

**SELF-STUDY REPORT (SSR)  
INSTRUCTIONS AND FORMS  
FOR BOTH  
PTA and PT PROGRAMS  
August 2022**

**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 JANUARY 1, 2023. PROGRAMS ARE ENCOURAGED TO USE THE NEW FORMS NOW.**

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# SELF-STUDY REPORT INSTRUCTIONS

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

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

## PREVIEWING THE SELF-STUDY REPORT

Programs can download and print or save as a PDF the Self-Study report at any time during development by selecting the Print Preview button on the SSR grid page. Programs are encouraged to download the report initially (e.g., to review any data that may have been pulled in from the Annual Accreditation Report (AAR) or other CAPTE documents) and, periodically during development, to ensure information is accurate and current.

## SUBMISSION OF THE SELF-STUDY REPORT

The Self-Study Report must be submitted on the Portal at least sixty (60) days before the scheduled on-site visit. No paper submissions will be accepted. The new 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?seid=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, <https://capteportal.capteonline.org/Login.aspx?ReturnUrl=/Logout.aspx>. Once a record has been created, reach out to [accreditation@apta.org](mailto:accreditation@apta.org) and request that this new user be connected to 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 eight Standards:

1. Mission, Goals, Outcomes
2. Assessment, Planning
3. Institution & Program Integrity
4. Program Faculty
5. Students
6. Curriculum Plan
7. Curricular Content
8. Resources

Required Elements are included under each Standard. The Self-Study Report submission requirements for each Element is delineated in the evidence lists. Evidence requested for Portal Fields and Narrative responses is included in the appropriate (PTA or PT) *Standards and Required Elements for Accreditation*. 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 allow 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 assistant 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>. This is especially important since there is no spell check on the Portal. **The Portal cannot bold, underline, italicize, or colorize characters/words. You can use numbering or bullets, but all information will be left justified. Ensure that no HTML or hyperlinks are present.** Periodically download and view the report as formatting can change when responses are pasted into the Portal, even when formatting is done in the Portal.

**Font & Font Size:** The narrative response text should be of a consistent Font type and Font Size. The Font Size must be no smaller than 12 and no larger than 14. It is especially important when copying from multiple source documents to ensure that the font and font size are consistent for all responses. Preferred fonts include Arial and Tahoma. Times New Roman is NOT recommended.

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 see the uploaded table or chart.

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 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 can be included in narrative responses. While URLs copied into a text field will generally be live links in the downloaded report, you should check by periodically viewing the downloaded report.

**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](mailto:accreditation@apta.org) or 800-999-2782, ext. 3244 or 703-706-3244 or the appropriate PT or PTA program manager or specialist.

# ITEMS REQUIRED FOR A COMPLETE SELF-STUDY REPORT

The forms needed for the Self-study Report and the On-Site Visit are listed below. [Templates of the required forms are also available at https://www.capteonline.org/faculty-and-program-resources/accredited-programs](https://www.capteonline.org/faculty-and-program-resources/accredited-programs).

[General instructions](#) are provided along with the actual forms or specific information requested. While most forms/information is the same for both PTA and PT programs, individualized information is provided, where applicable. Please do not hesitate to contact staff members in the Accreditation Department for assistance if needed.

<b>1. Appendix List</b>			
	<b>Required for:</b>	<b>Instructions</b>	<b>Attach in Portal to</b>
<a href="#">Appendix List</a>	Both PTA & PT	<a href="#">Link to instructions</a>	N/A

<b>2. REQUIRED FORMS: UPLOADED AS PDFs TO THE PORTAL EXCEPT THE SSR CHECK-IN FORM AS A WORD DOCUMENT</b>			
	<b>Required for:</b>	<b>Instructions</b>	<b>Attach in Portal to</b>
<a href="#">Program Assessment Matrix</a>	Both PTA & PT	<a href="#">Link to instructions</a>	Element 2A
<a href="#">CV: Required format-2022 version</a>	Both PTA & PT	<a href="#">Link to instructions</a>	Core or Associated Faculty Detail Page
<a href="#">*Scholarship Form-2022 version</a>	PT ONLY	<a href="#">Link to instructions</a>	Core Faculty Detail Page
<a href="#">Policy Location Chart</a>	Both PTA & PT	<a href="#">Link to instructions</a>	Multiple Elements, see Appendix List
<a href="#">Retention Rate</a> (Initial Accreditation ONLY)	Both PTA & PT	<a href="#">Link to instructions</a>	1C1
<a href="#">7A &amp; 7C</a> Charts	PT ONLY	<a href="#">Link to instructions</a>	7A & 7C, respectively
<a href="#">7B PTA &amp; 7B PT</a> Chart	Both PTA & PT	<a href="#">Link to instructions</a>	7B
<a href="#">Clin Ed Placements Available</a>	Both PTA & PT	<a href="#">Link to instructions</a>	8F
<a href="#">SSR Check In Form-2022 version</a>	Both PTA & PT	<a href="#">Link to instructions</a>	Preface- <b>Word</b> format is required
<a href="#">Core &amp; Associate Faculty Workload Forms</a>	Both PTA & PT	<a href="#">Link to instructions</a>	4A (core) & 4D (associate)
<a href="#">Plan of Study-2022 version</a>	Both PTA & PT	<a href="#">Link to instructions</a>	6D (PTA) & 6E (PT)

**\*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/about-capte/policies-and-procedures/accreditation-handbook>.

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

**4. REQUIRED FORMS AND ON-SITE MATERIAL: ALL FORMS AND ON-SITE MATERIALS MUST BE PROVIDED ELECTRONICALLY TO THE TEAM USING A VIRTUAL PLATFORM AT LEAST 14 DAYS PRIOR TO THE VISIT.**

	Used for		Required Format
<a href="#">General Information Form</a>	Both PTA & PT	<a href="#">Link to instructions</a>	<b>Electronic Word versions</b>  Files named using naming conventions
<a href="#">Persons Interviewed Form</a>	Both PTA & PT	<a href="#">Link to instructions</a>	
<a href="#">Materials Provided On-Site</a>	Both PTA & PT	<a href="#">Link to instructions</a>	

# 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, provide the URL in the narrative as long as it is not for a password protected website. 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 returns to the specific location where it was uploaded and click the "X" to delete the displayed appendix.**
- 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.
  - Do not include the Element number unless the document is a continuation of a narrative response.
  - 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 only by emailing the document(s) to accreditation staff. The following naming conventions must be used in file names:
  - Between SSR submission and on-site visit, begin file name with AddMat\_, for example AddMat\_file name.pdf
  - After on-site visit and before CAPTE review, begin the file name with IR\_, for example IR\_file name.pdf.
  - 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 2021.pdf.
    - **IMPORTANT NOTE:** The program will not be able to delete a file uploaded after the Self-Study Report is submitted. Should a file need to be deleted, send an email to [accreditation@apta.org](mailto:accreditation@apta.org) that includes the specific file name(s).

