**Course list/course details instructions (November 2024)**

**The following is required for each course; instructions follow:**

 **Course Faculty**

Name, Type, Role

 **Course Details**

Prefix & Number Course Title

Year of Term in Which Offered Number of Term in which Offered

Credits Length of Course (in weeks including exam)

Students/class Students/section

Type Number of Sections

 **Scheduled Student Contact Hours**

Classroom Clinical Education

Distance Learning Laboratory

Other

**Course Documentation**

Syllabus (upload as PDF)

**INSTRUCTIONS**

**COURSE FACULTY**

If the Course Faculty grid is not seen on the Course Details page, scroll up to the top of the screen. **Faculty must have first been entered in the Faculty Section so the name is available to choose from.** Each course must have a faculty member associated with it.

**Type**: Primary or Other: Identify the faculty member(s) who teach in the course. Every course must have at least one primary course faculty member. Per the AFC Standards and Required Elements, all core and associated faculty for the full implementation of the PTA program. If faculty are identified as TBD in the AFC, they must be faculty teaching general education courses.

**Role:** Choose the faculty role that most closely describes the individual’s role in the course from the following options. If necessary, describe different roles in 4A.

Course Coordinator: The individual responsible for the course, when the course involves additional faculty member(s) (e.g., lab assistants, lecturers responsible for large sections (blocks) of the course, guest lecturers, etc.).

Instructor: The individual responsible for the entire course when only that individual is involved, whether or not the course has a laboratory component.

Lecturer: The individual responsible for providing instruction, other than laboratory experiences, in a course with multiple faculty members.

Lab Director: The individual responsible for the coordinating laboratory component, but with no responsibilities in the course other than coordination of the laboratory component.

Lab Assistant: The individual who assists the Course Coordinator or Lab Director in the laboratory setting.

**COURSE DETAILS**

**Course Prefix and Number:** Include the course prefix and number for each course in the entry level program. For electives, see information below.

**Course Title:** Course title should correspond to the course prefix and number. Provide the full title of the course unless the title exceeds 60 characters, which is the maximum length the Portal will accept.

**Year of Term** **in Which Offered** indicates the year in the program that the course is typically taken by students. Use sequential numbers (1, 2, 3, 4). Do NOT use actual years, e.g., **NOT** 2016. **DO NOT USE ‘1’ for the first term of each year! See example below**

**Number of Term** **in Which Offered** indicates which term the course is typically taken by students. Use sequential **NUMERALS** (1, 2, 3, 4, 5, 6, 7, etc.); do not identify fall, spring, summer. If a course is offered more than once, list it only one time, identifying when the course is typically taken.

The following is an example for PTA programs

|  |  |  |  |
| --- | --- | --- | --- |
| **Course** | **Offered In**Program in this example has 3 terms/year | **Year of Term** | **Number of Term**  |
| PTA 120 Anatomy | 1st term of the 1st year | **1** | **1** |
| PSY 101 Psychology | 2nd term of the 1st year | **1** | **2** |
| PTA 201 Pathology | 1st term of the 2nd year  | **2** | **3** |
| PTA 263 Clinical Experience III | 3rd term of the 2nd year  | **2** | **5** |

**Note:** The first two examples provided above could both represent fall courses (if the program has 3 terms per year). Since the table will sort by term, it is very important that the correct term be entered.

**Credits:** Indicate the total number of credits awarded for the course. The number of credits documented should be a single number and **not a range;** see information below regarding electives. Portal will not accept a decimal; if course credits contain a decimal, provide the nearest whole number.

**Length of Course (in weeks including exam week):** Identify the number of weeks that the course meets, **including** exam week. In some situations, this may vary from the standard length of the term. Use whole numbers.

**Students per Class:** total number(s) should reflect planned class size.

**Students per Section:** total numbers(s) should reflect planned class size.

**Type:** Use the following to determine the type of course.

**C-Clinical Education**: course where the majority of the time is spent in supervised clinical practice.

**E-Elective**[:](#h.4d34og8) List courses **only** if the credits are required for graduation.

**F-Foundational Content**: course devoted to foundational content in basic and applied sciences; these are the courses that are addressed in Elements 7A. (e.g., anatomy, physiology, genetics, exercise science, kinesiology, neuroscience, pathology, pharmacology; histology, nutrition and psychosocial aspects of health and disability.)

