Application Portfolio.

SSC POLICY: II-6-7

Steps in the Tenure Application Procedure are as follows:

1.   Tenure Application Portfolio

The Portfolio should be placed in a three-ring binder and contain the following materials in sequential order:

a.   Summary of Evidence

The candidate shall write a self-evaluation of assets and strengths and a summary of materials in the Tenure Application Portfolio. This document should not exceed four 8 1/2 X 11, double-spaced typed pages.

b.   Resume

The candidate shall include a current resume. The candidate shall ensure that his/her personnel file is complete and contains a current resume.

c. Transcripts

The candidate shall include copies of official, current transcripts. The candidate shall ensure that his/her personnel file contains official, current transcripts.

d.   Evidence of Meeting Criteria

The candidate shall organize and include in the file the materials relating to the Criteria for Judging Faculty Performance" that shall have been gathered in the years of teaching prior to applying for tenure.

Suggested evidence for evaluating the Criteria for Judging Faculty Performance regarding Teaching (correlates to criteria for teaching in section on Criteria for Judging Faculty Performance) is:

a.   Course handouts

Course presentations

Course lecture notes

Laboratory investigations

Division chair evaluations of faculty

Relevant examples of student work

b.   Letters, notes, recommendations and/or awards from students

Letters, notes, recommendations and/or awards from colleagues

c.   Minutes of meetings regarding development/revision curriculum

Syllabi of courses developed/revised

Completed Oklahoma State Regents for Higher Education degree program addition/modification forms

d.   Course assessment tools and results

Student Feedback on Instruction results

SSC POLICY: II-6-8

Suggested evidence for evaluating the Criteria for Judging Faculty Performance regarding Scholarship(correlates to criteria for Scholarship in section on Criteria for Judging Faculty Performance) is:

a.   Programs and agendas
Certificates of completion
Notes or articles acknowledging attendance
b.   Programs, agendas, newsletters
Letters, notes or articles acknowledging participation
c.   Published or copyrighted articles or materials
Research, performance or art show documentation
Suggested evidence for evaluating the Criteria for Judging Faculty Performance regarding Service (correlates to criteria for Service in section on Criteria for Judging Faculty Performance) is:

a., b., and c.:
Committee appointment letters
Meeting minutes
Notes, letters acknowledging contributions
Reports
Publicity materials
Awards, honors, certificates
e.   Syllabi
        The candidate shall include current syllabi of courses taught.
f .   Tenure Team Classroom Performance Evaluations
g.   Tenure Application Committee Interview Form
3. Tenure Application Committee

In order to complete the application, the candidate should form a Tenure Application Committee consisting of five colleagues, one of whom may be the Division Chair, and two of whom are outside the candidate's discipline. Faculty in Divisions with less than three colleagues may seek an exemption with the approval of the Division Chair and the Vice President for Academic Affairs. The majority of the committee shall be tenured faculty. The candidate should determine if each colleague has time and is willing to serve as a member of the candidate's Tenure Application Committee. The Committee shall meet with the candidate to review and take action on the Colleague Classroom Performance Evaluations and the completed Tenure Application Portfolio (see 4, 5, and 6 below), applying the criteria set forth in this policy.
SSC POLICY: II-6-9

4. Colleague Classroom Performance Evaluation

When the Division Chair receives the candidate's Tenure Application Portfolio, the Chair will appoint two faculty from the candidate's Tenure Application Committee who will join with the Vice President Academic Affairs in a classroom evaluation of the candidate.

The Classroom Performance Evaluators will submit written evaluation reports to the candidate's Division Chair. These reports, as well as that of the Division Chair, will become part of the candidate's Tenure Application Portfolio.

a. Colleague Classroom Performance Evaluation Procedure

(1) Each colleague and Division Chair, hereinafter known as the evaluators, shall review the syllabi prepared by the candidate before visiting a class session. Evaluators shall each visit a different course, or if the candidate has only one preparation during the tenure application semester, different class sections.

(2) The evaluators may confer with the candidate and with students regarding the syllabus and the course before and after the classroom visit. Each evaluator will review the completed Colleague Classroom Performance Evaluation with the candidate before submitting the form to the Division Chair.

(3) Evaluators may elect to visit the candidate's classroom unannounced or to confer with the candidate before visiting. Evaluators may also elect to visit the classroom up to three times before completing the evaluation form.

(4) Evaluators should use the review of the syllabi, conferences and classroom visits in order to complete the evaluation form. Upon completion, the evaluator shall submit this form and the recommendations to the candidate's Division Chair, after having shared the evaluation with the candidate.

(5) Colleague Recommendations: In a typewritten statement, each colleague shall address the candidate's qualifications for tenure by citing his/her assets, strengths, limitations, and contributions to the institution.

5. Tenure Application Interview

The Division Chair will interview the candidate after the classroom evaluations and colleague evaluations and will request that the colleagues participate in the interview. In order to ensure uniformity among divisions, each Division Chair will use the Tenure Application Committee Interview Form and file it in the candidate's Application Portfolio.