- o To download appendices, programs must select each individual SRE and download any attachment. The new Portal creates a Zip file (Bundle), as previous. Programs are encouraged to use the SSR Writing Templates for document management.
- o No new documents will be allowed within thirty (30) days of the CAPTE meeting 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 2021.pdf.

## 2. REQUIRED FORMS: UPLOADED AS PDFs TO THE PORTAL

**Program Assessment Matrix:** This form must be used to document the program's assessment process for the items delineated in Elements 2B1-2B5. 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 2A.

**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 8/2022 is included in this document.

The last section, **Current Teaching Responsibilities in the Entry-Level Program for Academic Year of Site Visit**, 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](mailto:accreditation@apta.org).

**General Education Faculty for PTA PROGRAMS ONLY:**

If general education faculty are assigned to teach general education courses, identify the individual as TBD; no additional information or CV will be required. To save the information on the page, a unique page needs to be updated. An example would be CV\_gen ed 1, CV\_gen ed 2., etc. Note that the Portal requires that no two appendices be named the same. Adding an alphanumeric character to distinguish files is recommended.

**Faculty Scholarship Form for PT PROGRAMS ONLY:** This form is required for each core faculty member. On the Portal, the Scholarship Form (revised 8/2022) 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](http://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.

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 CAPTE meeting where the program will be reviewed, a scholarship form should be emailed to the Accreditation staff at [accreditation@apta.org](mailto:accreditation@apta.org).

**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 attached to each relevant Element. SEE APPENDIX LIST.

**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 (PT Only), 7B (PTA), 7B (PT), 7C (PT Only) Charts:** Chart formats are provided to identify sample course objectives that reflect the highest expected student performance level for each related content area for Elements 7A, 7B and 7C. **Note:** the 7B charts for PTA and PT programs are different.

**Clin Ed Available Placements:** A required format 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: 1C4, 2C, 4O, 6J1-6J5 (PTA), 6L1-6L5 (PT) and 8F. 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 1C4).

**SSR Check in Form:** This document (revised 8/2022), 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.

**Core Faculty Workload Form:** A required format that identifies core faculty workload distribution.

**Associate Faculty Workload Form:** A required format that identifies associate faculty workload distribution.

**Plan of Study: (now a required form):** Plan of study table (8/2022 version) that 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. (Forms packet).

### **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:** Identifies the faculty data required in the Core Faculty Information and Associated Faculty Information Portal pages. Data may pre-populate from the Annual Accreditation Report (AAR) or other CAPTE documents. As with the General Information Section, if the program has an active AAR and an active Self-study Report on the Portal, changes to one document will be reflected in the other document until one document is submitted.

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 CEC/ACCE/DCE, determine contact hours for clinical courses based on policies at your institution.
    - Provide an explanation in the narrative response for Element 8A.
- Portal fields are for: fall, winter, spring, and summer.
  - o Enter zero (0) for any term in which the individual has no classroom contact hours.
  - o 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 8A.

## 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.

### Additional notes regarding faculty information:

**If faculty for a course is unknown:** You will need to create a dummy faculty record. Select Add New Core Faculty (or New Associated Faculty) under the Faculty List. Select YES for the TBD (to be determined) field. 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.**

**PTA PROGRAMS ONLY: If general education and elective course faculty are not affiliated with the PTA program as core or supporting faculty:** Create one associated faculty record, indicate that the individual is to be determined (TBD), with the first name of TBD and the last name of Gen Ed. This record can be used as the primary faculty member for all relevant general education courses.

**Classify faculty (core vs associated)** based on definitions provided in the Standards. If classification has changed, the record must be deleted and a new record with the correct classification created in order for the correct fields to show in the Portal. **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 3C request the formula the program used to determine these numbers.) **Programs are also required to complete the two new required appendices: [core faculty workload table](#) and [associated faculty workload table](#).**

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/PTA 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, oversight of faculty, coordinating meetings, accreditation responsibilities, etc.
  - **Scholarship:** (PT Programs only) 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 percent time devoted to teaching as it makes it difficult for the Commission to understand how workload was determined. If appropriate, provide a rationale for the difference in the narrative response to Element 8A.

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. The total time will auto calculate on the Portal and must equal 100%.

**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 PTA or PT program, then the FTE for the program should reflect the individual's commitment to the program. For example:

- John Doe is a core PTA faculty member, but also is the dean or chair of the unit. He is on a 12-month contract and only teaches one course in 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.)

- o Institutional FTE = 1.33 FTE
- o Program FTE = 1.33 FTE
- Jane White is a PTA core faculty member on a 9-month appointment; half of her teaching load is devoted to teaching in another program
  - o Institutional FTE = 1 FTE
  - o 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:

<b>Full-Time Appointments</b>	<b>FTE for PT and PTA Programs</b>
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

<b>Part-Time Appointments (including part-time core, associated/adjunct faculty)</b>	<b>FTE for PT and PTA Programs</b>
Calculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution.	
Half-time for 12 months	0.67
Half-time for 9 months	0.5 (1.00 x 0.5)
One course (determined to be 30% contribution) in a 4.5-month semester	.15 (0.5 x 0.3)

**Course List/Course Details:** On the Portal, a course list is created by completing a course detail page for each course. Use the 'Preview/Print' option to review the pre-populated course list that includes the course details. 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 download and review the pre-populated course list, which includes course details, to determine the extent of needed revisions.

**PTA Programs:** include all courses that are required for the degree, including prerequisite, general education, and technical education courses.

**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 decimal**, using this formula. **For example, 85% would appear as .85.** 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 on-site visit,
- Academic Year of the on-site visit; and
- Academic Year after the on-site visit.

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 8C 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 AT THE START OF THE VISIT**

The following three forms **MUST** be provided to the team **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.**

### **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.

### **Persons Interviewed Form:**

This form identifies the names, credentials, and titles (or areas of responsibility) of those individuals whom the team will interview during the site visit and becomes part of the Visit Report. **The program can 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 visit team with a final version of the form.

**Materials Provided On-Site Form:**

This form identifies the materials that are expected to be available on site for the team to review and becomes part of the Visit 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 visit team with a final version of the form.

