CAPTE

Commission on Accreditation
in Physical Therapy Education

SELF-STUDY REPORT (SSR)

INSTRUCTIONS AND FORMS

FOR

PT PROGRAMS

November 2024

The instructions and forms contained in this document are NOT to be used in the development of an Application for Candidacy.

NOTE: ALL NEW REQUIRED FORMS MUST BE UTILIZED FOR ANY SUBMISSION UNDER THE NEW 2024 STANDARDS.

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SELF-STUDY REPORT INSTRUCTIONS

This document is for PT programs that are developing a Self-study Report. It is NOT to be used in the development of a PT program submitting an Application for Candidacy.

IMPORTANT: Directions for using the Portal will be made available on the CAPTE Resource page.

PREVIEWING THE SELF-STUDY REPORT
Programs can only 'print preview' the Self-study Report during development by selecting the Print Preview button on the SSR grid page. Programs cannot download or see the appendices until the Report is submitted and Accreditation Staff has reviewed. Programs are encouraged to download the report periodically during development, to ensure information is accurate and current. Use the Print Preview option available on the Portal to review the final output of your response. This is what all reviewers will see, so ensure the responses appear inclusive.

SUBMISSION OF THE SELF-STUDY REPORT
The Self-Study Report must be submitted on the Portal at least seventy-five (75) days before the scheduled on-site visit. No paper submissions will be accepted. The current Portal will not provide validation errors as in the past; programs need to ensure that submissions are complete. The CAPTE Accreditation Portal can be accessed at:
https://capteportal.capteonline.org/Login.aspx?ReturnUrl=/Default.aspx?selmenid=men1.

Access to the Portal requires a username and password that has been established by the program director. Additional login credentials for other designated program personnel can be requested by the program director. Designated program personnel must create a record by clicking on the 'Get Started' button on the Portal. Once a record has been created, reach out to accreditation@apta.org and request that this new user be connected to the program's record.

All materials must be provided in English, regardless of whether the program is offered in a different language.

SIGNATURE PAGE
The editable Signature Page can be accessed from the CAPTE Resource page for accredited programs page at https://www.capteonline.org/faculty-and-program-resources/accredited-programs. A completed signature page should be appended to the Preface portion of the SSR.

STANDARDS & REQUIRED ELEMENTS
The Self-Study Report is divided into seven Standards:
1. Mission, Goals, Outcomes
2. Assessment, Planning
3. Institution & Program Integrity
4. Program Faculty
5. Students
6. Curriculum Plan
7. Curricular Content

Required Elements are included under each Standard. Evidence requested for Portal Fields and Narrative responses is included in the PT *Standards and Required Elements for Accreditation* (found on the CAPTE Resource page for accredited programs). The lists of required SSR **Appendices** and **Materials Provided On-Site** are included in this document. Instructions for preparing and submitting these documents should be carefully reviewed before beginning development of the report.

PREFACE
The Preface, which precedes the Narrative, provides a brief historical overview of the program. It serves as the introduction to the Self-study Report and is required. Only upload and attach requested Preface Appendices (Signature Page and **SSR Check-In Form**) to the Preface.

NARRATIVE
Each Element requires a Narrative response, even if only to enter NA (not applicable). THE PORTAL DOES NOT PROVIDE VALIDATION ERRORS IF RESPONSES ARE MISSING. Check your work carefully. If applicable, the response can refer the reader to a previous Element of the SSR. Each Narrative response is now limited to 25,000 characters. Although this allows for long narratives, care should be taken to:
   a. provide ONLY the requested information in a concise manner;
   b. not repeat information; refer the reader back to previously provided information;
   c. not repeat terms that are unnecessary. For example, use 'students' rather than 'students in the program'; use 'program' rather than the 'physical therapy program' or 'Potomac College's physical therapist program'; and
   d. define abbreviations used.

Narrative responses must first be created in Word (or equivalent) and only pasted into the Portal when complete. A template for writing drafts is available to programs on the https://www.capteonline.org/faculty-and-program-resources/accredited-programs. The Portal **can now** bold, underline, italicize, but **not** highlight or colorize characters/words. Ensure that **no** HMTL or hyperlinks are present (see URL statement below). DO NOT use the formatting editor within each portal text box as these formatting choices will not be saved. Rather, programs should cut and paste their responses into the text boxes as written from a Microsoft Word or related type of document.

Tip: Use the character count in Word.

Tables and Charts CANNOT be provided in a Narrative response. While a table or chart can be uploaded as an Appendix, there must still be a response in the narrative text box that refers the reader to the uploaded table or chart. You may append tables or continue narrative responses in an appendix, as needed, but tables and/or other Appendices will not be accepted as substitutes for the required narratives unless explicitly stated.

The Narrative should be more than a directory to the Appendices. Unless specifically requested in the evidence list, the Narrative portion of the Self-study Report needs to stand on its own as an accurate description of the program, with the Appendices serving to provide the substantiating evidence which supports or expands upon compliance. Specific and accurate references to the Appendices must be made within the Narrative responses. Each reference must be followed by the specific page number(s) where the content can be found. NOTE: Each individual appendix should only be uploaded once, under the appropriate SRE. If necessary, only refer to the previously uploaded appendix in additional narrative(s). DO NOT UPLOAD A DOCUMENT MORE THAN ONCE. See Appendix List for direction on what appendix links to what element. Each blank document will have to have a different name, so please add a number to the end of the file name. Example: BlankDocument2.pdf, BlankDocument3.pdf.

URLs
URLs should **not** be included in narrative responses of the Self-study Report. Instead, the program should indicate that there is a specific URL associated with the element and then include the specific document/webpage name with corresponding URL in the new **URL Listing Table**.

Reviewers must have access to all requested information. Do not include URLs that go to password protected webpages. In addition, URLs by themselves are not sufficient for required Appendices as CAPTE needs to maintain a record of the information it uses during its review. Therefore, a PDF of the requested information, bookmarked if applicable, must be provided. **At a minimum, provide a bookmarked PDF that includes: the cover page of the document (if applicable), a table of contents (if one exists), and copies of the web pages related to the Required Element(s) being addressed.**

Questions? Contact the Department of Accreditation staff at accreditation@apta.org or 800-999-2782, ext. 3244 or 703-706-3244 or the PT program manager and specialist.

ITEMS REQUIRED FOR A COMPLETE SELF-STUDY REPORT

The forms needed for the Self-study Report and Program Review are listed below. Templates of the required forms are also available at https://www.capteonline.org/faculty-and-program-resources/accredited-programs or by contacting the PT program manager or specialist.

General instructions are provided within this document along with the actual forms or specific information requested. Please do not hesitate to contact staff members in the Accreditation Department for assistance if needed.

	Instructions	Attach in Portal to
Appendix List	Link to instructions	N/A

1. REQUIRED FORMS: ALL UPLOADED AS PDFs TO THE PORTAL EXCEPT THE SSR CHECK-IN FORM WHICH IS A WORD DOCUMENT		
	Instructions	**Attach in Portal**
SSR Check In Form-2024 version	Link to instructions	Preface- **Word** format is required
Retention Rate (Initial Accreditation ONLY)	Link to instructions	1C1
Program Assessment Matrix	Link to instructions	Element 2C
Clinical Education Sites Available	Link to instructions	2D8
Workload Forms Core & Associate Faculty	Link to instructions	3E and 4D, respectively **(Attach in Portal to First Related Element only)**
CV: Required format-2024 version	Link to instructions	Core or Associated Faculty Detail Page
Faculty Scholarship Form-2024 version	Link to instructions	Core Faculty Detail Page 4B
Plan of Study-2024 version	Link to instructions	6A (Attach in Portal to First Related Element only)
7A 7B & 7C Charts	Link to instructions	7A, 7B & 7C, respectively
PT Curriculum Map (7D)	Link to instructions	7D
Policy Location Chart	Link to instructions	Multiple Elements, see Appendix List **(Attach in Portal to First Related Element only)**
URL Listing Table	Link to instructions	Multiple Elements, see Appendix List **(Attach in Portal to First Related Element only)**

*Note: Information regarding CAPTE's expectations for scholarship are found in the CAPTE Position Paper on scholarship, which can be accessed at https://www.capteonline.org/faculty-and-program-resources/resource_documents/accreditation-handbook.

3. FORMS/INFORMATION PROVIDED TO FACILITATE COLLECTION OF DATA THAT IS ENTERED INTO PORTAL FIELDS	
General Info Section of SSR	Link to instructions
Core or Associated Faculty Information Sheet	Link to instructions
Curriculum List/Course Details	Link to instructions
Graduation Rate Table	Link to instructions
Allocations & Expense Statements	Link to instructions
7D – Sample Narrative response	Link to instructions

		Required Format
General Information Form	Link to instructions	Electronic **Word** versions
Persons Interviewed Form	Link to instructions	
Materials Provided On-Site Form	Link to instructions	Files named using naming conventions

INSTRUCTIONS

1. REQUIRED APPENDICES

** IMPORTANT APPENDICES INSTRUCTIONS** All programs **MUST** follow the information provided here, including using the required naming convention for EACH appendix. Failure to use required file names will result in Accreditation staff un-submitting the Self-study Report so that the program can make the necessary corrections, including deleting files that are named incorrectly and attaching files with correct name to the appropriate Element(s). Programs will be given **24 hours** to correct the Self-study Report. Should it be necessary for staff to reject the Self-study Report as submitted, notification will be sent to the program director and the dean/person to whom the program director reports. Failure to comply with the request for corrections within the specified timeframe could result in the initiation of an administrative probation action by Accreditation staff.

The **Appendix List:**
- delineates the REQUIRED Appendices;
- identifies the REQUIRED naming conventions for each required appendix; and
- identifies the related Element(s) each required appendix must be attached to on the Portal.
- All Appendices must be provided in a PDF (or equivalent) format. If only available via URL, the program should indicate that there is a specific URL associated with the element and then include the specific document/webpage name with corresponding URL in the new **URL Listing Table**. In addition, provide a bookmarked PDF that includes: the cover page of the document (if applicable), a table of contents (if one exists) and copies of webpages related to the Required Element(s) being addressed.
- Any Appendix is uploaded to the Portal ONLY one time. The program should refer to any document previously uploaded in subsequent narratives only.
- If an Appendix needs to be deleted, the program must reach out to CAPTE to have this deleted. Provide the specific file names you need deleted in an email.
- Do not upload Appendices from the Preface screen/page – except for Appendices specifically requested to be attached to the Preface.
- Appendices not included in the Required Appendix List can be provided. File names should reflect the content of the specific document. **Do not include** material designated as On-Site Materials.
    - o Do not include the Element number unless the document is a continuation of a narrative response.
    - o Do not include the name of the institution, program, etc. Appendices are available to reviewers in alphabetical order, so extraneous words can hinder the ability of the reviewer to find documents.
- After submission of the Self-study Report, additional documents can be added. For each of the following, the naming conventions that must be used in file names and how to submit are noted below:
    - o If the SSR is returned after Document Review for revision, begin the file name with ReSub_, for example ReSub_filename.pdf. Post new documents to Portal.
    - o After On-site Review and before CAPTE review, begin the file name with IR_, for example IR_file name.pdf. Append to Program Review Report as institutional response.
    - o If the document is a revised version from that provided originally in the Self-study Report, include the revision date in the file name; e.g., AddMat_CV-Smith Mary Revised April 1 2024.pdf.
        - ▪ IMPORTANT NOTE: Should a file need to be deleted, send an email to accreditation@apta.org that includes the specific file name(s).

- o To download Appendices, the new Portal creates a "Bundle" to access all documents.
- o **No new documents will be allowed within thirty (30) days of the start of the CAPTE meetings at which the program is being reviewed, unless specifically requested by the Commission.** File names for materials requested by the Commission should begin with ExtraMat, for example, ExtraMat_Scholarship-Jones, Sara Revised April 1 2024.pdf.