SSC POLICY: II-6-10

Division Chair Action on Tenure

The Colleague Classroom Performance Evaluation, colleague recommendations and interview must be completed and filed by December 1, at which time the Division Chair reviews the completed Tenure Application, the candidate's personnel file, and prepares a written report. The Division Chair, after reviewing all evidence, will submit to the Vice President for Academic Affairs a written recommendation to approve or deny the tenure request.

The Division Chair will then confer with the candidate, announcing his/her recommendation and providing the candidate with a copy of the Division Chair's report by December 15. If the Division Chair cannot recommend the candidate for tenure consideration, the candidate may file an appeal in accordance with institutional policy.

Vice President for Academic Affairs Action on Tenure

If the Division Chair recommends the candidate for tenure, the Division Chair submits the completed Tenure Application Portfolio to the Vice President for Academic Affairs no later than January 1.

The Vice President for Academic Affairs has until February 1 to review tenure candidates and their respective Tenure Application Portfolios, and to prepare a written report for each candidate, recommending or not recommending candidates for tenure. The Vice President for Academic Affairs will confer with each candidate and with each candidate's Division Chair jointly, reviewing his/her report with them and providing a copy of this report to them.

The Vice President for Academic Affairs submits his/her recommendation with documentation to the President by February 15. The President shall then recommend candidates for tenure at the next regular Board of Regents meeting for Board action. After Board action, a copy of the Tenure Application Portfolio and the Board decision become a part of the faculty member's personnel file. The original Tenure Application Portfolio is returned to the faculty member.

If the Vice President for Academic Affairs and/or the Division Chair do not recommend a candidate for tenure, the Vice President for Academic Affairs and/or the Division Chair will prepare a written report, specifying the reasons for not recommending tenure and will review the report with the candidate. The Vice President for Academic Affairs and/or the Division Chair may take the following actions:

(1) Assist the candidate in establishing a specific set of goals and objectives, with timetables for the candidate's improvement to provide an opportunity for the candidate to become tenured.

(2) Recommend that the faculty member remain in non-tenured status.

'Tenure Reapplication

A continuously employed faculty member may re-enter the tenure application process after having completed at least one additional academic year on contract if the faculty member has achieved the specified goals and objectives in the timetable established. A faculty member may re-enter the tenure application process no more than twice.

CONFIDENTIALITY OF RECORDS AND PERSONAL INFORMATION
FOR FACULTY AND STAFF

In order to ensure confidentiality of records for faculty and staff, all pertinent personal information will be kept in the Program Director's office in a locked filing cabinet.   In addition, the VPAA maintains faculty and staff files that include official transcript, application, resume', evaluations, and disciplinary actions. These records which are kept in a locked filing cabinet in a locked room. The President's office also keeps official transcripts for all faculty in a locked filing cabinet in a locked room.

ADVISORY COMMITTEE

The PTA Program Director will maintain an industry advisory committee consistent with CAPTE accreditation requirements. The PTA Program Advisory Board will be made up of physical

therapy professionals within the community, PTA Program faculty, and representatives from other health related programs on the SSC and GCTC campuses. The PTA Program Advisory Board will meet at least one time a year to discuss the clinical education portion of the program and any changes that need to be made to the program to better serve the clinical community.

NONDISCRIMINATION STATEMENT FOR FACULTY AND STAFF

The PTA Program will adhere to Seminole State College's Nondiscrimination Policy for faculty and staff. Seminole State College declares and affirms to its students, employees, and to the public that it is committed to an environment of equity, equal opportunity, diversity and inclusion through the administration of its recruitment policies, admissions policies, educational policies, employment and promotion policies, scholarship and loan programs, and all other College administered programs and activities. Seminole State College prohibits discrimination against individuals on the basis of race, creed, color, religion, gender, age, marital status, national origin, ancestry, sexual orientation, status as a veteran or special disabled veteran, genetic information, disability, or any other prohibited characteristic. In order to assure that equal opportunity is afforded to all students, employees, and applicants, Seminole State College has implemented an Equal Employment Opportunity / Affirmative Action Program.

PTA PROGRAM OVERSIGHT COMMITTEE

A PTA oversight committee will review the PTA program annually for the purpose of program assessment. The PTA oversight committee will consist of two SSC PTA staff members, two GCTC staff members and the SSC STEM Division Chair. The committee will meet on an annual basis for a comprehensive review of program assessment data compiled by the Program Director. This meeting will occur after each cohort of students graduates and before the end of the first semester of each new cohort of students. Areas to be reviewed are as follows:

Admissions process
Admissions criteria and prerequisites
Program enrollment
    Available resources
    Program outcomes
    Workforce needs
Curriculum
Collective and core faculty
Clinical education faculty
Program procedures
Analysis of the extent to which program practices adhere to policies and procedures