**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. Confidential documents that cannot be shared virtually, such as student and faculty files, should be noted on the Required On-Site Materials 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)	<b>APPENDIX LIST</b> <span style="background-color: #00FF00;">(August 2022)</span> Required Self-study Report Appendices for BOTH PTA & PT Programs	Required File Name
1	Preface	Signature Page	Signature Page.pdf
2	Preface	<a href="#">Self-Study Report Check In Form</a> , provided as a <b>Word</b> document	SSR Check In.doc
3	1C1	For Initial Accreditation only: <a href="#">Retention Rate Table</a> (forms packet)	Retention Rate.pdf
4	1C4	<p><b>For Initial Accreditation Only:</b> See Part 8 in CAPTE's Rules of Practice and Procedure for clinical education data required <b>no later than thirty (30) days prior to the CAPTE meeting.</b></p> <p>Two of the three required document are included here; see Element 8F for the third document. Email the required materials to accreditation@apta.org:                      (1) A copy of the summary page of each student's most recent evaluation (mid-term or final); and                      (2) An analysis of the performance of students (in aggregate) in clinical education based on feedback provided by clinical educators.</p> <p>For programs using the web version of the CPI, reports can be generated.</p>	CE Student Performance Summary.pdf; CE Analysis of Student Performance.pdf
5	2A	<a href="#">Program Assessment Matrix</a> (forms packet)	Program Assessment Matrix.pdf
6	2C	Curriculum Assessment Matrix (no required format)	Curriculum Assessment Matrix.pdf
7	2A, 2C	Survey forms used to collect data from stakeholders; combine into one PDF	Survey Forms.pdf
8	2D	Planning document (no required format)	Planning Document.pdf
9	3C	Provide an organizational chart that includes the location of the program within the organizational structure of the institution	Organizational Chart.pdf
10	3C	Include in <a href="#">Policy Location Chart</a> (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  (Blank chart is found in Instructions & Forms.doc)
11	<span style="background-color: #00FF00;">3C, 4A, 8A</span>	<a href="#">Core Faculty Workload Form</a> (Forms packet)	<span style="background-color: #00FF00;">Workload Form – Core Faculty.pdf</span>
12	<span style="background-color: #00FF00;">3C, 4D</span>	<a href="#">Associate Faculty Workload Form</a> (Forms packet)	<span style="background-color: #00FF00;">Workload Form – Associate Faculty.pdf</span>
13	3D	Include in <a href="#">Policy Location Chart</a> (forms packet) the policies and procedures related to equal opportunity and nondiscrimination for faculty, staff and prospective/enrolled students. Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf



row	Attach to Element(s)	<b>APPENDIX LIST</b> <span style="background-color: #00FF00;">(August 2022)</span> <b>Required Self-study Report Appendices for BOTH PTA &amp; PT Programs</b>	Required File Name
14	3C, 3E, 4E, 4F, 4H	Include in <a href="#">Policy Location Chart</a> (forms packet) the <b>policies</b> 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: <ul style="list-style-type: none"> <li>• Policies related to due process;</li> <li>• Policies describing confidentiality of records and other personal information;</li> <li>• Policies applicable to core faculty, including but not limited to:               <ul style="list-style-type: none"> <li>▪ Personnel policies, including merit, promotion, tenure;</li> <li>▪ Faculty evaluation and development;</li> <li>▪ 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;</li> <li>▪ Program planning; and</li> <li>▪ Fiscal planning and allocation of resources.</li> </ul> </li> <li>• Policies applicable to associated faculty;</li> <li>• Policies applicable to clinical education faculty;</li> <li>• Policies related to staff; and</li> <li>• Other relevant policies including patients and human subjects used in demonstrations and practice for educational purposes.</li> </ul>	Policy Location Chart.pdf
15	3C, 3D, 3E, 4E, 4F, 4H	Institutional Faculty Handbook if available	Handbook Institution Faculty.pdf
16	3C, 3D, 3E, 4E, 4F, 4H	Program Faculty Handbook, if available	Handbook Program Faculty.pdf
17	3C, 3D, 3E, 8A	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
18	3C, 3E, 3F, 3H1-3H5, 4E, 4F, 4L, 4M, 4N, 5A, 5C, 5E	Program Policies and Procedures Manual, if available	Policies and Procedures Program.pdf
19	3H	Include in <a href="#">Policy Location Chart</a> (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
20	3H, 4J, 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
21	4J, 4O	Include in <a href="#">Policy Location Chart</a> (forms packet) the <b>policies and procedures related to clinical education</b> including, but not limited to, policies: <ul style="list-style-type: none"> <li>• for students;</li> <li>• related to clinical instructor qualifications;</li> <li>• related to clinical instructor responsibilities; and</li> <li>• tools used in assessing the performance of students and the clinical instructor.</li> </ul> Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf

row	Attach to Element(s)	<b>APPENDIX LIST</b> <span style="background-color: #90EE90;">(August 2022)</span> <b>Required Self-study Report Appendices for BOTH PTA &amp; PT Programs</b>	Required File Name
22	4J, 4O	Clinical Education Handbook, if available	Clinical Education Handbook.pdf
23	4N	Include in <a href="#">Policy Location Chart</a> (forms packet) the policies and procedures related to: <ul style="list-style-type: none"> <li>• expectations for students to demonstrate that they are competent and safe prior to engaging in clinical education; and</li> <li>• the skills students must demonstrate competent and safe performance prior to engaging in clinical education.</li> </ul> Identify, as applicable, where they are found, including the name of the document, page number and/or URL. If information is included in course syllabi, identify which syllabi.	Policy Location Chart.pdf
24	4N	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
25	5A	Include in <a href="#">Policy Location Chart</a> (forms packet) the policies and procedures related to student recruitment and admission, including but not limited to: <ul style="list-style-type: none"> <li>• student recruitment, and</li> <li>• maintenance of planned class size and prevention of over-enrollment.</li> </ul> Identify, as applicable, where they are found, including the name of the document, page number and/or URL.	Policy Location Chart.pdf
26	5A	Student Recruitment Materials, if available	Student Recruitment Materials.pdf
27	5B	Indicate where each of the items identified in the narrative is located; include the name of document(s) and the page number and/or specific URL reference(s) where the policies can be found. If the items are not located in supporting document(s), provide a copy of the relevant information; a URL by itself is NOT sufficient for requested items. 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 web pages related to the Required Element(s) being addressed	Relevant Student Information.pdf
28	PTA: 5B, 6D, 6L	Relevant Catalog(s) Note: At the very least, all Catalog pages relevant to the program must be combined and provided as a PDF. If only available via URL, put URL on a Word document and upload as an appendix. Be sure the URL is not password protected.	Catalog Undergraduate.pdf Catalog Graduate.pdf
	PT: 5B, 6E, 6N		
29	5C	Copy of enrollment agreement, if used	Enrollment agreement.pdf