2. REQUIRED FORMS: UPLOADED AS PDFs TO THE PORTAL

Clinical Education Sites Available: A required format (named CE Sites Available.pdf) that identifies, for each clinical education experience, the number of clinical sites needed and the number of clinical sites available to the program based on the aggregate results of the program's requests for clinical education placements. On-site documentation to support this data must be available for the team to review.

In addition to this form, the following Elements require clinical education data: 2D4, 2D8, 2D9, 3F, 4P, 5C and 6H. Programs are expected to collect sufficient data to demonstrate compliance with these Elements. While CAPTE does not require programs to use any particular documents, various APTA clinical education documents can provide data that addresses requested information. For example, the CPI Web can provide a report with evidence of entry-level performance for both cohorts and individual students (Element 2D4).

Curriculum Vitae (CV): This is the required format that must be used by all core faculty and those associated faculty who are involved in 50% or more of the contact hours of a course. Do include CVs for those working as Lab Assistants in courses where they are responsible for working with students 50% or more of lab contact hours. On the Portal, a CV is uploaded on the Faculty Information page for each faculty/lab assistant member. This is a requirement in order to save the information on the page.

A consistent CV format must be used for all faculty. It is acceptable to make minor changes to the format; however, all CVs must follow the same format. Delete any categories that do not apply or indicate n/a (not applicable). For example, providing information from the earliest to the most recent instead of the requested most recent to earliest (i.e., scholarship, employment). Note a new version dated 11/2024 is included in this document.

The last section, **Current Teaching Responsibilities in the Entry-Level Program for Academic Year of Program Review**, must include current teaching responsibilities at your institution and must include the type and role (as defined below) for each course. Do not include past teaching responsibilities or current activities at other institutions.

Role and Type Definitions:
Type: Primary and Other: Identify the faculty member(s) who teach in the course.

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.

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.

For To Be Determined (TBD) faculty: No CV will be required on the Portal for any faculty member that is identified as TBD. However, if new core or associated faculty are hired between the submission of the Self-study Report and thirty (30) days before the CAPTE meeting at which the program will be reviewed, a CV and a narrative response to Element 4A (core) or Element 4D (associated) should be emailed to the Accreditation Department staff at accreditation@apta.org.

Faculty Scholarship Form: This form is required for each core faculty member. On the Portal, the Faculty Scholarship Form (revised 11/2024) is uploaded on the Core Faculty Information page for each core faculty member.

The form is expected to delineate a consistent agenda across principal topics of scholarly inquiry, scholarly accomplishments, goals and activities. All accomplishments should meet the definition of scholarship as defined in the Standards and the CAPTE Position Paper entitled *Physical Therapy Faculty and Scholarship* (accessed at www.capteonline.org/AccreditationHandbook). The position paper describes scholarship based on Boyer's model, delineates typical accomplishments, and describes CAPTE's expectations.

The form should provide evidence of a scholarly agenda; do not include information not requested or that does not represent scholarship (i.e., do not include faculty development or teaching activities) or information that will not demonstrate compliance (i.e., an unfunded grant). Full bibliographic citations must be provided where appropriate. A narrative row is provided to allow clarification when the relationship between principal topics, accomplishments and ongoing activities are not obvious or when the peer-review dissemination format is not obvious. Delete this row if not using it.

This form will not be required if the faculty record is marked as a TBD. However, if new core faculty are hired between the submission of the SSR and thirty (30) days before the start of CAPTE meetings where the program will be reviewed, a scholarship form should be emailed to the Accreditation staff at accreditation@apta.org.

Plan of Study Form: The Plan of Study table (November 2024 version) lists courses by term and includes prefix, #, title, credits, and student contact hours broken down by lecture, lab, independent study and clinical hours, plus primary faculty and other instructors.

Policy Location Chart: This chart identifies where the various program or institutional policies and procedures are found; it includes all policies/procedures specifically requested in the Standards. If a policy/procedure is found in multiple places (e.g., in a handbook and/or on a webpage), all places must be identified. Identify specific page numbers when referencing a document. URLs must be for the specific webpage where the policy/procedure is found, if applicable.

Both the Other Policies.pdf and Policy Location Chart.pdf are to be referenced in each relevant Required Elements. SEE APPENDIX LIST.

Program Assessment Matrix: This form must be used to document the program's assessment process for the items delineated in Elements 2D1-2D9. If the program wishes, additional items assessed by the program may be added. All unused/empty rows must be deleted prior to attaching the form to Element 2C.

Retention Rate Table: This form is used only by programs undergoing an **initial accreditation** decision. It provides a format for programs that do not yet have any graduates to document the retention rate of students in each class.

7A, 7B, & 7C PT Charts: Chart formats are provided to identify sample course objectives that reflect the progression to the highest expected student performance level for each related content area for Elements 7A, 7B and 7C.

PT Program Curriculum Map: This 7D Chart format is provided to how the physical therapist professional curriculum includes content and learning experiences is introduced and progressed across the curriculum to prepare students to achieve educational outcomes required for entry-level practice of physical therapy for patient and client management in the ever-changing health care environment.

SSR Check in Form: This document, which is used by Accreditation Staff to check in Self-study Reports, is provided here to facilitate a final review prior to submission of the Self-study Report. Prior to Portal submission of the Self-study Report, programs are to use this form to confirm that the report is complete and then upload this form to the Preface. Please ensure the Appendices are named as required on the Check- in Form. Save and upload as a **WORD** document; do NOT convert to a PDF.

Workload Form- Core Faculty: A required format (November 2024 version) that identifies core faculty workload distribution.

Workload Form- Associate Faculty: A required format (November 2024 version) that identifies associate faculty workload distribution.

3. THE FOLLOWING FORMS/INFORMATION ARE PROVIDED TO FACILITATE THE COLLECTION OF DATA THAT IS ENTERED INTO PORTAL FIELDS

General Information Section: A list of the fields found in the General Information Section on the Portal is provided to identify information that is needed.

Core and Associated Faculty Information Sheet: The November 2024 form identifies the faculty data required in the Core Faculty Information and Associated Faculty Information Portal pages. NOTES: Data may pre-populate from the Annual Accreditation Report (AAR) or other CAPTE documents and could need updating. Review carefully to ensure that no HMTL coding has been imported that prevents the page from saving. Note that if the program has an active AAR and an active Self-study Report on the Portal, the program must enter the data into each report separately and any changes to one report will NOT be reflected in the other report.

Revise data as needed and provide responses for the following two additional sections:

1. **Total Classroom Contact Hours in Program Seeking Accreditation**
   - Identify the classroom contact hours/term in an academic year for the individual.
     o For the DCE, determine contact hours for clinical courses based on policies at your institution. Provide an explanation in the narrative response for Element 3E.
   - Portal fields are for: fall, winter, spring, and summer.

- Enter zero (0) for any term in which the individual has no classroom contact hours.
- If a system is used at your institution with greater than four terms, combine terms to equate to typical fall, winter, spring and summer terms and provide an explanation under Element 6A.

2. Faculty Qualifications
- Provide the narrative response for Element 4A (core faculty) or Element 4D (associated faculty) regarding the individual's contemporary expertise to teach each assigned area. Response must identify what the individual teaches, including for lab assistants, **and** discuss the specific evidence of contemporary expertise related to these areas. In addition, address the individual's effectiveness in teaching and student evaluation.
- This provides a **25,000**-character text box to discuss each individual faculty member.

<u>**Additional notes regarding faculty information**</u>:
If faculty for a course is unknown: You will need to create a dummy faculty record. Select Add New Faculty (and then select Core or Associated Faculty) under the Faculty List. The ONLY required field will be Last Name Enter TBD for Last Name. You only need to (and should only) create one 'dummy' core or associated record. **The Portal will not accept multiple documents with the same file name.**

Classify faculty (core vs associated) based on definitions provided in the Standards. If classification has changed, then select Core or Associated Faculty from the dropdown list as to type of faculty. Programs should also refer to the Core Faculty Determination Table, https://www.capteonline.org/faculty-and-program-resources/core-faculty-determination-table.

Workload distribution: While this is data that may pull in from the AAR, it is imperative that the % of workload data be reviewed for consistency across all core faculty and updated to reflect current workload. CAPTE does not have a formula to use in determining the percentage of time but expects programs to use a consistent methodology. (Note: the narrative for Element 3E requests the formula the program used to determine these numbers.) Programs are also required to complete the two required Appendices: **Workload Form – Core Faculty** (11/2024 version) and **Workload Form – Associated Faculty** (11/2024 version).

The responsibilities or activities for each category are as follows:
- **Teaching:** The percentage(s) is based on contact hours in lecture/lab courses, course preparation, course related advisements, including open lab hours and other outside of regularly scheduled course time.
  - **Entry level program: enter the percentage of teaching for the entry level PT program**
  - **Other program: enter the percentage of teaching for other programs if applicable.**

- **Service**: The percentages are based on the following activities in which faculty may be expected to engage in.
  - Clinical practice: Enter a percentage for clinical practice ONLY if release time is granted.
  - Committee work, general advising, etc. Enter the percentage for general advising and committee/service activities that includes institution/program governance, consultation, involvement in professional organizations, and involvement in community organizations.

- **Other:**

- **Administrative Responsibilities**: Enter the percentage for which release time is given based on planning, coordination, facilitation, administration, and monitoring of the program and the clinical education component of the curriculum. May also include, but is not limited to, scheduling of classes, scheduling and managing clinical experience, oversite of faculty, coordinating meetings, accreditation responsibilities, etc.

- **Scholarship:** Enter the percentage for the time dedicated for all scholarly activities. (Refer to Element 4B)

- **Enrolled in Degree Program:** Enter the percentage ONLY if release time is granted.

Programs are typically cited when individuals with a similar number of contact hours have a very different percentage of time devoted to teaching as it makes it difficult for the Commission to understand how workload was determined (Element 3E). If appropriate, provide a rationale for the difference in the narrative response to Element 4M.

Percentages should be provided based on workload policies at your institution. If an activity is not part of the individual's workload, do not include. For example, if clinical practice or enrollment in a degree program is considered part of the individual's workload, then include. If the institution does not consider these activities as part of the individual's workload, do not include.

FTE CAPTE calculation: The following chart is to be used to determine FTE calculations, regardless of how FTEs are determined at your institution. Please note there are two Portal fields for FTEs: FTE (institution) and FTE (program). If the faculty member has no teaching or administrative responsibilities outside of the program, then these numbers would be the same. If the faculty member has teaching or administrative responsibilities outside of the PT program, then the FTE for the program should reflect the individual's commitment to the program. For example:

- John Doe is a core PT faculty member, but also is the dean or chair of the unit. He is on a 12-month contract and only teaches one course each semester.
  - Institutional FTE = 1.33 FTE
  - Program FTE = .3 FTE

- Betty Smith is a core PT faculty member on a 12-month contract; half her workload is primarily devoted to scholarship (or service). She teaches one course a semester. (Note: Service and scholarship are considered activities devoted to the program.)
  - Institutional FTE = 1.33 FTE
  - Program FTE = 1.33 FTE

- Nyla Ado is a PT core faculty member on a 9-month appointment; half of her teaching load is devoted to teaching in another program
  - Institutional FTE = 1 FTE
  - Program FTE = .5 FTE

FTE CAPTE Calculations: In order to foster consistency of data, the Commission requires that FTE allocations be calculated based on the following schedule:

Full-Time Appointments	FTE for PT Programs
12-month appointment or 10-month appointment with routine additional 2-month summer appointment	1.33
11-month appointment or 9- or 9.5-month appointment with routine additional 2- or 3-month summer appointment	1.22
10-month appointment	1.11
9-to-9.5-month appointment	1.0
8-month appointment	.80
7-month appointment	.78
6-month appointment	.67
5-month appointment	.56
4.5-month appointment	.5
4-month appointment	.45
3-month appointment	.34

Part-Time Appointments (including part-time core, associated/adjunct faculty) Calculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution.	FTE for PT Programs
Half-time for 12 months	0.67
Half-time for 9 months	0.5
One course (determined to be 30% contribution) in a 4.5-month semester	.15

Course List/Course Details: On the Portal, a course list is created by completing a course detail page for each course. In order to **save** each individual course page, the syllabus and sample exam **must** be uploaded when entering the data. Revise as necessary by editing the course detail page for the appropriate course. The list of requested data and instructions for completing the Course Detail Page is described below. Data may prepopulate from previous entries; it is recommended that you first review the pre-populated course list, which includes course details, to determine the extent of needed revisions.