 **Do not use** this code if content is combined with non-foundational content; this code is **not** intended for courses that cover foundational PTA skills.

**O**-for all other courses in the program; **the majority of courses will have this designation!**

**Exam and Syllabus:** Upload the syllabus for each course in a PDF format.*Note: Sample exams are not required for all courses. The AFC only requires sample practical examinations per element 6H for PTA programs*

**PTA PROGRAMS ONLY:**

If PTA program faculty are assigned to teach general education courses for students enrolled in the program, a copy of the syllabus for each general education course they teach must be provided on the Course Details Page.

If general education faculty are assigned to teach general education courses for students enrolled in the program, no syllabus is required for CAPTE review. Since the Portal will require a document to be attached to each syllabus link, create one blank document/course and name DoNotBotherToOpen\_1.pdf, DoNotBotherToOpen\_2.pdf, DoNotBotherToOpen31.pdf, etc. and attach one to each of the appropriate for general education courses. Note that the Portal will not accept two files named the same.

**SCHEDULED STUDENT CONTACT HOURS**

Provide the scheduled contact hours (as a whole number) for the ENTIRE TERM for:

* **Classroom**: lecture, seminar/discussions, tutorials, etc. which do **not** have a laboratory component and are held in-person with face-to-face instruction.
* **Laboratory:** can also include laboratory experiences in which the student has an opportunity to interact or observe patients regardless if this opportunity occurs on campus or in a clinical setting.
* **Clinical Education**: use **320 hours/week** to calculate contact hours for all full-time experiences.
* **Other:** includes independent study; use the number of credits assigned to the course as the number of contact hours per week (e.g., a two-credit independent study course taught over 15 weeks would be documented as 30 contact hours).
* **Distance Learning** includes **online courses** or courses **with online content.** According to theCAPTE Rules of Practice, Subpart 9.7(a)(1)(i-ii):

i. CAPTE defines distance education as education that uses one or more of the technologies listed in items (a) through (d) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

a. The internet.

b. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.

c. Audioconferencing.

d. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c). [CFR\_602.3]

ii. For the purposes of this section, the following definitions pertain:

a. Distance education course: a course in which 50% or more of the contact hours are completed using distance education modalities and less than 50% of the contact hours include direct interaction between the student and the faculty member(s).

b. Distance education program: a program in which 50% or more of the required courses (not including clinical education courses) are distance education courses. (34.C.F.R 602.22(A)(1)(ii)(c).

c. An instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution’s accrediting agency.

d. Substantive interactions are engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

1. Providing direct instruction.

2. Assessing or providing feedback on a student’s coursework.

3. Providing information or responding to questions about the content of a course or competency.

4. Facilitating a group discussion regarding the content of a course or competency.

5. Other instructional activities approved by the institution’s or program’s accrediting agency.

e. Regular interaction involves.

1. Substantive interactions between the student and faculty on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency.

2. Monitoring the student’s academic engagement and success and ensuring that the instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request of the student.

The total number of contact hours per term is calculated by multiplying the number of contact hours per week by the total number of weeks in the course. For example, a 4-credit course with 3 contact hours of lecture and 3 contact hours of laboratory per week taught over a 15 week period would have 45 contact hours documented in the lecture column and 45 hours documented in the laboratory column. **Do not include the exam week.**

In documenting contact hours, include only those contact hours used in the calculation of credits for the course. Do not include contact hours for unscheduled or extra laboratory practice time or contact hours for tests, exams, or laboratory practical examinations done outside of scheduled class and laboratory time.

**For electives:**

* List courses **only** if the credits are required for graduation.
* Each course must have a faculty member associated with it. For courses where faculty may vary, enter the faculty member(s) teaching in the academic year of the program review. If faculty members are unknown/undecided, create and use a ‘dummy’ faculty member named: TBD.
* If the credits are required for graduation but credits vary for a course, provide the minimum number of credits required for the degree.
* PTA: If more than one (1) course may be taken to fulfill the degree requirements, choose the course most commonly taken by students to fulfill the degree requirements. If the most commonly taken course is not known, choose one (1) course from among the possible courses students can take. For example, if PSYCH 110 or 115 can be taken to fulfill the degree requirements, choose either PSYCH 110 OR PSYCH 115, but not both.
* For **contact hours** when credit is required for graduation andstudents have a choice from multiple courses, provide contact hours for the first course listed. Do not provide a range. Enter zero (0) for all other courses.