row	Attach to Element(s)	<b>APPENDIX LIST</b> <span style="background-color: #90EE90;">(August 2022)</span> <b>Required Self-study Report Appendices for BOTH PTA &amp; PT Programs</b>	Required File Name
30	5D	Include in <a href="#">Policy Location Chart</a> (forms packet) the <b>policies and</b> procedures related to students including, but not limited to: <ul style="list-style-type: none"> <li>• Policies related to due process;</li> <li>• Policies describing confidentiality of records and other personal information;</li> <li>• Safety of students when in the role of subjects or patient-simulators;</li> <li>• Policies related to calibration and safety check of laboratory equipment;</li> <li>• 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;</li> <li>• Policies addressing requests for accommodation (in the classroom or clinical education) for students with disabilities;</li> <li>• Information provided to students regarding potential health risks they may encounter throughout the education program and in clinical practice;</li> <li>• Policies governing use of standard precautions;</li> <li>• Policies governing the storage and use of any hazardous materials;</li> <li>• Safety regulations and emergency procedures;</li> <li>• Policies governing the use and maintenance of equipment;</li> <li>• Policies related to clinical education experiences, including HIPAA and a patient's right to refuse treatment by a student; and</li> <li>• Policies regarding laboratory access by students outside scheduled class time.</li> </ul>	Policy Location Chart.pdf
31	5D, 5E	Institutional Student Handbook	Handbook Institution Student.pdf
32	5D, 5E	Program Student Handbook, if available	Handbook Program Student .pdf
33	5E	Include in <a href="#">Policy Location Chart</a> (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	Policy Location Chart.pdf
34	PTA: 6D, 7A, 7B, 7C, 7D	1. <a href="#">Plan of study</a> that list courses by term and includes prefix, #, title, credits, and student contact hours broken down by lecture, lab, independent study and clinical hours, <span style="background-color: #90EE90;">plus primary faculty and other instructors. (Forms packet)</span>	Plan of study.pdf
	PT: 6E, 7A, 7B, 7C, 7D	2. Curriculum Table (optional for 7Ds)  <b>FOR INITIAL ACCREDITATION ONLY:</b> 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.	7D PTA Curriculum Table.pdf  7D PT Curriculum Table.pdf  Use the relevant form & name
35	6J (PTA)/6L (PT), 8F	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 (PTA) or 6L1-6L5 (PT). Documentation for each student should include the name of the facility <b>and</b> type(s) of experience (e.g., in-patient, out-patient, acute care, rehabilitation, home care, pediatrics, etc.).  <b>For Initial Accreditation Only:</b> 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).	CE Student Experiences.pdf
36	PT ONLY  7A	<b>PT ONLY:</b> <a href="#">7A PT Content Chart</a> (forms packet), to identify sample objectives at the highest expect level for each content area delineated in Element 7A.	7A PT Content Chart.pdf
37	7B	<b>Use the appropriate chart, <a href="#">7B PTA Content Chart</a> (forms packet) OR <a href="#">7B PT Content Chart</a> (forms packet)</b> to identify sample objectives at the highest expect level for each content area delineated in Element 7B.	Use the relevant form & name: 7B PTA Content Chart.pdf 7B PT Content Chart.pdf

row	Attach to Element(s)	<b>APPENDIX LIST</b> <span style="background-color: #90EE90;">(August 2022)</span> <b>Required Self-study Report Appendices for BOTH PTA &amp; PT Programs</b>	Required File Name
38	PT ONLY 7C	PT ONLY: <a href="#">7C Content Chart</a> (forms packet) that identifies sample objectives at the highest expect level for each content area delineated in Element 7C.	7C PT Content Chart.pdf
39	PTA ONLY 7D23 a-n and 7D24 a-i	<b>Responses to 7D23a-i and 7D24 a-n are to address each narrative bullet item for each intervention or test and measure identified.</b> For example, response for 7D23c-Biophysical Agents is to address each narrative bullet for biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction, and light therapies listed. At least one objective for each of the separate items. In order to accommodate this additional information, the narrative response for these elements can be provided as an appendix. Be sure the curriculum map contains an item for each intervention or test and measure.	7D PTA Curriculum Table.pdf (optional)
40	8F	<a href="#">Clinical Education Sites Available Form</a> (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
41	8G	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
42	8H	Identify where information related to academic, counseling, health, disability, and financial aid services is available to students.	Policy Location Chart.pdf
43	Related Elements	<b>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.</b>	
44	Related Elements; DO NOT ATTACH to elements: 4A, 4D, 4G, 4I, 4K	<a href="#">CV</a> (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. <b>DO</b> 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. <span style="background-color: #90EE90;">Ensure faculty teaching assignments are inclusive and current in the final section of each individual CV.</span>	CV-Last Name First Name.pdf  (for example: CV-Smith Mary.pdf)
45	PT ONLY Related Element: 4B	<a href="#">Core Faculty Scholarship Form</a> (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)

row	Attach to Element(s)	<b>APPENDIX LIST</b> (August 2022) <b>Required Self-study Report Appendices for BOTH PTA &amp; PT Programs</b>	Required File Name
46	<p><b>Related Elements; DO NOT ATTACH to elements:</b>  <b>PTA:</b>  <b>4A, 4D, 6D, 6E, 6F, 6G, 7A, 7B, 7C, 7D</b></p> <p><b>PT:</b>  <b>4A, 4D, 6E, 6F, 6G, 6H, 7A, 7B, 7C, 7D</b></p>	<p>Course syllabi; <b>uploaded on the Course Details page for each course.</b></p> <p>See the relevant Element 6E for what each syllabus must contain:  PTA = Element 6E  PT = Element 6G</p> <p><b>FOR INITIAL ACCREDITATION ONLY:</b> if there have been changes in the curriculum since the program started -- develop the course list and provide syllabi for the curriculum experienced by the charter class as 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.</p>	<p>S-Course Prefix &amp; Number.pdf  (for example: S-PTA256.pdf)</p>
47	<p><b>Related Elements; DO NOT ATTACH to elements:</b></p> <p><b>PTA:</b>  <b>4A, 4D, 4N, 6H</b></p> <p><b>PT:</b>  <b>4A, 4D, 4N, 6J</b></p>	<p>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.</p> <p>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.</p> <p>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 uploaded on the Course Detail Page for each relevant course.</p> <p>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.</p> <p><b>FOR INITIAL ACCREDITATION ONLY:</b> if the curriculum has changed since the start of the program, provide exams for the curriculum experienced by the charter class as 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.</p>	<p>E-Course Prefix &amp; Number.pdf  (for example: E-PTA256.pdf)</p>

## Program Assessment Matrix: Required Form (April 2015)

	Required Element		
<b>2B1</b>	<b>Admissions process meet the needs and expectations of the program</b>	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
<b>2B1</b>	<b>Admissions criteria and prerequisites meet the needs and expectations of the program</b>	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
<b>2B2</b>	<b>Program enrollment appropriately reflects available resources, program outcomes and workforce needs</b>	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2B3	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:	
2B3	Associated 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:	
2B3	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:	
2B4	Program resources: financial resources	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	

2B4	Program resources: staff (administrative/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:	
2B4	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:	
2B4	Program resources: equipment, technology & materials	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
2B4	Program resources: library and learning resources	Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	



		<b>Summary and Analysis of Data Collected:</b>	
<b>2B4</b>	<b>Program resources: student services (academic, counseling, health, disability, and financial aid services)</b>	<b>Individual responsible for coordinating this assessment component:</b>	<b>Timeline:</b>
		<b>Sources of Information &amp;/or Tools Used to Collect Data:</b>	
		<b>Summary and Analysis of Data Collected:</b>	
<b>2B5</b>	<b>Program policies and procedures, as well as relevant institutional policies and procedures meet program needs</b>	<b>Individual responsible for coordinating this assessment component:</b>	<b>Timeline:</b>
		<b>Sources of Information &amp;/or Tools Used to Collect Data:</b>	
		<b>Summary and Analysis of Data Collected:</b>	
<b>2B5</b>	<b>Analysis of the extent to which program practices adhere to policies and procedures</b>	<b>Individual responsible for coordinating this assessment component:</b>	<b>Timeline:</b>
		<b>Sources of Information &amp;/or Tools Used to Collect Data:</b>	
		<b>Summary and Analysis of Data Collected:</b>	