> **PT early assurance/undergraduate admission programs**: only include courses in the professional phase of the program.

Graduation Rate Table: Two years of data are to be provided regardless of the degree conferred. The Graduation Rate Table is provided for the collection of data. The formula within this table must be used to determine the graduation rate; the Portal will auto calculate the graduation rate as a percentage. The Portal will require specific years based on a formula that allows 150% of the time to complete the program. If more current data is available, include the data in the narrative response to element 1C1 and attach this table as an appendix.

Please refer to this table for current formula.

> If multiple cohorts are accepted in an academic year, the portal will require separate data for each cohort. CAPTE defines a cohort of students as a group of students who matriculate into the professional/technical courses at the same time with the expectation that they will also complete the program at the same time.

If there are no graduates during the reporting time, the response to Portal question #1.1 should be marked 'No'.

Allocation and Expense Statements: The budget form is divided into two sections: Allocations and Operating Expenses sections. Data for the following three academic years must be provided:
- Academic Year prior to the Program Review,
- Academic Year of the Program Review; and
- Academic Year after the Program Review.

An allocation refers to: the amount of money allocated to the program each year; **it does NOT refer to the total income to the institution that is generated by the program (unless the program gets that amount).** Generally, the amount of money allocated to the program covers all program expenses. Unless the program literally has no money, the amount entered in the allocation sections on the Portal **should never total zero** ($00.00).

If the allocations and operating expenses provided are for multiple programs, provide an explanation in the narrative response to Element 2D6 regarding the resources available for each program.

The Commission is aware that the actual budget forms reviewed on-site by the team may have different categories.

ON-SITE FORMS REQUIRED BY THE START OF THE VISIT

The following three **type-written** forms **MUST** be provided to the Program Reviewers **as electronic Word documents** using a virtual platform determined by the program at **least 14 days prior to the visit**. In addition to the forms, programs also will need to provide electronic access to all On-site Materials using the virtual platform. If Document Reviewers have asked the program to submit additional information, these items must be provided electronically to the On-site Reviewers at least two weeks prior to the start of the on-site visit.

General Information Form:
This form provides an overview of your program and is required even if there have been no changes since submission of your Self-study Report. However, if there are changes in faculty, outcomes, or other information, discuss those changes with the on-site reviewers.

Persons Interviewed Form:
This form identifies the names, credentials, and titles (or areas of responsibility) of those individuals whom the On-site Reviewers will interview during the site visit and becomes part of the Program Review Report. The program **should** update this form as the on-site visit date nears or the program should update this form as the on-site visit concludes and provide the on-site reviewers with a final version of the form.

Materials Provided On-Site Form:
This form identifies the materials that are expected to be available for the on-site review team to review and becomes part of the Program Review Report. The items listed on this form are required and must be made available **14 days prior to the on-site visit**, unless the item does not exist, in which case, the form should indicate that the item does not exist (i.e., N/A). The program should add to the form any additional materials being made available on-site and provide the on-site reviewers with a final version of the form, including the identification of the items requested by the document reviewers.

Sharing of Materials Virtually:

Possible options for sharing documents with the team include, but are not limited to, a learning management system (e.g., Blackboard or Canvas) or a cloud-based secure document-sharing platform (e.g., SharePoint, Google Drive, Dropbox). Confidential documents that cannot be shared virtually, such as student and faculty files, should be noted on the Materials Provided On-Site Form and will need to be available during the on-site visit. Required material and documents that may be too large to share virtually, such as clinical contracts, can have samples included in the virtual submission of documents to the team members. The entire set of confidential files and large documents will then be reviewed during the on-site visit.

Row	Attach to Element(s:)	APPENDIX LIST (November 2024) Required Self-study Report Appendices for PT Programs	Required File Name
1	**Preface**	**Signature Page**	Signature Page.pdf
2	**Preface**	**Self-study Report Check In Form,** provided as a **Word** document.	SSR Check In.doc
3	**1C1**	**For Initial Accreditation only:** Retention Rate Table *(forms packet)*	Retention Rate.pdf
4	**2A**	Strategic Planning document	Strategic Planning Document.pdf
5	**2C, 2D**	Program Assessment Matrix *(forms packet)*	Program Assessment Matrix.pdf
6	**2C, 2E**	Survey forms used to collect data from stakeholders. Combine into one PDF	Survey Forms.pdf
7	**2D8**	Clinical Education Sites Available Form *(forms packet)* that demonstrates, for each clinical education experience, the number of clinical sites needed and the number of clinical sites available to the program based on the aggregate results of requests for clinical education placements. **This information should be based on experiences routinely available to the program and not the maximum sites available through a contract with the facility/corporation. See Self-study Report On-site Materials for documentation needed to support this information.**	CE Sites Available.pdf
8	**2D9**	List the document(s) where the blank, sample program or university-specific written agreement can be found. Include the name of the document(s) and page number(s) and/or specific URL reference(s). If not located in supporting document(s), provide the blank sample program or university-specific written agreement.	CE Written Agreement.pdf
9	**2E**	Curriculum Assessment Matrix	Curriculum Assessment Matrix.pdf
10	**3C**	Provide an organizational chart that includes the location of the program within the organizational structure of the institution.	Organizational Chart.pdf
11	**3C**	Include in Policy Location Chart and URL Listing Table *(forms packet)* **the institutional policies and practices that allow for faculty to employ academic freedom when making decisions.** Identify, as applicable, where the policies are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
12	**3C, 3D, 3E, 4E, 4F, 4H, 4I**	Handbook Institutional Faculty	Handbook Institution Faculty.pdf
13	**3C, 3D, 3E, 4E, 4F, 4H, 4I, 4J**	Handbook Program Faculty, if available	Handbook Program Faculty.pdf

14	3C, 3D, 3E, 4I, 4J, 4L	If the policies delineated in these Elements are not found in supporting documents or are located in a Union Contract, provide a copy of the relevant policies or Contract provisions in the bookmarked document titled: Other Policies.pdf. (Do not provide entire Contract)	Other Policies.pdf
15	3C, 3E, 3F, 3H1-3H5, 4E, 4F, 4H, 4I, 4J, 4L, 4M, 4N, 4O, 5A, 5C, 5E	Program Policies and Procedures Manual, if available	Policies and Procedures Program.pdf
16	3C, 3E, 4I, 4J, 4L, 4N, 4O, 5A, 5D, 5E	If the policies delineated in these Elements are not found in supporting documents, provide a copy of the relevant policies in the bookmarked document titled: Other Policies.pdf.	Other Policies.pdf
17	3D	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to equal opportunity and nondiscrimination for faculty, staff, and prospective/enrolled students and the public**. Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
18	3E	Workload Form - Core Faculty *(forms packet).*	Workload Form – Core Faculty.pdf
19	3E	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to academic standards, faculty roles, and faculty workload.** Identify, as applicable, where the policies are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
20	3E	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to the rights, responsibilities, safety, privacy, and dignity of program faculty and staff.** Identify, as applicable, where they are found, including the name of the document, page number and/or URL. At a minimum, provide policies/procedures that relate to: • Policies related to due process; • Policies describing confidentiality of records and other personal information; • Policies applicable to core faculty, including but not limited to: Personnel policies, including merit, promotion, tenure; Faculty evaluation and development; Policies related to and opportunities for the participation of core faculty in the governance of the program and institution, including the responsibility for academic regulations specific to the program and the curriculum; Program planning; and Fiscal planning and allocation of resources. • Policies applicable to associated faculty • Policies applicable to clinical education faculty • Policies related to staff	Policy Location Chart.pdf URL Listing Table.pdf

		• Other relevant policies including patients and human subjects used in demonstrations and practice for educational purposes.	
21	3F	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures policies and procedures are compatible with institutional policies and with applicable law.** Identify, as applicable, where they are found, including the name of the document, page number and/or URL. At a minimum, provide policies/procedures that relate to: 　• Relevant policies including patients and human subjects used in demonstrations and practice for educational purposes. 　• Policies and procedures are compatible with applicable state and federal laws and regulations (e.g., Title IX, Health Insurance Portability and Accountability Act of 1996, NC-SARA) 　• Clinical Education policies for students; Tools used to assess performance of students	Policy Location Chart.pdf URL Listing Table.pdf
22	3G	Include in Policy Location Chart (forms packet) the policies and procedures **for handling complaints including a prohibition of retaliation following complaint submission.** Identify, as applicable, where they are found, including the name of the document, page number and/or URL	Policy Location Chart.pdf URL Listing Table.pdf
23	4D	Workload Form - Associate Faculty *(forms packet).*	Workload Form – Associate Faculty.pdf
24	4E	Include in Policy Location Chart (forms packet) the policies and procedures for core faculty **including faculty evaluation and development.** Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
25	4F	Include in Policy Location Chart (forms packet) the policies and procedures for associated faculty **including faculty evaluation and development.** Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
26	4H	Program director job description, if available	Job Description Program Director.pdf
27	4J	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to maintaining compliance with accreditation policies and procedures.** Identify, as applicable, where they are found, including the name of the document, page number and/or URL. Note: it is acceptable for these to be part of a job description.	Policy Location Chart.pdf URL Listing Table.pdf
28	4O	List of the skills in which students are expected to be able to perform safely and competently. If this information is found in program document(s) or course syllabi, identify the document(s) where this information is made available to students.	Skill List_Expected To Be Competent.pdf
29	4P	Clinical Education Handbook, if available	Handbook Clinical Education.pdf
30	4P	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to clinical education** including, but not limited to, policies:	Policy Location Chart.pdf

		• related to clinical instructor qualifications; • related to clinical instructor responsibilities; and • tools used in assessing the performance of students and the clinical instructor. Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	URL Listing Table.pdf
31	5A	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to student recruitment and admission,** including but not limited to: • student recruitment and admission • maintenance of planned class size and prevention of over-enrollment. Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
32	5A	Student Recruitment Materials, if available	Student Recruitment Materials.pdf
33	5B	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to the institution and program,** including but not limited to: • Potential for clinical education requirements, such as drug screening criminal background check • Information related to academic, counseling, health, and disability services is available to students • Information related to financial aid services is available to students • Catalogs • Recruitment and admissions information, including admissions criteria, transfer of credit policies, and any special considerations used in the process. • Academic calendars • Grading policies. • Technical standards or essential functions, if used. • Acceptance and matriculation rates. • Student outcomes including, but not limited to, the most current two-year data available for graduation rates, employment rates, and first-time and ultimate pass rates on licensing examinations. • Costs of the program including tuition, institutional fees, programs fees, course fees, clinical education, and refund policies • Student Financial Fact Sheet • Information and/or resources related to student debt • Process for filing a complaint with CAPTE • Job/career opportunities • Availability of student services • Health and professional liability insurance requirements • Information about the curriculum • Information about the clinical education program requirements, including travel expectations to clinical sites • Access to and responsibility for the cost of emergency services during off-campus educational experiences Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf

34	5B, 6A, 6D, 6N	Relevant Catalog(s) **Note:** At the very least, all Catalog pages relevant to the program must be combined and provided as a PDF; **URLs by themselves are insufficient as a permanent record is required.**	Catalog Undergraduate.pdf Catalog Graduate.pdf
35	5C	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related** rights, responsibilities, safety, privacy, and dignity of program students	Policy Location Chart.pdf URL Listing Table.pdf
36	5C	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to students including, but not limited to:** • Policies related to due process; • Policies describing confidentiality of records and other personal information; • Safety of students when in the role of subjects or patient-simulators; • Policies related to calibration and safety check of laboratory equipment; • Policies on what student information is shared with the clinical facility (e.g., criminal background check, academic standing) and the process used to share this information; • Policies addressing requests for accommodation (in the classroom or clinical education) for students with disabilities; • Information provided to students regarding potential health risks they may encounter throughout the education program and in clinical practice; • Policies governing use of standard precautions; • Policies governing the storage and use of any hazardous materials; • Safety regulations and emergency procedures; • Policies governing the use and maintenance of equipment; • Policies related to clinical education experiences, including HIPAA and a patient's right to refuse treatment by a student; and • Policies regarding laboratory access by students outside scheduled class time. Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
37	5C, 5D	Handbook Institution Student	Handbook Institution Student.pdf
38	5C, 5D	Handbook Program Student, if available	Handbook Program Student .pdf
39	5D	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to student retention, progression and dismissal**. Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf URL Listing Table.pdf
40	5E	Copy of enrollment agreement, if used.	Enrollment Agreement.pdf
41	6A, 6D, 6G, 7A, 7B, 7C, 7D	The Plan of Study that list courses by term and includes prefix, #, title, credits, and student contact hours broken down by lecture, lab, independent study and clinical hours.	Plan of Study.pdf

		FOR INITIAL ACCREDITATION ONLY: if the curriculum has changed since the start of the program, provide a plan of study for each cohort, clearly identifying which graduating cohort the plan of study is for. Contact Accreditation Department staff if you have any questions	
42	6H	For the most recent graduating class, a table that demonstrates that each student has completed the clinical education experiences required by the program, as well as the expectations in Element 6J1-6J5. Documentation for each student should include the name of the facility **and** type(s) of experience (e.g., in-patient, out-patient, acute care, rehabilitation, home care, pediatrics, etc.).	CE Student Experiences.pdf
	6H	**For Initial Accreditation Only: Provide the above information for the charter class. (see Part 8 of CAPTE's Rules of Practice and Procedure that is required no later than 30 days prior to CAPTE meeting)**	
43	6H	**For Initial Accreditation Only:** See Part 8 in CAPTE's Rules of Practice and Procedure for clinical education data required **no later than thirty (30) days prior to the CAPTE meeting.** (1) A copy of the summary page of each student's most recent evaluation (midterm or final); and (2) An analysis of the performance of students (in aggregate) in clinical education based on feedback provided by clinical educators. For programs using the web version of the CPI, reports can be generated.	CE Student Performance Summary.pdf; CE Analysis of Student Performance.pdf
44	7A	**PT ONLY:** 7A PT Content Chart *(forms packet)* that identifies sample course objectives that demonstrate the progression to the highest expected level of student performance for each content area delineated in Element 7A.	7A PT Content Chart.pdf
45	7B	**Use the appropriate chart,** 7B PTA Content Chart *(forms packet)* **OR** 7B PT Content Chart *(forms packet)* that identifies sample course objectives that demonstrate the progression to the highest expected level of student performance for each content area delineated in Element 7B.	Use the relevant form & name: 7B PTA Content Chart.pdf 7B PT Content Chart.pdf
46	7C	**PT ONLY:** 7C Content Chart *(forms packet)* that identifies sample course objectives that demonstrate the progression to the highest expected level of student performance for each content area delineated in Element 7C.	7C PT Content Chart.pdf
47	7D	Curriculum Map *(forms packet)*	Curriculum Map.pdf
	Related Elements	**The following Appendices are NOT attached to individual Elements but are uploaded as per the Self-study Report instructions. The related elements are provided here to inform programs as to how these documents are used by the Reviewers**	
48	**Related Elements; DO NOT ATTACH to elements: 4A, 4D, 4G, 4K, 4M**	CV *(forms packet)* **uploaded on the appropriate Core Faculty Information Page OR Associated Faculty Information Page**; the latter for each associated faculty member who is involved in 50% or more of the contact hours of a course including lab assistants in courses where they are responsible for working with students for 50% or more of lab contact hours.	CV-Last Name First Name.pdf (for example: CV-Smith Mary.pdf)

49	4B	Core Faculty Scholarship Form *(forms packet)*; uploaded on the Core Faculty Information page for each core faculty member. Where appropriate, use the narrative row of the form to clarify the peer-reviewed mechanism for completed and planned products.	Scholarship-Last Name First Name.pdf (for example: Scholarship-Smith Mary.pdf)
50	**Related Element; DO NOT ATTACH to elements: 4A, 4D, 6D, 6E, 6F,6G, 6H, 7A, 7B, 7C, 7D**	Course syllabi; **uploaded on the Course Details page for each course**. See the relevant Element 6E/6G for what each syllabus must contain: PTA = Element 6E PT = Element 6G	Syllabi-Course Prefix & Number.pdf (for example: S-PTA256.pdf)
		FOR INITIAL ACCREDITATION ONLY: if there have been changes in the curriculum since the program started -- develop the course list and provide syllabi <u>for the curriculum experienced by the charter class as</u> CAPTE must determine if the program experienced by the charter class will be accredited. Contact Accreditation Department staff to determine how best to provide the current curriculum.	
51	**Related Elements; DO NOT ATTACH to elements: 4A, 4D, 4O, 6D, 6H, 7A, 7B, 7C, 7D**	A sample examination for each course; **uploaded on the Course Details page for each course**. A cumulative final, if given, is preferred. If no examination is given in the course: upload an assignment and its grading rubric. **For lab courses that include practice of clinical skills**: provide a sample practical examination **and** its grading rubric. **PTA Programs ONLY:** In addition, if the program teaches students to perform mobilizations, include all practical exams and grading rubrics related to this content. If a course has written and practical exams, a sample written and practical exam, with the grading rubric for the practical exam, are to be combined into one PDF document, **bookmarked,** and **<u>uploaded on the Course Detail Page for each <u>relevant course</u></u>**. **For clinical education courses**: only upload the student performance evaluation instrument if it is <u>NOT</u> the CPI or PTA Mac. **Note**: The Portal will not require an exam for any course identified as a clinical education course. If a validation error occurs indicating an exam is required for a clinical education course, check that the course has been coded correctly.	Exam-Course Prefix & Number.pdf (For example: E-PTA256.pdf)
		FOR INITIAL ACCREDITATION ONLY: if the curriculum has changed since the start of the program, provide exams <u>for the curriculum experienced by the charter class as</u> CAPTE must determine if the program experienced by the charter class will be accredited. Contact Accreditation	

		Department staff to determine how best to provide exams for the current curriculum.	

Program Assessment Matrix: Required Form (November 2024)

	Required Element		
2D1	**Admissions process, criteria, and prerequisites meet the needs and expectations of the program**	**Individual responsible for coordinating this assessment component:**	**Timeline:**
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D2	**Program enrollment appropriately reflects available resources, program outcomes, and local, regional, and national workforce needs.**	**Individual responsible for coordinating this assessment component:**	**Timeline:**
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D3	**Collective core faculty meet program and curricular needs.**	**Individual responsible for coordinating this assessment component:**	**Timeline:**
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D3		**Individual responsible for coordinating this assessment component:**	**Timeline:**

	Associated faculty meet program and curricular needs.		
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D3	Clinical education faculty meet program and curricular needs.	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D4	Students demonstrate entry-level clinical performance during clinical education experiences prior to graduation.	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D5	Program graduates* (post-degree conferral) meet the expected outcomes as defined by the program.	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2D6	Program resources: clinical education	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D6	Program resources: facilities	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D6	Program resources: library and learning resources	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2D6	Program resources: Financial	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D6	Program resources: staff (administrative assistant/secretarial & technical support)	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D6	Program resources: Space	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2D6	Program resources: equipment	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2D6	Program resources: technology	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2D7	Program policies and procedures, as well as relevant institutional policies and procedures meet program needs	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2D7	Analysis of the extent to which program practices adhere to policies and procedures	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	

		Summary and Analysis of Data Collected:	
2D8	**The clinical sites are sufficient to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as physical therapists.**	**Individual responsible for coordinating this assessment component:**	**Timeline:**
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2D9	**Effective written agreements between the institution and the clinical education sites**	**Individual responsible for coordinating this assessment component:**	**Timeline:**
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
Additional row provided if program wants to report on the assessment of other areas. Add as needed or delete if not using			
		Individual responsible for coordinating this assessment component:	**Timeline:**
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

			TEACHING						SERVICE						
WORKLOAD FORM - CORE FACULTY (November 2024)															
CORE FACULTY NAME And Credentials	**FTE (CAPTE Calculations)**	**FTE for Program**	**Total contact hours per term in program seeking accreditation**				**Teaching in entry-level program (includes preparation and course-related advisement)**	**Teaching in other programs**	**Clinical Practice (for which release time is given)**	**Committee Work, General Advising, etc.**	***Administrative Responsibilities**	**Scholarship (Pt Programs Only)**	**Enrolled In Degree Program (for which release time is given)**	**TOTAL**	**OVERLOAD (% time beyond normal/contracted workload)**
			Fall	Winter	Spring	Summer	% time	% time	% time	% time	% time	% time	% time	% time	% time
In alphabetical order															

WORKLOAD FORM- ASSOCIATED FACULTY (November 2024)					
FACULTY NAME & CREDENTIALS	**TEACHING**				
	FTE (CAPTE calculations)	**Total Contact Hours in Entry Level Program per Term**			
In Alphabetical Order		**Fall**	**Winter**	**Spring**	**Summer**

CURRICULUM VITAE (Required Form) (NOVEMBER 2024)

Name
Name of Institution

<u>Education:</u> post high school, from **most recent to earliest**
    Degree
    Institution
    Major
    Date awarded (month/year) or anticipated to be awarded
    Number of credits for education content courses or granted exception date (PTA only)

<u>Licensure Information:</u>
    State and Registration Number:

<u>Certifications (eg, ABPTS):</u>

<u>Employment and Positions Held</u>: from **most recent to earliest**
    Title/position
    Faculty rank, if applicable
    Tenure status or other institutional status, if applicable
    Institution
    City and State
    Duration (from – to -)

<u>Peer Reviewed Publications</u>: from the **most recent to the earliest** (include those accepted for
    publication but not yet published but indicate as such). Include papers in journals, A-V
    materials published, monographs, chapters in books, and books; **provide full bibliographic
    citation.**

<u>Peer Reviewed Scientific and Professional Presentations</u>: from the **most recent to the earliest**
    Presenter(s)
    Title
    Occasion
    Date

<u>Funded/In Review Grant Activity</u>:
    Authorship/participation
    Amount of funding awarded
    Nature of project
    Date and source

<u>Current/Active Research Activity</u>:
    Authorship
    Nature
    Funding (external, grant, internal)

<u>Membership in Scientific/Professional Organizations</u>:
    Organization
    Duration (from – to -)
    Position, if applicable

<u>Consultative and Advisory Positions Held</u>:
    Title or nature
    Agency
    Duration (from – to -)

<u>Community Service</u>:
    Title or nature
    Agency
    Duration (from – to --)

<u>Services to the University/College/School on Committees/Councils/Commissions</u>:
University-wide
    Dates
    Memberships & chairmanships, if applicable

School
    Dates
    Memberships & chairmanships, if applicable

Department
    Dates
    Memberships & chairmanships, if applicable

<u>Honors and Awards</u>:
    Title or nature
    Awarding agency
    Date

<u>Continuing Education Attended:</u> list ONLY courses taken within the last five (5) years that specifically relate to responsibilities in the entry-level program.

<u>Current Teaching Responsibilities in the Entry-Level Program for Academic Year of Program Review:</u> List in sequence, by term (do NOT include courses taught at other institutions!) and include the type and role associated with each course.