Program resources
        Financial resources
        Administrative/ secretarial and technical support
        Space
        Equipment, technology and materials
        LIbrary and learning resources
        Student services (academic, counseling, health, disability and financial aid services)

COMPLAINTS AGAINST THE PROGRAM

The SSC-GCTC PTA Program will review any and all complaints against the program. This will include any complaints involving accreditation standards, policies and procedures, and overall operations of the program and those involved with this process. Students, clinical instructors, clinical sites and/ or members of the public will be given opportunity to voice in concerns or complaints as they arise, without fear of retaliation or retribution. All complaints must be made within six months of the incident to be considered. All complaints are to be signed and made directly to the PTA PD unless the complaint involves the PD. In this case the complaint should be made to the STEM Division Chair. All complaints will remain confidential and filed in a locked cabinet in the PD's office upon resolution.

CONTRACTS WITH CLINICAL SITES

The ACCE will be responsible for maintaining active contracts between the SSC-GCTC PTA Program and the Facilities that are participating in the clinical education portion of the program. Contracts will be reviewed by the ACCE in December of each calendar year to ensure that they are all up to date and executed properly. In addition, the PTA Oversight Committee will meet at the end of the Spring semester to review all aspects of the program and discuss outcome data. If any changes are found to need to be made to the contracts between the program and facilities offering clinical education, the ACCE will be responsible for carrying out the PTA Oversight Committee's recommendations.

The ACCE is solely responsible for ensuring that contracts are up to date and executed properly before assigning students to that particular site.

COMMUNICATION WITH CLINICAL SITES

The ACCE is responsible for all communication between the program and clinical sites. The ACCE will provide all communication (written and verbal) between clinical sites and the

program. Students are not to communicate in any way with potential clinical sites until they have been directed to do so by the ACCE.

SELECTION OF STUDENT CLINICAL ASSIGNMENTS

The ACCE will oversee the process of selection of student clinical assignments for Clinical Practice I, II and III. The ACCE will follow all CAPTE guidelines for student selection. The ACCE will be responsible for selection of clinical sites appropriate for Clinical Practice I, II and III. In doing so the ACCE will adhere to guidelines and dates adopted by the Clinical Education Consortium. This will include, but not be limited to, contacting clinical sites for availability to participate in Clinical Practice II and III no sooner than March 1 of each calendar year. The ACCE will also ensure that each Clinical Instructor (CI) is qualified according to CAPTE standards.

CLINICAL EVALUATION OF THE STUDENT

The online Clinical Performance Instrument (CPI) will be utilized for all student assessments while participating in the clinical education portion of the program. All CI's will utilize the CPI for evaluation of students. Students participating in Clinical Practice II and III will be evaluated at midterm and at completion of the clinical experience utilizing the CPI tool. In addition, the ACCE will perform a site visit for each student at least one time during the clinical experience and as needed. Clinical Practice I, II and III will be pass/ fail courses. Criteria to be met for a passing grade can be found in each individual course syllabus.

SELECTION OF CLINICAL SITES

The SSC-GCTC PTA Program will strive to select clinical sites that are inline with our institutional and program mission statements. The ACCE selects clinical sites based on the following criteria which is based on *APTA Guidelines and Self-Assessment for Clinical Education.*

● SSC-GCTC PTA clinical education program and clinical site demonstrate compatible philosophy of patient care and clinical education.
● Clinical site demonstrates ethical/legal practice and is an equal opportunity employer.
● Clinical site clinical education program has administrative support.
● Clinical site provides a variety of learning experiences that assist students in meeting course objectives.
● Clinical site provides an active, stimulating learning environment that meets the needs of students.
● Support services are available to students, and the site has an effective manner of informing students of these services.

- SSC-GCTC PTA clinical education program planning includes academic, student & clinic objectives.
- Clinical site provides quality learning experiences with adequate staffing and patient census.
- CCCE is selected based on the criteria outlined above.
- CI's are selected based on the criteria outlined above.
- Clinical site staffing levels/experience are adequate to provide for clinical instruction.
- Staff are encouraged to participate in training and development, and professional activities.

PATIENT CONFIDENTIALITY

Student will abide by the HIPAA regulations at all times when participating in clinical education, and will sign a Health Information Confidentiality agreement confirming this.

Any student found to be violating HIPAA will be at risk of being dismissed from the program. It is the student's responsibility to protect the privacy and confidentiality of all patients they encounter while participating in formal program clinical education or field trips within the program curriculum. The Health Information Confidentiality agreement can be found in the Student Handbook and must be signed before students will be allowed to start the program technical curriculum.

PATIENT REFUSAL OF CARE

Any patient has the right to refuse treatment from a student at any time. All SSC-GCTC PTA students will wear their name badge identifying them as a student at all times while participating in clinical education. In addition, the student will verbally identify themselves as a student before beginning any treatment with a patient. If at any time the patient refuses treatment by the student, the student will comply with the patient's request and notify the CI.