Additional rows provided if program wants to report on the assessment of other areas. 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:	
		Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
		Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	
		Summary and Analysis of Data Collected:	
		Individual responsible for coordinating this assessment component:	Timeline:
		Sources of Information &/or Tools Used to Collect Data:	

		<b>Summary and Analysis of Data Collected:</b>

**CORE FACULTY WORKLOAD DISTRIBUTION FORM**

CORE FACULTY NAME	FTE (CAPTE Calculations)	FTE for Program	TEACHING						SERVICE		*Administrative Responsibilities	Scholarship (Pt Programs Only)	Enrolled In Degree Program (for which release time is given)	TOTAL
			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.				
			Fall	Winter	Spring	Summer								
In alphabetical order														

<b>ASSOCIATED WORKLOAD DISTRIBUTION FORM</b>					
<b>FACULTY NAME</b>	<b>TEACHING</b>				
	<b>FTE (CAPTE calculations)</b>	<b>Total Contact Hours in Entry Level Program per Term</b>			
<b>In Alphabetical Order</b>		<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Summer</b>

## CURRICULUM VITAE (Required Form) (Aug 2022)

Name

Name of Institution

Education: 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)

Licensure Information:

State and Registration Number:

Certifications (eg, ABPTS):

Employment and Positions Held: 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 -)

Peer Reviewed Publications: 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.**

Peer Reviewed Scientific and Professional Presentations: from the most recent to the earliest

Presenter(s)

Title

Occasion

Date

Funded/In Review Grant Activity:

Authorship/participation

Amount of funding awarded

Nature of project

Date and source

Current/Active Research Activity:

Authorship

Nature

Funding (external, grant, internal)

Membership in Scientific/Professional Organizations:

Organization

Duration (from – to -)

Position, if applicable

Consultative and Advisory Positions Held:

Title or nature  
Agency  
Duration (from – to -)

Community Service:

Title or nature  
Agency  
Duration (from – to --)

Services to the University/College/School on Committees/Councils/Commissions:

University-wide

Dates  
Memberships & chairmanships, if applicable

School

Dates  
Memberships & chairmanships, if applicable

Department

Dates  
Memberships & chairmanships, if applicable

Honors and Awards:

Title or nature  
Awarding agency  
Date

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

Current Teaching Responsibilities in the Entry-Level Program for Academic Year of Site Visit: 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) (Aug 2022)

Provide 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:**

<b><u>Principal Topics of Scholarly Inquiry</u></b>				
<p><b><u>Peer Reviewed Scholarly Accomplishments Completed During the Past 10 years.</u></b>                  Cite scholarly accomplishments that have been disseminated in a peer-reviewed format. Provide <b>complete</b> 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.</p> <p><b>Guidance:</b>                  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.</p> <p>Use only abbreviations that would be widely known.</p>				
<p><b><u>Specific Measurable Scholarship Goals</u></b>                  These goals should minimally reflect 2 accomplishments that will be disseminated in a peer review format over the next 4 years.</p> <p>Number each goal</p>				
<p><b><u>Ongoing/Planned Scholarly Activities Related To Above Goals</u></b>                  For each of the above goals, list the related ongoing or planned scholarly activities including the project title, your role in the project, target dissemination source and estimated timeline for dissemination.</p> <p>Add rows as necessary</p> <p><small><sup>1</sup> Target Source – Specific target sources for dissemination should be provided; e.g., manuscript – PTJ, JOSPT; Platform – CSM, NEXT. “Manuscript in professional journal” or “presentation at a professional meeting” is not specific.</small></p>	<b>Related Goal #(s)</b>	<b>Project Title</b>	<b>Role in Project</b>	<b>Target Source<sup>1</sup> and Timeline<sup>2</sup> for Dissemination</b>



<sup>2</sup> Target Timeline – Specific target timeline; e.g., year - 2026				
<b>Narrative</b> 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 <u>not</u> obvious, provide a narrative description.				

**Policy Location Chart (Required Form) (January 2019)**

<b>Related Element(s)</b>	<b>Policy Is Related to:</b>	<b>Policies &amp; Procedures Related to:</b>	<b>Name of document(s) policy located in</b>	<b>Page # AND URL as applicable</b>	<b>When Is information Provided to Stakeholders</b>
<b>3C</b>	Faculty	Faculty responsibility for determining & implementing academic standards			
<b>3C</b>	Faculty	Faculty roles			
<b>3C</b>	Faculty	Faculty workload			
<b>3D</b>	Faculty & Staff	Equal opportunity and nondiscrimination for faculty and staff			
<b>3D</b>	Students	Equal opportunity and nondiscrimination for prospective/enrolled students			
<b>3E</b>	Faculty & Staff	Due process			
<b>3E</b>	Faculty & Staff	Confidentiality of records and other personal information			
<b>3E</b>	Core Faculty	Personnel policies, including merit, promotion, and tenure			
<b>3E</b>	Core Faculty	Faculty evaluation and development			
<b>3E</b>	Core Faculty	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			
<b>3E</b>	Associated Faculty	Policies applicable to associated faculty; including faculty evaluation and development			

**Policy Location Chart (Required Form) (January 2019)**

<b>Related Element(s)</b>	<b>Policy Is Related to:</b>	<b>Policies &amp; Procedures Related to:</b>	<b>Name of document(s) policy located in</b>	<b>Page # AND URL as applicable</b>	<b>When Is information Provided to Stakeholders</b>
<b>3E</b>	Clinical Education Faculty	Policies applicable to clinical education faculty			
<b>3E</b>	Staff	Policies related to staff			
<b>3E</b>	Patients / human subjects	Other relevant policies including patients and human subjects used in demonstrations and practice for educational purposes			
<b>3F</b>	Outside complaints	Handling complaints that fall outside the realm of due process, including a prohibition of retaliation following complaint submission			
<b>3H1 thru 3H5</b>	Faculty	Maintaining compliance with accreditation policies and procedures. Note: it is acceptable for these to be part of a job description.			
<b>4J</b>	Clinical Education: students	Clinical Education policies for students; Tools used to assess performance of students			
<b>4J</b>	Clinical Education: CIs	Clinical instructor qualifications; Clinical instructor responsibilities; and Tools used in assessing the performance of clinical instructor			