FACULTY SCHOLARSHIP FORM (Required Form) (NOVEMBER 2024)

Provide 5-10 selected activities during past ten (10) year period

Core Faculty Name and Credentials: **Date Form Completed:** **Date of Hire:** **Total years as a core faculty member in any PT program:**	
<u>**Principal Topics of Scholarly Inquiry**</u>	
<u>**Peer Reviewed Scholarly Accomplishments Completed During the Past 10 years.**</u> **Cite scholarly accomplishments that have been disseminated in a peer-reviewed format. Provide <u>complete</u> bibliographic citations for all publications or presentations. For other types of accomplishments, provide a brief description that includes the dissemination format and peer review process.** **Guidance:** **1. Platform presentation or poster or abstract from one study or scholarly accomplishment = 1 product.** **2. Two or more platform presentations and/or posters and/or abstracts from one study or scholarly accomplishment = 1 product.** **3. One manuscript and one platform presentation and/or poster and/or abstract from one study or scholarly accomplishment = 2 products.** **Use only abbreviations that would be widely known.** **If new faculty do not have a minimum of 5 scholarly products, identify their research mentor and plans for coming into compliance with this Element (4B).**	*Provide a minimum of 5 and a <u>maximum </u>of 10 **selected** examples that are aligned with your scholarly agenda.*
<u>**Specific Measurable Scholarship Goals**</u> **These goals should minimally reflect 2 accomplishments that will be disseminated in a peer review format within the next 4 years.** **Number each goal.**	

Ongoing/Planned Scholarly Activities Related To Above Goals	Related Goal #(s)	Project Title	Role in Project
For each of the above goals, list the related ongoing or planned scholarly activities including the project title and your role in the project. **Add rows as necessary**			
Narrative **Scholarly accomplishments are expected to relate to the principal topics of scholarly inquiry, scholarship goals and scholarly activities. All accomplishments should meet the definition of scholarship as defined in the Self-study Report and the Position Paper.** **If these relationships are not obvious, provide a narrative description.** **For new faculty who do not have a minimum of scholarly products, identify their research mentor and planned activities to come into compliance with Element 4B.**			

2024 SRE Policy Location Chart – PT (Required Form) (November 2024)					
Related Element(s)	Policy Is Related to:	Policies & Procedures Related to:	Name of document(s) policy located in	Page # AND URL as applicable	When Is information Provided to Stakeholders
3C	Faculty	Institutional policies and practices that allow for faculty to employ academic freedom when making decisions			
3D	Faculty & Staff	Equal opportunity and nondiscrimination for faculty and staff			
3D	Students	Equal opportunity and nondiscrimination for prospective/enrolled students			
3D	Public	Equal opportunity and nondiscrimination for the public (i.e., vendors, standardized patients, other visitors).			
3E	Faculty & Staff	Policies related to due process;			
3E	Faculty & Staff	Confidentiality of records and other personal information			
3E	Core Faculty	Core Faculty workload			
3E	Core Faculty	Personnel policies, including merit, promotion, and tenure			
3E	Core Faculty	Responsibility for academic regulations specific to the program and the curriculum			
3E	Core Faculty	Program planning			
3E	Core Faculty	Fiscal planning and allocation of resources			
3E	Associated Faculty	Policies applicable to associated faculty			
3E	Clinical Education Faculty	Policies applicable to clinical education faculty			
3E	Staff	Policies related to staff			

		2024 SRE Policy Location Chart – PT (Required Form) (November 2024)			
Related Element(s)	**Policy Is Related to:**	**Policies & Procedures Related to:**	**Name of document(s) policy located in**	**Page # AND URL as applicable**	**When Is information Provided to Stakeholders**
3E	Public	Relevant policies including patients and human subjects used in demonstrations and practice for educational purposes.			
3F	Program	Program-specific policies and procedures that differ from those of the institution (e.g., admissions procedures, grading policies, policies for progression through the program, policies related to clinical education, faculty workload policies)			
3F	Program	Policies and procedures are compatible with applicable state and federal laws and regulations (e.g., Title IX, Health Insurance Portability and Accountability Act of 1996, NC-SARA)			
3F	Clinical Education: students	Clinical Education policies for students; Tools used to assess performance of students			
3G	Complaints	Handling complaints including a prohibition of retaliation following complaint submission	.		
4E	Core Faculty	Core Faculty evaluation and development			
4F	Associated Faculty	Policies applicable to associated faculty; including faculty evaluation and development			
4J1-4J5	Program director	Maintaining compliance with accreditation policies and procedures. Note: it is acceptable for these to be part of a job description.			
4J1-4J5	Program director	Responsibility for determining and implementing academic standards			
4N	Clinical Education	Include in Policy Location Chart and URL Listing Table *(forms packet)* the **policies and procedures related to clinical education** including, but not limited to, policies: • related to clinical instructor qualifications; • related to clinical instructor responsibilities; and • tools used in assessing the performance of students and the clinical instructor.			

2024 SRE Policy Location Chart – PT (Required Form) (November 2024)					
Related Element(s)	Policy Is Related to:	Policies & Procedures Related to:	Name of document(s) policy located in	Page # AND URL as applicable	When Is information Provided to Stakeholders
		Identify, as applicable, where they are found, including the name of the document, page number and/or URL			
4O	Clinical Education	the policies and procedures related to: expectations for students to demonstrate that they are competent and safe prior to engaging in clinical education; the skills students must demonstrate competent and safe performance prior to engaging in clinical education.			
4P	Clinical Education Coordinator	The policies and procedures related to clinical education including, but not limited to, policies: for students; related to clinical instructor qualifications; related to clinical instructor responsibilities; and tools used in assessing the performance of students and the clinical instructor.			
5A	Admissions	Program policies, procedures, and practices related to student recruitment and admission			
5A	Admissions	Program policies, procedures, and practices maintain planned class size and identify related policies to prevent over enrollment			
5B	Students (Clin Ed)	Potential for clinical education requirements, such as drug screening criminal background check			
5B	Students	Information related to academic, counseling, health, and disability services is available to students			
5B	Students	Information related to financial aid services is available to students			
5B	Students	Catalogs			
5B	Students	Recruitment and admissions information, including admissions criteria, transfer of credit policies, and any special considerations used in the process.			
5B	Students	Academic calendars			
5B	Students	Grading policies.			
5B	Students	Technical standards or essential functions, if used.			

2024 SRE Policy Location Chart – PT (Required Form) (November 2024)					
Related Element(s)	Policy Is Related to:	Policies & Procedures Related to:	Name of document(s) policy located in	Page # AND URL as applicable	When Is information Provided to Stakeholders
5B	Students	Acceptance and matriculation rates.			
5B	Students	Student outcomes including, but not limited to, the most current two-year data available for graduation rates, employment rates, and first-time and ultimate pass rates on licensing examinations.			
5B	Students	Costs of the program including tuition, institutional fees, programs fees, course fees, clinical education, and refund policies			
5B	Students	Student Financial Fact Sheet			
5B	Students	Information and/or resources related to student debt			
5B	Students	Process for filing a complaint with CAPTE			
5B	Students	Job/career opportunities			
5B	Students	Availability of student services			
5B	Students	Health and professional liability insurance requirements			
5B	Students	Information about the curriculum			
5B	Students	Information about the clinical education program requirements, including travel expectations to clinical sites			
5B	Students	Access to and responsibility for the cost of emergency services during off-campus educational experiences			
5C	Students	Rights, responsibilities, safety, privacy, and dignity of the students			
5D	Students	Remediation, dismissal, student success, and retention			
5D	Students	Requests for accommodation (in the classroom or clinical education) for students with disabilities			
5D	Students	Practices related to remediation, retention, and dismissal.			

RETENTION RATE TABLE (NOVEMBER 2024)

This table is REQUIRED for INITIAL ACCREDITATION DECISIONS as the program does not have any graduates at the time the Self-Study Report is submitted.

CAPTE occasionally will also request it from accredited programs.
Report on all cohorts in separate columns; delete columns if not needed.

	Month/Year of Matriculation (mm/yy):			
	Month/Year of Expected On Time Graduation (mm/yy):			
A	Number of **NEW** Students Admitted to Original Cohort in each reporting year who enrolled in the first term of the professional/technical program. This number is to be based on the # of **NEW** students who started the first term of the professional/technical program and were still matriculated **AFTER DROP/ADD. NEW STUDENTS ONLY—DO NOT COUNT RE-ENTRY/DECELERATED STUDENTS**			
	Of the number of students reported in A, what is the number of students:			
B	Who are expected to graduate on time			
C	Who are expected to graduate within 150% of the time to normally complete the program			
D	Who left the program because they did not meet academic standards, including clinical standards			
E	Who have left the program due to non-academic reasons (e.g., on active military duty, had health or family issues, changed mind, transferred)			
	Retention Rate: (B+C)/(A - E)			

Plan of Study- November 2024

Year of term (e.g., 1, 2, 3); Number of term (e.g. 1, 2, 3, 4, 5)	Course prefix & Number	COURSES (list in sequence by term as in the plan of study) / Course Title	Length of Course In weeks (Incl. exam week)	Credits	SCHEDULED STUDENT CONTACT HOURS PER TERM					FACULTY / Faculty member with primary responsibility for the course / Provide ROLE: Name	Other Faculty who participate in the course (see instructions for which faculty to include) / Provide ROLE: Name
					Classroom (e.g., lecture, seminar, tutorial)	Laboratory	Distance Education	Other (e.g., independent study)	Clinical Education		

FACULTY
CC= Course Coordinator
I=Instructor (responsible entire course)
L=Lecturer (provides instruction)
LD=Lab Director
LA=Lab Assistant
If need, classify other role(s) and explain in narrative

7A PT Content Chart:

	Content Area	Provide a maximum of 3-5 examples of course objectives demonstrating the progression to the highest expected level; Include: Course Prefix & #, Objective #, Wording of Objective
**7A PT CONTENT CHART (Required) (November 2024)**		
7A The physical therapist professional curriculum includes content and learning experiences in the biological, physical, behavioral, and movement sciences necessary for entry-level practice.		
Anatomy, physiology, pathology, cellular and tissue health throughout the life span for the included body systems:	Cardiovascular.	
	Endocrine and metabolic.	
	Gastrointestinal.	
	Genital and reproductive.	
	Hematologic.	
	Hepatic and biliary.	
	Immune.	
	Integumentary.	
	Lymphatic.	
	Musculoskeletal.	
	Neurological.	
	Pulmonary.	
	Renal systems	
Body system interactions.		
Differential diagnosis.		
Health and surgical conditions seen in physical therapy.		
Genetics.		
Exercise science.		
Biomechanics.		
Kinesiology.		
Neuroscience.		
Motor control and motor learning.		
Diagnostic imaging.		
Nutrition.		
Pharmacology.		
Pain and pain experiences.		

		7A PT CONTENT CHART (Required) (November 2024)
	Content Area	**Provide a maximum of 3-5 examples of course objectives demonstrating the progression to the highest expected level; Include: Course Prefix & #, Objective #, Wording of Objective**
Psychosocial aspects of health and disability		

7B PT Content Chart:

7B PT CONTENT CHART (Required) (November 2024)		
Content Area	**Provide a maximum of 3-5 examples of course objectives demonstrating the highest expected level;** **Include: Course Prefix & #, Objective #, Wording of Objective**	
7B The physical therapist professional curriculum includes content and learning experiences in ethics, values, professional responsibilities, service, and leadership in the ever-changing health care environment.		
7B1 Practice in a manner consistent with all principles of the APTA Code of Ethics for the Physical Therapist and the Core Values for the Physical Therapist and Physical Therapist Assistant		
7B2 Provide learning experiences to develop service and leadership skills and abilities that address the following	Legislative and political advocacy.	
	Community collaboration.	
	Health care disparity	
7B3 Practice within the legal framework of one's jurisdiction(s) and relevant federal and state requirements		

7C PT Content Chart:

7C PT CONTENT CHART (Required) (November 2024)		
Content Area	**Provide a maximum of 3-5 examples of course objectives demonstrating the highest expected level; Include: Course Prefix & #, Objective #, Wording of Objective**	
7C The physical therapist professional curriculum provides learning experiences in lifelong learning, education, and health care disparities* in the ever-changing health care environment.		
7C1 Provide learning experiences in contemporary physical therapy knowledge and practice including	Evidence-informed practice	
	Interpretation of statistical evidence	
	Clinical reasoning and decision making.	
	Scholarly inquiry	
7C2 Provide teaching and learning experiences to improve skills and abilities to educate and communicate in a manner that meets the needs of the patient, caregiver, and other health care professionals		
7C3 Provide learning experiences that advance understanding of health care disparities* in relation to physical therapy.	A. Recognize and adjust personal behavior to optimize inclusive and equitable patient care and patient care environments.	

