

Required Curricular Content

Nurturing a Collegial Culture	Stewardship of the DPT Curriculum	Program Administration	Personal Leadership
Managing faculty workload and roles/ service, scholarship and teaching	Mapping your curriculum while considering <ul style="list-style-type: none"> • CAPTE • NPTE • Institutional outcomes • Model for excellence • DEI • IPE 	Developing a strategic plan that integrates <ul style="list-style-type: none"> • Budget development, financial management • Assessment – program outcomes, students, • Culture of continuous improvement 	Self-assessing your personal and team leadership style; leadership development through use of leadership compass
Conducting faculty evaluations: <ul style="list-style-type: none"> • apply the leadership compass to the program, not the individuals • managing difficult discussions • creating stretch goals 	Applying models or contemporary theories for the curriculum including: <ul style="list-style-type: none"> • Competency-based & evidence-based education, practice-based learning • Master adaptive learners • Culturally relevant pedagogy 	Attending to legal and regulatory issues in higher education such as <ul style="list-style-type: none"> • ADA • Dismissal and appeals • Licensure and certification boards • Payers 	Managing the multiple roles as a mentor, leader, scholarly promoter, etc – the intersectionality of the position
Recruiting/developing faculty (include DEI best practices)	Integrating the signature pedagogy of physical therapy: clinical education <ul style="list-style-type: none"> • Foundational knowledge of clinical education • Workload and load release 	Preparing for accreditation on an ongoing basis - making it part of your ongoing processes.	Knowing when to ask for guidance and who has the answers <ul style="list-style-type: none"> • Reaching out to your supervisor (dean) • Creating your internal and external network
Faculty decision making – knowing when and what is appropriate	Navigating varying modes of instruction including <ul style="list-style-type: none"> • Face-to-face • Hybrid • Virtual • Problem-based learning • Collaborative learning • Clinical instruction 	Using data to enhance your program <ul style="list-style-type: none"> • Center for Excellence • Institutional Profile Survey • CAPTE Aggregate Program Report 	Setting reasonable boundaries for health & wellness; promoting health and wellness for faculty, staff and students
Building external relationship (community engagement, inclusive partnerships, clinical affiliates, employers, local businesses)	Stewarding the program within the larger institution; how does your program fit?	Decision making <ul style="list-style-type: none"> • Policy development and policy implementation • Handbook 	Identifying a crisis - Who to go to? When to go? Who needs to be involved?
Conducting meaningful meetings and retreats		Managing admissions	Delegating to others - how and what can I delegate?

Sample of In-Person Training, held at a member institution in January or May/June, 2024.

Day 1	Day 2	Day 3
5-8pm: Evening dinner together that includes time for open discussion, learning, and socializing	7-8am: Breakfast 8am-12pm: Learning time 12pm: Lunch 1-3pm: Learning time 3pm: Break may include a group activity	7-8am: Breakfast 8am-12pm: Learning time 12-1pm: Lunch 1pm: Adjourn

	6-9pm: Group dinner to include social and instructional time	
--	--	--