**Policy Location Chart (Required Form) (January 2019)**

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
4N	Core Faculty Setting Policies Related to Clinical Education	Core faculty developing and implementing: Expectations for students to demonstrate that they are competent and safe prior to engaging in clinical education; and  Core faculty determining which skills students must demonstrate competent and safe performance prior to engaging in clinical education			
4O	Clinical Education: CI Qualifications	Expectations for clinical instructor qualifications			
5A	Admissions	Student recruitment and admission, including but not limited to: • student recruitment; • maintenance of planned class size; and • prevention of over-enrollment			
5D	Students	Due process			
5D	Students	Confidentiality of records and other personal information			
5D	Students	Safety of students when in the role of subjects or patient-simulators			
5D	Students	Calibration and safety check of laboratory equipment; and Use and maintenance of equipment			

**Policy Location Chart (Required Form)** (January 2019)

<b>Related Element(s)</b>	<b>Policy Is Related to:</b>	<b>Policies &amp; Procedures Related to:</b>	<b>Name of document(s) policy located in</b>	<b>Page # AND URL as applicable</b>	<b>When Is information Provided to Stakeholders</b>
<b>5D</b>	Students (Clin Ed)	What student information is shared with the clinical facility (e.g., criminal background check, academic standing) and the process used to share this information			
<b>5D</b>	Students	Requests for accommodation (in the classroom or clinical education) for students with disabilities			
<b>5D</b>	Students	Information provided to students regarding potential health risks they may encounter throughout the education program and in clinical practice			
<b>5D</b>	Students	Governing use of standard precaution			
<b>5D</b>	Students	Governing the storage and use of any hazardous materials			
<b>5D</b>	Students	Safety regulations and emergency procedures			
<b>5D</b>	Students	Clinical education experiences, including HIPAA and a patient's right to refuse treatment by a student			
<b>5D</b>	Students	Laboratory access by students outside scheduled class time			
<b>5E</b>	Students	Student retention, progression and dismissal			

**Policy Location Chart (Required Form) (January 2019)**

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
8H	Students	Identify where information related to academic, counseling, health, and disability services is available to students			
8H	Students	Identify where information related to financial aid services is available to students			

## RETENTION RATE TABLE (Feb 2021)

***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.*

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

**Plan of Study- 2022 version**

COURSES (list in sequence by term as in the plan of study)					SCHEDULED <u>STUDENT CONTACT</u> <u>HOURS PER TERM</u>					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	
Year of term (e.g., 1, 2, 3); Number of term (e.g., 1, 2, 3, 4, 5)	Course prefix & Number	Course Title	Length of Course In weeks (Incl. exam week)	Credits	Classroom (e.g., lecture, seminar, tutorial)	Laboratory	Distance Education	Other (e.g., independent study)	Clinical Education	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



**7A Chart: PT ONLY**

<b>7A PT CONTENT CHART (Required) (January 2019)</b>	
<b>Content Area</b>	<b>Provide a maximum of 3-5 examples of course objectives demonstrating the highest expected level; Include: Course Prefix &amp; #, Objective #, Wording of Objective</b>
Anatomy	
Physiology	
Genetics	
Exercise Science	
Biomechanics	
Kinesiology	
Neuroscience	
Pathology	
Pharmacology	
Diagnostic Imaging	
Histology	
Nutrition	
Psychosocial aspects of health & disability	

**7B Chart: PTA Version**

**7B PTA CONTENT CHART (Required) (January 2019)**

Content Area	Provide a maximum of 3-5 examples of course objectives demonstrating the highest expected level (where provided in the curriculum with at least one objective at the highest level); Include: Course Prefix & #, Objective #, Wording of Objective
Cardiovascular Systems	
Endocrine & Metabolic Systems	
Gastrointestinal System	
Genital & Reproductive Systems	
Hematologic system	
Hepatic & Biliary Systems	
Immune System	
Integumentary System	
Lymphatic System	
Musculoskeletal System	
Nervous System	
Respiratory System	
Renal & Urologic systems	
Common Medical & Surgical Conditions	

**7B Chart: PT Version**

<b>7B PT CONTENT CHART (Required) (January 2019)</b>	
<b>Content Area</b>	<b>Provide a maximum of 3-5 examples of course objectives demonstrating the highest expected level; Include: Course Prefix &amp; #, Objective #, Wording of Objective</b>
Communication	
Ethics & Values	
Management	
Finance	
Teaching & Learning	
Law	
Clinical Reasoning	
Evidenced-Based Practice	
Applied Statistics	

**7C Chart: PT ONLY**

<b>7C PT CONTENT CHART (Required) (January 2019)</b>	
<b>Content Area</b>	<b>Provide a maximum of 3-5 examples of course objectives demonstrating the highest expected level; Include: Course Prefix &amp; #, Objective #, Wording of Objective</b>
Cardiovascular Systems	
Endocrine & Metabolic Systems	
Gastrointestinal System	
Genital & Reproductive Systems	
Hematologic system	
Hepatic & Biliary Systems	
Immune System	
Integumentary System	
Lymphatic System	
Musculoskeletal System	
Nervous System	
Respiratory System	
Renal & Urologic systems	
System Interactions	
Differential Diagnosis	
Common Medical & Surgical Conditions	

**CLINICAL EDUCATION SITES AVAILABLE FOR ACADEMIC YEAR OF CAPTE ON-SITE VISIT  
 BASED ON CURRENT CONTRACTUAL ACCESS (Required Form) (November 2015)**

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

<b>Clin Ed Course</b> (Prefix & # & Name) Add rows as needed	<b>Year in Program</b> (e.g., 1, 2, 3)	<b>Term in Program</b> (e.g., 1, 2, 3, 4,)	<b>F=Full time</b> <b>P=Part time</b>	<b>Type(s) of Settings</b> (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)	<b># Placements Needed</b>	<b># Placements confirmed</b>	<b># of Additional Placements Needed</b>

**Self-Study Checklist (Required Form – 2 pages; upload as a WORD document) (August 2022)**  
**Programs must complete and attach to the Preface in the Portal**

Institution		Date	
Prog	Staff	Format	Comment
		Narrative has paragraph & line breaks	
<b>Program Information</b>			<b>Comment</b>
		Allocations and Expenses form (8C) <ul style="list-style-type: none"> <li>• Correct years: AY of visit, previous AY, next AY</li> <li>• Data provided each category; Allocations don't indicate 0 dollars</li> </ul>	
		1 page list (by term) of the curriculum plan (PTA: 6D; PT: 6E)	
		Description of program's required clinical experiences (PTA: 6J; PT: 6L)	
		<b>Narrative description</b> 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); <b>PTA ONLY:</b> objectives 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
	<a href="#">7A PT Content Chart.pdf</a> (PT ONLY)		
	<a href="#">7B PTA Content Chart.pdf</a> OR <a href="#">7B PT Content Chart.pdf</a>		
	<a href="#">7C PT Content Chart.pdf</a> (PT ONLY)		
	Catalog Undergraduate.pdf		
	Catalog Graduate.pdf (PT ONLY)		
	*CE Analysis of Student Performance.pdf	<b>* Initial Accredited ONLY: provided 30 days before CAPTE review</b>	
	<a href="#">CE Sites Available Chart.pdf</a>		
	CE Student Experiences.pdf		
	*CE Student Experiences.pdf	<b>* for Initial Accredited this document is provided 30 days before CAPTE review</b>	
	*CE Student Performance Summary.pdf	<b>* Initial Accredited ONLY: provided 30 days before CAPTE review</b>	
	Clin Ed Written Agreement.pdf		
	Clinical Education Handbook.pdf		
	Curriculum Assessment Matrix.pdf		
	<a href="#">CV-Last Name First Name.pdf</a>		
	E-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		