7D Curricular Map

PT PROGRAM CURRICULUM MAP (Required Form)

KEY:	Type of content	Expected Performance Level
K:	knowledge	I: introductory; beginning;
S:	psychomotor skill	A: intermediate;
B:	behavior/affect	C: competence, mastery

INSTRUCTIONS: Place term and individual course numbers in separate boxes. For each course required content area, identify where the content is taught either as knowledge, psychomotor skill or behavior/affect using the key given above. In the same box as type of content, identify the expected performance level using the letters stated above. **Add or delete columns as needed.**

Term																															
Course Number																															
Screening and Examination																															
7D1	Perform a comprehensive subjective examination.																														
7D1	Perform a systems review																														
7D1 Select and administer age-appropriate tests and measures that assess each of the following throughout the life span:																															
7D1	Cardiovascular system																														
7D1	Pulmonary system.																														
7D1	Neurological system.																														
7D1	Musculoskeletal system.																														
7D1	Integumentary and lymphatic systems.																														
7D1	Growth and human development.																														
7D1	Pain and pain experiences.																														

7D1	Psychosocial aspects.																																			
7D1	Mental health aspects.																																			
7D1	Determine when patients and clients need further examination or consultation by a physical therapist or referral to other professional(s).																																			
7D1	Provide physical therapist services through direct access.																																			
Evaluation																																				
7D2	Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.																																			
Diagnosis																																				
7D3	Determine a diagnosis that guides future patient and client management.																																			
7D4	Determine a diagnosis that guides future patient and client management.																																			
Prognosis and Plan of Care																																				
7D5	Determine a prognosis that includes patient and client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.																																			
7D6	Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients and clients, caregivers, payers, other professionals, and other appropriate individuals																																			

7D7 Determine and supervise the components of the plan of care that may be directed to the physical therapist assistant based on:			
7D7 A	Team-based care		
7D7 B	The needs of the patient or client		
7D7 C	The education, training, and competence of the PTA.		
7D7 D	Jurisdictional law and payor policies		
7D7 E	Facility policies		
7D8 Determine and supervise activities that may be directed to unlicensed support personnel based on:			
7D8 A	The needs of the patient or client.		
7D8 B	The education, training, and competence of the unlicensed personnel.		
7D8 C	Jurisdictional law and payor policies.		
7D8 D	Facility policies.		
7D9	Create a discontinuation of the episode of care plan that optimizes success for the patient in moving along the continuum of care		
Interventions			
7D10 Select and perform physical therapy interventions for each of the following to achieve patient and client goals and outcomes			
7D10	Cardiovascular conditions		
7D10	Pulmonary conditions.		

7D10	Neurological conditions.																																	
7D10	Musculoskeletal conditions.																																	
7D10	Integumentary and lymphatic conditions.																																	
7D10	Metabolic conditions.																																	
7D10	Human development.																																	
7D10	Pain and pain experiences.																																	
Management of the Delivery of Physical Therapy Services																																		
7D11	Monitor and adjust the plan of care to optimize patient or client health outcomes																																	
7D12	Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments of body functions and structures, activity limitations, and participation restrictions.																																	
7D13	Educate others, using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students. Incorporate cultural humility* and social determinants of health when providing patient and/or caregiver education.																																	
7D14	Manage the delivery of care consistent with administrative policies and procedures of the practice environment, including environmental emergencies.*																																	

7D15	Complete documentation related to Elements 7D1-7D13 that follows guidelines and specific documentation formats required by jurisdiction's practice act, the practice setting, and other regulatory agencies.																																				
7D16	Participate in the case management process																																				
Health Care Activities																																					
7D17	Participate in activities for ongoing assessment and improvement of quality services.																																				
7D18	Participate in patient-centered interprofessional collaborative practice.																																				
7D19	Use health informatics* in the health care environment.																																				
7D20	Assess health care policies and their potential impact on the ever-changing health care environment and practice																																				
Community Health																																					
7D21	Provide physical therapy services informed by cultural humility that address primary,* secondary,* and tertiary* prevention, health promotion, and wellness to individuals, groups, and communities.																																				
7D22	Provide physical therapy services that address: • JEDI, belonging, and anti-racism. • Health care disparities* and social determinants of health.																																				
Practice Management																																					

7D23	Assess, document, and minimize safety risks of individuals and the health care provider: • Design and implement strategies to improve safety in the health care setting as an individual and as a member of the interprofessional health care team. • Follow the safety policies and procedures of the facility.																																	
7D24	Participate in the financial management of the practice setting, including accurate billing and payment for services rendered.																																	
7D25	Participate in practice management activities that **may** include marketing, public relations, regulatory and legal requirements, risk management, staffing, and continuous quality improvement.																																	

CLINICAL EDUCATION SITES AVAILABLE FOR ACADEMIC YEAR OF CAPTE ON-PROGRAM REVIEW

BASED ON CURRENT CONTRACTUAL ACCESS (Required Form) (November 2024)

Number of Students Currently In			
Year 1	**Year 2**	**Year 3 (PT only), if applicable**	**Year 4 (PT only), if applicable**

Clin Ed Course (Prefix & # & Name) Add rows as needed	Year in Program (e.g., 1, 2, 3)	Term in Program (e.g., 1, 2, 3, 4,)	F=Full time P=Part time	Type(s) of Settings (if different types of experiences can meet the needs of the clin ed course, list separately and provide data for next 3 columns for each type of experience)	# Placements Needed	# Placements confirmed	# of Additional Placements Needed

URL LISTING TABLE (NOVEMBER 2024)

This table is REQUIRED for URL addresses of given unique resources on the Web referred to in the time the Self-Study Report is submitted. In addition, programs are required to create a pdf of all information that is not contained in ANY OF the appended documents.

SRE	Document/Webpage name	URL with hyperlink
1A	SAMPLE CHART University Graduate Catalog (Catalog Institution Graduate)	www.univalexandria.edu/catalog

SRE	Document/Webpage name	URL with hyperlink

Self-Study Checklist (Required Form – 2 pages; upload as a WORD document) (NOVEMBER 2024) Programs must complete and attach to the Preface in the Portal				

Institution			Date	

Prog	Staff	Format	Comment	
		Narrative has paragraph & line breaks		
		Program Information	**Comment**	
		Allocations and Expenses form (2D6) • Correct years: AY of review, previous AY, next AY • Data provided each category; Allocations SHOULD NOT indicate 0 dollars		
		PLAN OF STUDY (6a, 6d, 6g, 7a, 7, 7c, 7d)		
		Description of program's required clinical experiences (6D)		
		Narrative description of where and how content is taught for each practice expectation (7D: PT and PTA); list of learning activities is insufficient		
		A sample (2-5) of course objectives for each 7D practice expectation (if a curricular thread, provide up to 10); objectives should show a progression: introduction to expected level of performance		

		Required Appendices & Required Naming Conventions	Place a √ to confirm file name; if necessary provide different file name	Staff only
		7A PT Content Chart.pdf		
		7B PT Content Chart.pdf		
		7C PT Content Chart.pdf		
		Catalog Undergraduate.pdf (if applicable)		
		Catalog Graduate.pdf		
		*CE Analysis of Student Performance.pdf	*** Initial Accred ONLY: provided 30 days before CAPTE review**	
		CE Sites Available.pdf		
		CE Student Experiences.pdf		
		*CE Student Experiences.pdf	*** for Initial Accred this document is provided 30 days before CAPTE review**	
		*CE Student Performance Summary.pdf	*** Initial Accred ONLY: provided 30 days before CAPTE review**	
		Clin Ed Written Agreement.pdf		
		Clinical Education Handbook.pdf		
		Curriculum Assessment Matrix.pdf		
		CV-Last Name First Name.pdf		
		Exam-Course Prefix & Number.pdf		
		Enrollment agreement.pdf		
		Handbook Institution Faculty.pdf		
		Handbook Institution Student.pdf		
		Handbook Program Faculty.pdf		
		Handbook Program Student .pdf		
		Organizational Chart.pdf		
		Other Policies.pdf		
		Plan of Study.pdf		
		Planning Document.pdf		

		Required Appendices & Required Naming Conventions	Place a √ to confirm file name; if necessary provide different file name	Staff only
		Policies and Procedures Program.pdf		
		Policy Location Chart.pdf		
		Program Assessment Matrix.pdf		
		Program Director Position Description.pdf		
		*Retention Rate.pdf	* Initial Accred ONLY	
		Scholarship-Last Name First Name.pdf		
		Syllabus-Course Prefix & Number.pdf		
		Signature Page.pdf		
		Skill List-Expected To Be Competent.pdf		
		Student Recruitment Materials.pdf		
		Survey Forms.pdf		
		URL Listing Table		
		Workload Form – Core Faculty.pdf		
		Workload Form – Associate Faculty.pdf		

General Information Section of the SSR (November 2024)

The following fields are included in this section of the Portal. This information is provided to facilitate the collection of data.

General Information
Academic Calendar/Program Length
- Type of term (Quarter, Semester, or Trimester)
- Total number of terms to complete degree
- Total number of terms in academic year
- Term length (in weeks)
- Length of professional/technical coursework in weeks (including exam week)

Clinical Education
- Total hours of clinical education
- Number of weeks of full-time clinical education

URLs
- If the following URL does not correctly identify the location where the required accreditation statement can be found, provide the correct URL
- If the following URL does not correctly identify the location where the required student achievement data can be found, provide the correct URL

General Information-Faculty
Faculty Information
- Number of PT FULL-TIME core faculty positions
- Number of PT PART-TIME core faculty positions
- Number of Non-PT FULL-TIME core faculty positions
- Number of Non-PT PART-TIME core faculty positions
- *Number of FTE's the above number of core faculty represent
- Describe the definition of 1 FTE at your institution (i.e., 9-month, 10-month, 11-month, 12-month **using the CAPTE formula**, such as 12 months = 1.33 FTE and 9 months = 1 FTE)

Current Vacancies
- Number of current vacancies in currently allocated (budgeted) core faculty positions
- Percent of core faculty positions turned over in last year

Projected Vacancies
- Number of projected vacancies in currently allocated positions:

Associated/Adjunct Faculty
- Number of associated/adjunct faculty who teach [in] half the contact hours of a course
- * FTEs represented by the previous number of associated/adjunct faculty

 * See instructions for determining FTEs in the Core or Associated Faculty Information Sheet

General Information-Students
Reflects number of students in the professional PT program. Totals will auto calculate. The total number of men + women **must =** the total for ethnicity/race.

<u>PT Programs:</u> Number of Students in the Professional Program, enter zero (0) where applicable

Men	**Women**
Senior	Senior
Grad 1	Grad 1
Grad 2	Grad 2
Grad 3	Grad 3
Grad 4	Grad 4

Ethnicity/Race

Hispanic/Latino of any race
American Indian/Alaskan Native
Asian
Black or African-American
Native Hawaiian or Other Pacific Islander
White
Two or more races
Unknown

Core & Associated Faculty Information Sheet (November 2024)

Include associated/adjunct faculty who teach [in] 50% or more of the contact hours of a course. This includes information for those working as Lab Assistants in courses where they are responsible for working with students 50% or more of lab contact hours. These fields are the same ones as the AAR portal pages.

The following are required fields for all faculty, except where otherwise noted. It is suggested that you print, carefully review and revise as necessary previously submitted Portal responses that pre-populate these fields.