	<b>Required Appendices &amp; Required Naming Conventions</b>	Place a √ to confirm file name; if necessary provide different file name	Staff only
	<a href="#">Plan of Study.pdf</a>		
	Planning Document.pdf		
	Policies and Procedures Program.pdf		
	<a href="#">Policy Location Chart.pdf</a>		
	<a href="#">Program Assessment Matrix.pdf</a>		
	Relevant Student Information.pdf		
	<a href="#">*Retention Rate.pdf</a>	<b>* Initial Accred ONLY</b>	
	<a href="#">Scholarship-Last Name First Name.pdf</a>		
	S-Course Prefix & Number.pdf		
	Signature Page.pdf		
	Skill List-Expected To Be Competent.pdf		
	Student Recruitment Materials.pdf		
	Survey Forms.pdf		
	<a href="#">Workload Form – Core Faculty.pdf</a>		
	<a href="#">Workload Form – Associate Faculty.pdf</a>		

## General Information Section of the SSR (April 2015)

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 technical (PTA) or professional (PT) program. Totals will auto calculate. The total number of men + women **must** = the total for ethnicity/race.



**PTA Programs: Number of Students in the Program**

**Men**

Freshman  
Sophomore

**Women**

Freshman  
Sophomore

**PT Programs: Number of Students in the Professional Program, enter zero (0) where applicable**

**Men**

Senior  
Grad 1  
Grad 2  
Grad 3  
Grad 4

**Women**

Senior  
Grad 1  
Grad 2  
Grad 3  
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 (August 2022)

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.

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
<b>First Name</b>	
<b>Last Name</b>	
<b>Credentials</b>	
<b>Faculty Type</b>	Core or Associated Note: Pre-fills from Faculty List based on how created. If status changes, must delete individual from Faculty List and then re-create with correct faculty type.
<b>Position</b>	Director; Clin Ed Coordinator, Other Faculty; Director & Clin Ed Coordinator Note: Use Clin Ed Coordinator refers to DCE/ACCE
<b>PT Programs ONLY: Scholarly Productivity</b>	Not involved in scholarship Actively engaged but product(s) not disseminated Actively engaged, some peer-reviewed disseminated products (< than 5 products last 10 yrs) Actively engaged, numerous peer-reviewed disseminated products (5 or > products last 10 yrs)
<b>Months Appointed Per Academic Year</b>	
<b>PT or PTA</b>	PT      PTA      Both      Neither
<b>FTE For Institution</b>	<a href="#">See FTE Calculations</a>
<b>FTE For Program</b>	<a href="#">See FTE Calculations</a>
<b>Sex</b>	
<b>Highest Earned Clinical Degree (PT/PTA Degree, including tDPT degree)</b>	Associate Baccalaureate Certificate Master DPT Bachelor + Transition DPT Certificate + Transition DPT Master + Transition DPT Not Applicable
<b>Highest Earned Academic Degree (Degree earned beyond entry-level degree, do NOT include tDPT degree)</b>	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)
<b>Discipline of Highest Earned Degree</b>	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
<b>Rank</b>	Lecturer Instructor Assistant Professor Associate Professor Professor Graduate Research/TA Administrative Appointment Clinical Assistant Professor Clinical Associate Professor Clinical Professor Other
<b>Total Years as Faculty</b>	
<b>Total Years as Faculty in Program</b>	

<b>Primary Area of Expertise Taught in Program</b>	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular	Neuroscience None Other Pathology Pediatrics Physiology Professional issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise
<b>Secondary Area of Expertise Taught in Program</b>	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular	Neuroscience None Other Pathology Pediatrics Physiology Professional issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise
<b>Enrolled in Degree Program</b>	Yes (Bachelors Program) Yes (Master's Program) Yes (DPT program – this refers to a tDPT program) Yes (other Doctoral program) No	
<b>Certified Clinical Specialist</b>	Yes    No    Not Applicable	
<b>Workload Distribution (Core Faculty only)</b> (Provide % time involved in <b>each</b> area listed – total MUST equal 100%)	<b>Teaching</b> <b>Service</b> <b>Administrative Responsibilities</b> <b>Scholarship</b> <b>Enrolled in Degree Program</b>	(%) Entry level Program (%) Other Programs (%) Clinical Practice [for which release time is given] (%) Committee Work/General Advising, etc (%) <b>For which release time is given</b> (%) [PT Programs Only] (%) [for which release time is given]
<b>Total Classroom Contact Hours Per Term in Program Seeking Accreditation</b>	Fall Spring	Winter Summer
<b>Note: Core and Associated Faculty</b>	<b>Note:</b> This was not an AAR question; no data will pre-populate	
<b>CV/Resume</b>	Upload CV (required for both core and associated faculty); see naming conventions	
<b>Scholarship Form (Core only)</b>	Upload Core Faculty Scholarship Form for <b>PT Core faculty ONLY</b> , see naming conventions	
<b>Qualifications (25,000-character limit)</b>	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)  <b>See Elements 4A and 4D for information required.</b>  <b>Note:</b> This is not an AAR question; no data will pre-populate	

# COURSE LIST/COURSE DETAILS INSTRUCTIONS (Aug 2022)

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	1 <sup>st</sup> term of the 1 <sup>st</sup> year	1	1
PSY 101 Psychology	2 <sup>nd</sup> term of the 1 <sup>st</sup> year	1	2
PTA 201 Pathology	1 <sup>st</sup> term of the 2 <sup>nd</sup> year	2	3
PT 263 Clinical Experience III	3 <sup>rd</sup> term of the 2 <sup>nd</sup> 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	1 <sup>st</sup> term of the 1 <sup>st</sup> year	1	1
PT 715 Clin Experience I	1 <sup>st</sup> term of the 2 <sup>nd</sup> year	2	4
PT 762 Research Measures	2 <sup>nd</sup> term of the 2 <sup>nd</sup> year	2	5
PT 891 Clinical Experience III	3 <sup>rd</sup> term of the 3 <sup>rd</sup> 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 a decimal; if course credits contain a decimal, provide the nearest whole number.