Field	Options, if applicable
First Name	
Last Name	
Credentials	
Faculty Type	Core or Associated
Position	Chair/Director; Clin Ed Coordinator, Other Faculty; Director & Clin Ed Coordinator Note: N/A (select this for associated faculty)
Gender	
Months Appointed Per Academic Year	
Race	Hispanic/Latino of any race Native Hawaiian or other Pacific Islander American Indian/Alaskan Native White Asian Two or more races Black or African American Unknown
FTE For Institution	See FTE Calculations; For term/semester hires use "zero"
FTE For Program	See FTE Calculations; Do not include teaching or administrative responsibilities outside entry-level program
Year of Birth	
PT or PTA	PT PTA Both Neither
Highest Earned Clinical Degree (PT/PTA Degree, including tDPT degree)	Associate Bachelor + Transition DPT Baccalaureate Certificate + Transition DPT Certificate Master + Transition DPT Master Not Applicable DPT Please note: this category is to identify the highest earned clinical degree held by faculty who are PT or PTAs. Basic science faculty should choose Not Applicable.
Highest Earned Academic Degree (Degree earned beyond entry-level degree, do NOT include tDPT degree)	Baccalaureate Master (advanced) Professional Doctorate (EdD, DrPH, DSc, etc.) Doctor of Philosophy Other (Not entry-level DPT or tDPT) Not Applicable (use this option if no degree higher than entry-level clinical degree or tDPT degree has been earned)
Discipline of Highest Earned Degree	Administration Anatomy Education (adult ed, allied health, higher ed, higher ed admin, etc.) Ethics; Humanistic Studies Exercise Physiology; Ex Science; Sports Med Gerontology Health Sciences; Allied Health Kinesiology; Biomechanics; Pathokinesiology Medicine, Other Health Discipline Motor Learning Neuroscience; Neuroanatomy Not Applicable Other Pediatric PT; Special Ed Physical Therapy Physiology Public Health Not Applicable
Rank	Lecturer Administrative Appointment

	Instructor
	Assistant Professor
	Associate Professor
	Professor
	Graduate Research/TA
	
	(use 'Other' for faculty with a rank other than those listed) Clinical Assistant Professor
	    Clinical Associate Professor
	    Clinical Professor
	    Other

Total Years as Faculty	Portal will only allow a whole number; if less than one year enter "1".
Total Years as Faculty in Program	Portal will only allow a whole number; if less than one year enter "1".
Faculty Contact Information	Faculty Email Address
Primary Area of Expertise Taught in Program	Administration/Management Neuroscience Anatomy None Cardiopulmonary Other Clinical Education Pathology Clinical Medicine Pediatrics Education Physiology Electrotherapy/Modalities Professional issues, incl communications, ethics Geriatrics Psychosocial Aspects of Care Integumentary Research Musculoskeletal Therapeutic Exercise Neuromuscular
Secondary Area of Expertise Taught in Program	Administration/Management Neuroscience Anatomy None Cardiopulmonary Other Clinical Education Pathology Clinical Medicine Pediatrics Education Physiology Electrotherapy/Modalities Professional issues, incl communications, ethics Geriatrics Psychosocial Aspects of Care Integumentary Research Musculoskeletal Therapeutic Exercise Neuromuscular
Enrolled in Degree Program	Yes (Bachelors Program) Yes (Master's Program) Yes (DPT program – this refers to a tDPT program) Yes (other Doctoral program) No
Certified Clinical Specialist	Yes No
Scholarly productivity	Not involved in scholarship (select this for associated faculty) Actively engaged but product(s) not disseminated Actively engaged, <5 peer reviewed disseminated products Actively engaged, 5-10 peer-reviewed disseminated products in last 10 yrs Actively engaged, >10 peer-reviewed disseminated products in last 10 yrs
Tenure Status	Tenured Not eligible (on clinical track) Non-tenured (on tenure track) Not eligible (for other reasons) No Tenure Track

Workload Distribution (Core Faculty <u>only</u>)
(Provide % time involved in **each** area listed – total MUST equal 100%)
	Teaching **(%)** Entry level Program
	    (%) Other Programs
	Service **(%)** Clinical Practice [for which release time is given]
	    (%) Committee Work/General Advising, etc
	Administrative Responsibilities **(%) For which release time is given**
	Scholarship **(%)** [PT Programs Only]
	Enrolled in Degree Program **(%)** [for which release time is given]
	
	CAPTE expects programs to use a consistent formula to determine % time teaching based on contact hours

Total Classroom Contact Hours Per Term in Program Seeking Accreditation **Note: Core <u>and</u> Associated Faculty**	Fall Winter Spring Summer **Note:** *This is not an AAR question; no data will pre-populate*
CV/Resume	Upload CV (required for both core and associated faculty); see naming conventions **Note:** *This is not an AAR question; no data will pre-populate*
Scholarship Form (Core only)	Upload Core Faculty Scholarship Form **for <u>PT</u> Core faculty ONLY**, see naming conventions **Note:** *T This is not an AAR question; no data will pre-populate*

Qualifications (25,000-character limit)	Enter narrative response to Element 4A (core) OR 4D (associated/lab assistants):
	Identify specific teaching and other responsibilities and describe the individual's contemporary expertise related to <u>each</u> assigned content area. Provide specific evidence! Don't just say Joe Smith has taught this course for the past 5 years OR that Joe Smith has 15 years of clinical experience! For example: provide practice experiences related to teaching responsibilities (list location, types of patients treated, dates of practice). In addition, describe the teaching effectiveness of this individual. **See Elements 4A and 4D for information required**. **Note:** *This is not an AAR question; no data will pre-populate*

COURSE LIST/COURSE DETAILS INSTRUCTIONS (November 2024)

The following is required for each course; instructions follow:

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 (Clinical Education Course, Elective, Foundational Content, All other courses, General Education, Technical Education)
Number of Sections

Scheduled Student Contact Hours

Classroom	Clinical Education
Distance Learning	Laboratory
Other	

Course Documentation

Syllabus	Exam

INSTRUCTIONS

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
PT 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
PT 263 Clinical Experience III	3rd term of the 2nd year	2	5

The following is an example for PT programs:

Course	Offered In Program in this example has 3 terms/year	Year of Term	Number of Term
PT 555 Anatomy	1st term of the 1st year	1	1
PT 715 Clin Experience I	1st term of the 2nd year	2	4
PT 762 Research Measures	2nd term of the 2nd year	2	5
PT 891 Clinical Experience III	3rd term of the 3rd year	3	9

Note: The first two examples provided above could both represent fall courses (if the program has three 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 decimals; 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 number(s) should reflect planned class size.

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

PT Programs:
   Clinical Education: course where the majority of the time is spent in supervised clinical practice.
   Elective: List courses only if the credits are required for graduation.
   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 PT skills.

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

Exam and Syllabus: Upload the syllabus and sample exam(s) for each course in a PDF format. There is only one exam link/course; therefore, for courses that have written and lab practical exams combine into one PDF document a sample: written exam, practical exam, and practical exam grading rubric. If there is no exam given in a course, upload an assignment and its grading rubric. Note that individual course detail pages cannot be saved until the required syllabus is attached.

SCHEDULED STUDENT CONTACT HOURS
Provide the scheduled contact hours (as a whole number) for the ENTIRE TERM for:

● **Classroom**: lectures, 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 of if this opportunity occurs on campus or in a clinical setting.

- **Clinical Education**: use 32 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 the CAPTE 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.

- Use the following to calculate contact hours:
  - o The **lecture contact hours** for a course in which **all** content is completed online with no scheduled classroom meetings should be documented as if the course

were taught in a lecture format. For example, a three-credit course taken online would have 45 distance education contact hours (3 X 15 = 45).

- o The **lecture contact hours** for a course in which **some** content is completed online and which also has scheduled classroom meetings should be documented as having both classroom and distance education contact hours. For example, a three-credit course with 15 scheduled contact hours in the classroom and the remainder of the course taken online should be documented as having 15 contact hours in classroom and 30 contact hours online.
- o The **lecture contact hours** for a course **with a laboratory component** should be documented as above. It is assumed that no contact hours designated as **laboratory contact hours** would be taken online; therefore, the actual laboratory contact hours should be documented.

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.
- ● For electives where the credit is required for graduation and students have a choice from multiple courses, list each course name in a separate row but do not indicate a course number (provide prefix only).
- ● For contact hours when credit is required for graduation and students have a choice from multiple courses, provide contact hours for the first course listed. Do not provide a range. Enter 0 (zero) for all other courses.

Use this table to collect data for the last two graduating cohorts. The Portal will auto calculate the graduation rate as a percentage for each year based on the formula provided in this document. If the program admits more than one cohort per academic year, provide the data for **each cohort separately.** The Portal will require data for each cohort based on the response to G1.1a

NOTE: PROGRAMS SEEKING INITIAL ACCRED SHOULD ENTER "0" FOR NO GRADUATES OR DATA TO DATE FOR THE CHARTER CLASS

	Graduation Rate Calculation Form	**Select 'View' to access graduation rate questions**	
	Graduation Rate Instructions		Program Response
G1.1	Was there a graduating cohort in calendar year [year being requested]	Response should be Yes or No.	
G1.1a	If yes, how many cohorts graduated in the year being reported?	**FOR PROGRAMS WITH MULTIPLE COHORTS GRADUATING during the YEAR being reported, complete a separate form for each cohort.**	
	If the program graduated more than 1 cohort, indicate which cohort this form is reporting on.	Will need to complete a separate form for each cohort**.**	
G1.2	Number of **NEW** Students Admitted to Original Cohort of the graduating Class of [year being reported on] who enrolled in the first term of the professional/technical program.	This number is to be based on the # of students who started the first term of the professional/technical program AFTER DROP/ADD. **NEW STUDENTS ONLY— DO NOT COUNT RE-ENTRY/DECELERATED STUDENTS**	
	NUMBER OF STUDENTS IN ORIGINAL COHORT WHO GRADUATED IN CALENDAR YEAR [year being reported on]:		
G1.3	Number of students who graduated at the Normally Expected Time.		
G1.4	Number of students who graduated within 150% of Program Length.		
	NUMBER OF STUDENTS IN ORIGINAL COHORT WHO DID NOT COMPLETE THE PROGRAM WITHIN 150% OF PROGRAM LENGTH DUE TO:		
G1.5a	Academic or Clinical Deficit		
G1.5b	Died/Severely Disabled/Active Military Duty/Health/Family Issues/Other not related to academic or clinical deficit		
G1.6 Calculation	GRADUATION RATE	CALCULATION (G1.3 + G1.4) / (G1.2 – G1.5b)	

BUDGET: ALLOCATION AND EXPENSE STATEMENTS (NOVEMBER 2024)

CATEGORY	PREVIOUS ACADEMIC YEAR	ACADEMIC YEAR OF REVIEW	ACADEMIC YEAR AFTER THE REVIEW EVEN IF NOT YET SUBMITTED
	ACTUAL **Identify AY:**	**BUDGETED** **Identify AY:**	**PROPOSED** **Identify AY:**
ALLOCATION(S) TO PROGRAM (Would Never Be Zero)			
Source: **Source:** **Source:**	$ $ $	$ $ $	$ $ $
TOTAL ALLOCATIONS $: (Amount allocated to program) (Auto-Calculates on Portal)	$	$	$
OPERATING EXPENSES			
SALARY EXPENSES, **excluding benefits** Core Faculty Associated Faculty Staff	Core Faculty FTEs:_____ $ $	Core Faculty FTEs:_____ $ $	Core Faculty FTEs:_____ $ $
TOTAL $	$	$	$
FACULTY DEVELOPMENT Faculty Development	$	$	$
TOTAL $	$	$	$
CLINICAL EDUCATION Clinical Faculty Development Travel to Clinical sites Other	$ $ $	$ $ $	$ $ $
TOTAL $	$	$	$
OPERATIONAL Supplies Communication (Phone, mail, etc.) Reproduction (Xeroxing, slides, photo, etc.)	$ $ $	$ $ $	$ $ $
TOTAL $	$	$	$
EQUIPMENT Repairs Acquisition Rental	$ $ $	$ $ $	$ $ $
TOTAL $	$	$	$
OTHER (Specify) 1. 2.	$ $	$ $	$ $
TOTAL $	$	$	$
TOTAL OPERATING EXPENSES(Auto-Calculates)	$	$	$

Element 7D: Sample Narrative Response
A curriculum table can be used to provide this information, but all columns of the table must fit on ONE page in a font size that is legible.

The following is an <u>example</u> of a response that addresses the **first** item in the narrative evidence list that asks for a description of where and how the content is taught <u>throughout</u> the curriculum. It is intended to show the format needed; it is <u>NOT</u> intended to represent CAPTE's expectations for the Element!

If a narrative is used rather than a table, this example provides insight into what is expected.

7D19   Use health informatics in the health care environment.

Learning Experiences: PT 551 Foundations of Research (Year 1, Semester 3) introduces students to the use of health informatics to improve healthcare through lecture, discussion, and application of this process in a case study. Use of health informatics continues throughout the curriculum: PT 600 Spring (Year 2, Semester 6) introduced students to the FOTO dashboard and how to use FOTO to possibly guide their examination and plan of care. Students used FOTO data from the next term in the pro bono clinic to discuss possible reasons for the FOTO outcomes for each patient whether they met, exceeded or failed to meet their predicted outcomes. This activity continues to be repeated each semester until the terminal clinical experiences. In PT 650 Human Development Across the Lifespan (Year 2, Semester 7) students use normative data from outcomes measures including the Senior Fitness Test to evaluate their patient's functional ability and design an appropriate exercise program. They use portions of a patient's electronic medical record, including lab results, surgical report, and nursing notes, to determine the appropriate treatment plan for the day. In PT 700 Principles of Teaching and Learning (Year 2, Semester 8), students use portions of an electronic medical record including lab results, medication list, nutrition and physical activity assessments, and nursing and social work notes to develop in plan of care with other health professionals (dietetic interns and post-professional nursing students) and in PT 701 Cardiovascular/Pulmonary/Integumentary Physical Therapy (Year 2, Semester 8), students continue use of medical record information, allowing students to gather pertinent information (including normative data) to determine appropriate evaluation and interventions. Students then practice applying health informatics to various populations during clinical experiences.
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What NOT to do:
> **Learning Experiences**: do not just include a list such as lecture, lab, role playing, written assignments, or clinical experiences without further explanation.

GENERAL INFORMATION FORM SSR/OSV (NOVEMBER 2024)
(This a required 2-page form, even if there are no changes since submission of the SSR.)
One (1) electronic (**Word**) copy of this form is to be provided to the Primary On-site Reviewer at the start of the visit.

INSTITUTION	
Institution name	
Name of Chief Executive Officer	
Administrative title	
Unit or school in which the program resides	
Name of administrative official of the unit or school in which the program resides	
Administrative title	

PROGRAM DIRECTOR	
Name of Academic Administrator	
Administrative title	

PROGRAM	
Title of program	
Degree awarded	

CURRICULUM DESIGN CHARACTERISTICS					
Identify type of term: **eg, Semesters, Quarters**		**# of terms in academic year**		**Total # of terms to complete degree**	
Length of professional coursework in <u>weeks</u> (including exam week; count exam week as one week)					

CLINICAL EDUCATION			
Total hours of clinical education		**# of weeks of full-time clinical education**	

FACULTY				
Number of core faculty positions	**PT full-time core**		**Non-PT full-time core**	
	PT part-time core		**Non-PT part-time core**	
Number of vacancies in currently approved (or) funded core faculty positions	**Full-time**			
	Part-time FTEs			
FTE for associated faculty (in 50% or > of course)				
List the names and credentials of core and associated/adjunct faculty members who currently teach in the entry-level program. Identify the FTE (using CAPTE calculation) for each person. (See instructions regarding calculation of FTE allocations.) (insert rows as needed)				

CORE FACULTY			
NAME	**FTE**	**NAME**	**FTE**

ASSOCIATED FACULTY			
(those that have responsibilities in 50% or more of a course, including lab assistants)			
NAME	**FTE**	**NAME**	**FTE**

STUDENTS			
Number of students in the professional program			
Fourth UG Year (PT programs 3+3)		**Grad 3 (PT programs)**	
Grad 1 (PT programs)		**Grad 4 (PT programs)**	
Grad 2 (PT programs)			

OUTCOME DATA				
Provide data for last class(es) for which stabilized data is available.				
	For the most recent cohort		**For the most recent two cohorts**	
Data being reported for	**Class of:**		**Classes of:**	
Graduation rate (see definitions)	**Graduation rate**	%	**Graduation rate**	%
Performance on Licensure Exam (regardless of degree offered)	**Number of graduates who took the examination at least once**		**Total number of graduates who took the examination at least once**	
	Number of graduates who passed the exam after all attempts		**Total number of graduates who passed the exam after all attempts**	
	Pass rate based on above numbers	%	**Pass rate based on above numbers**	%

Employment rate (see definitions)	Employment rate	%	Employment rate	%

PERSONS INTERVIEWED FORM (Required On-site Form) (November 2024)

Name of Institution: _____

The program is to list the **names, credentials, and titles** (or areas of responsibility) of those individuals with whom the team is scheduled to meet during the site visit of the physical therapy education program. One electronic (**Word**) copy of this form is to be provided to the Primary On-site Reviewer 14 days prior to the start of the visit. Add/delete categories as appropriate for your program.

The on-site team is to update the list to reflect who was actually interviewed. In addition, **PLACE AN ASTERISK (*)** beside the name of each person who attends the Exit Summary.

Administrative Officers (CEO, CAO, Dean, etc):

Program Director:

Core Faculty: (for this list, do not include the program director)

Associated Faculty:

Clinical Education Faculty (CCCEs and CIs):

Students enrolled in the first year of the program:

Students enrolled in the second year of the program:

Students enrolled in the third year of the program (if applicable):

Recent graduates of the program:

Employers of graduates of the program:

Attended the Open Session, if applicable:

Attended the Exit Summary only, if applicable:

Materials Provided On-site Form

Listing For Use During On-Site (November 2024)

Program: In the PROVIDED column, identify the file name and, if applicable, the location of each document. If not providing an item, indicate in the Program Provided column: **NA** if not applicable for your program.

Review team: In TEAM REVIEWED column, indicate with an "**X**" if reviewed, **NR** if not reviewed, **NA** if not applicable or **NF** if not found. For **NF,** include a comment under the applicable element.

Programs are responsible for ensuring virtual/electronic access to required visit materials listed below, at least 14 calendar days prior to the start of the scheduled visit. This will allow team members to review documents prior to the visit. New or additional materials should only be provided if requested by the team. The Materials Required List must be provided when the team is given access to the materials.

Possible options for sharing documents include, but are not limited to, a learning management system and an online secure document sharing platform.

Confidential documents that cannot be shared virtually, such as student and faculty files, need to be noted on the Required On-Site Materials List form and will need to be available during the on-site visit.

Documents that may be too large to share virtually, such as clinical contracts, can have samples included in the virtual submission of documents to the team members. The entire set of confidential files and large documents will then be reviewed during the on-site visit.

Row	Element(s)	SSR Required Materials List for PT and PTA Programs (November 2024)	PROGRAM PROVIDED: Indicate file name and, if applicable, folder name, see instructions if not provided	TEAM REVIEWED
1	1C2	FSBPT, or appropriate licensing agency, reports on performance of program graduates on the licensing exam		
2	2A	Minutes of meetings in which program strategic planning is discussed		
3	2B, 2C, 2D1, 2D2, 2D3, 2D4, 2D5, 2D6, 2D7, 2D8,	Meeting minutes where assessment data and subsequent actions discussed		
4	2C, 2D1, 2D2, 2D3, 2D4, 2D5, 2D6, 2D7, 2D8, 2D9, 2E	Summary of assessment data collected in the last four years		
5	2D4	Data demonstrating each student who completed the program within the last year demonstrated entry-level performance by the end of their last clinical experience		
6	2D6	Job descriptions of secretarial/administrative and technical support staff, if available		
7	2D6	If the program uses rented facilities, provide a copy of the written agreement		
8	2D6	If the program uses loaned equipment or uses equipment at facilities other than at the institution and, if there are written agreements for use of this equipment, provide a copy of the written agreement		
9	2D6	Inventory list of equipment		

10	2D6	List of equipment borrowed/loaned or used off-site		
11	2D6, 6D	List of the library resources related to program needs for both program faculty and students.		
12	2D8, 2D9	List of clinical education sites that have accepted at least one student annually in the last four years		
13	2D8, 6D	Compiled data of available sites for current academic year based on annual clinical experience requests		
14	2D9	Provide a current (unexpired) written agreement for all active clinical sites. (Active clinical sites are those sites the program expects to use for students currently enrolled in the program.)		
15	2E	Minutes of meetings in which curriculum evaluation, including clinical education, is addressed		
16	3A	Copy of authorization(s) to provide post-secondary education and the professional physical therapy program (PT Programs)		
17	3B	Copy of cover letter of most recent institutional accreditation action. If the institution's accreditation status is other than full accreditation, provide a copy of the most recent accrediting agency report on the institutional accreditation status.		
18	3C, 3E	Collective Bargaining Agreement or Union Contract, if applicable		
19	3F	Copy of state authorizations for clinical education experiences that occur out of state		
20	3G	Records of complaints, if any		
21	4A, 4E	Faculty/course evaluations for core faculty, which may be redacted		
22	4A, 4D 6D, 6F, 6G, 6H, & 7D	**For each course**, provide: • two different samples of course materials, including but not limited to: assignments, class activities (role playing, group discussions, discussion boards, etc.), lecture outlines, PowerPoint presentations, handouts, lab activities. • two different examples of evaluation mechanisms used by the program to measure students' achievement of course objectives, including but not limited to: skill checks, practical exams, assignments, and the corresponding grading rubrics for each example		
23	4A, 4G, 4K	Evidence of an active, unencumbered PT license in any United States jurisdiction and is in compliance with the state practice act in the jurisdiction where the program is located. For CAPTE-accredited programs outside the United States, core faculty who are PTs are licensed or regulated in accordance with their country's regulations.		
24	4D 4F	If associated faculty are utilized, faculty/course evaluations for associated faculty, which may be redacted		
25	4E	At least two examples of completed core faculty development plans, which may be redacted		

26	4F	If applicable, an example of completed associated faculty development plans, which may be redacted		
27	4H	Evaluations of the program director		
28	4I	Program budget documents		
29	4L	Evaluations of the clinical education coordinator(s) from multiple sources (e.g., students, clinical education faculty)		
30	4L	List of clinical faculty development that has occurred within the last three years		
31	4L	Sample communications within the last year between the clinical education coordinator(s) and the clinical sites and between the ACCE/DCE and the students		
32	4L	Sample completed tool(s) used within the last year to assess student performance during clinical experiences		
33	4N	Minutes of meetings at which academic regulations are discussed		
34				
35	4O	Minutes of meetings prior to student engagement in clinical education where the core faculty determine the: • expectations for safety in student performance; and • list of skills in which students are expected to be able to perform safely and competently		
36	4O	Two sample graded practical exam rubrics for each course that includes the practice of clinical skills		
37	4P	Examples of completed tools used to evaluate clinical teaching effectiveness of CIs		
38	4P	Summary data of clinical education faculty assessments		
39	4P	Summary of data collected about the qualifications of the clinical education faculty (e.g., years of experience, specialist certification, or other characteristics expected by the program) for the clinical education faculty in the active clinical education sites		
40	5B	Financial Aid Brochure, if one exists		
41	5E	If an enrollment agreement is used, provide signed enrollment agreements for ALL enrolled students; provide by cohort in alpha order by last name of student. Provide an alpha list, by cohort, of the last name of all students enrolled in the program.		
42	6A	If there is a state-mandated curriculum plan, provide a copy		
43	6D, 7A, 7B, 7C, 7D	Examples of teaching materials that support instructional methods described in narrative		
44	6D	Comprehensive exam at end of program or comprehensive exams administered at different points in the program, if given		
45	6G	Sample evaluations of courses and faculty for distance education courses, which may be redacted		

46	6H	Clinical education files for clinical sites used, or planned to be used, by currently enrolled students. At a minimum, clinical education files are expected to include a current Clinical Site Information Form or equivalent data and student evaluations of clinical experiences		
Use the additional lines, as needed	**Document Reviewers' Requests (INCLUDE THE STANDARD AND REQUIRED ELEMENT**	Brief description of item	File name	