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

**Students per Class:** numbers should reflect planned class size.

**Students per Section:** numbers should reflect planned class size.

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

**PTA Programs:**

**General Education:** prerequisite and general education courses.

**Technical Education:** physical therapist assistant courses.

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

**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.**

**PTA PROGRAMS ONLY:**

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

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

## SCHEDULED STUDENT CONTACT HOURS

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

- **Classroom:** lecture, seminar/discussions, tutorials, etc. which do **not** have a laboratory component **and are held in-person with face-to-face instruction.**
- **Laboratory:** can also include laboratory experiences in which the student has an opportunity to interact or observe patients regardless of if this opportunity occurs on campus or in a clinical setting.
- **Clinical Education:** use 40 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**; use the following to calculate contact hours:
  - 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).
  - 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.
  - 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 on-site visit. 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.
- **PT ONLY:** 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).
- **PTA ONLY:** If more than one course may be taken to fulfill the degree requirements, choose the course most commonly taken by students to fulfill the degree requirements. If the most commonly taken course is not known, choose one course from among the possible courses students can take. For example, if PSYCH 110 or 115 can be taken to fulfill the degree requirements, choose either PSYCH 110 or PSYCH 115, but not both.
- For contact hours when credit is required for graduation 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.

### GRADUATION RATE TABLE (Aug 2022)

Use this table to collect data for the last two graduating cohorts. The Portal will auto calculate the graduation rate **as a decimal** 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

	Graduation Rate Calculation Form	Select 'View' to access graduation rate questions	
	<b>Graduation Rate Instructions</b>		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?	<b>FOR PROGRAMS WITH MULTIPLE COHORTS GRADUATING during the YEAR being reported, complete a separate form for each cohort.</b>	
	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 <b>NEW</b> 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. <b>NEW STUDENTS ONLY— DO NOT COUNT RE-ENTRY/DECELERATED STUDENTS</b>	
	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 (Sept 2022)

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

## 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 example 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 throughout the curriculum. It is intended to show the format needed; it is NOT 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.

### **7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.**

**Learning Experiences:** Communication is a thread throughout the curriculum. PT523, Professional Seminar I (term 2) introduces communication concepts through lecture & reading assignments, followed by small group discussions analyzing video tape communications. Case studies are used in lab activities in all patient management courses (terms 2, 3, 4, & 5) that provide the student with opportunities to practice patient and caregiver instruction. Basic skills are built upon as cases become increasingly complex; examples include patients with dementia, from different cultural backgrounds, and for whom English is not their first language. Written communication, including note writing, is addressed in PT 623, Professional Seminar II (term 3). Practical exam rubrics in patient management courses include written, verbal and non-verbal communication categories. PT 655 (term 4), which addresses adult neurological conditions, includes a lab session with a speech language pathologist where students interact with persons with communication disorders. PT 786, Professional Seminar III (term 5) includes activities where students practice writing letters and reports to doctors related to patient progress. This course also includes role playing for contacting physicians to report evaluation results and discuss changing a patient's treatment. Effective communication is expected in all four clinical education courses (terms 3, 4 and 6) where students have the opportunity to communicate with patients, family members, practitioners, and interprofessional team members.

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 (Aug 2022)

(This a required 2-page form, even if there are no changes.)

One (1) electronic (**Word**) copy of this form is to be provided to the Team Leader at the start of the visit.

INSTITUTION					
<b>Institution name</b>					
<b>Name of Chief Executive Officer</b>					
<b>Administrative title</b>					
<b>Unit or school in which the program resides</b>					
<b>Name of administrative official of the unit or school in which the program resides</b>					
<b>Administrative title</b>					
PROGRAM DIRECTOR					
<b>Name of Academic Administrator</b>					
<b>Administrative title</b>					
PROGRAM					
<b>Title of program</b>					
<b>Degree awarded</b>					
CURRICULUM DESIGN CHARACTERISTICS					
Identify type of term: eg, Semesters, Quarters		# of terms in academic year		Total # of terms to complete degree	
Length of professional/technical 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. ( <a href="#">See instructions regarding calculation of FTE allocations.</a> ) (insert rows as needed)				
CORE FACULTY				
NAME		FTE	NAME	
ASSOCIATED FACULTY (those that have responsibilities in 50% or more of a course, including lab assistants)				
NAME		FTE	NAME	
STUDENTS Number of students in the professional/technical program				
First Year (PTA programs)		Grad 1 (PT programs)		
Second Year (PTA programs)		Grad 2 (PT programs)		
		Grad 3 (PT programs)		
Fourth UG Year (PT programs 3+3)		Grad 4 (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) (9/1/22)

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 Team Leader **14 days prior to the** start of the visit. Add/delete categories as appropriate for your program.

The 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:**

**General Education/Supportive Faculty (PTA PROGRAMS ONLY):**

**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 (PT PROGRAMS ONLY):**

**Recent graduates of the program:**

**Employers of graduates of the program:**

**Attended the Open Session, if applicable:**

**Attended the Exit Summary only, if applicable:**

**For Use During On-Site (July 2022)**

**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 such as Blackboard, 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)	Required Materials List for PT and PTA Programs (July 2022)	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	1C4	Data demonstrating each student who completed the program within the last year demonstrated entry-level performance by the end of their last clinical experience		
3	1C5	Summary of graduate data collected in the past 2 years		
4	1C6	Summary of data collected in the past 2 years related to the program meeting its expected outcomes		
5	2A	Minutes of meetings at which program assessment is discussed		
6	2A, 2B1, 2B2, 2B3, 2B4, 2B5, 2C	Summary of assessment data collected in the last 4 years		
7	2C	Minutes of meetings in which curriculum evaluation, including clinical education, is addressed		
8	2D	Minutes of meetings in which program planning is discussed		

Row	Element(s)	Required Materials List for PT and PTA Programs (July 2022)	PROGRAM PROVIDED: Indicate file name and, if applicable, folder name, see instructions if not provided	TEAM REVIEWED
9	3A	Copy of authorization(s) to provide post-secondary education and the physical therapist assistant program (PTA Programs) or the professional physical therapy program (PT Programs)		
10	3A	Copy of state authorizations for clinical education experiences that occur out of state		
11	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.		
12	3C, 3E, 8A	Collective Bargaining Agreement or Union Contract, if applicable		
13	3F	Records of complaints if any		
14	4A, 4E	Faculty/course evaluations for core faculty, which may be redacted		
15	4A, 4D  6G, 6H & 7D (PTA) 6I, 6J & 7D (PT)	<p><b>For each course, provide:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>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. <b>These should include items in addition to those uploaded with the SSR and that are reflective of the program's responses to 6H (PTA) and 6J (PT).</b></li> </ul>		
16	4A, 4G, 4I	Evidence of licensure to practice in any United States jurisdiction for core faculty who are PTs/PTAs and are teaching clinical content; for the program director; and for the clinical education coordinator. For CAPTE accredited programs outside the United States, evidence of licensure or regulated in accordance with their country's regulations		
17	4D 4F	If associated faculty are utilized, faculty/course evaluations for associated faculty, which may be redacted		
18	4E	At least two examples of completed core faculty development plans, which may be redacted		
19	4F	If applicable, an example of completed associated faculty development plans, which may be redacted		
20	4H	Evaluations of the program director		
21	4J	Evaluations of the clinical education coordinator(s) from multiple sources (eg, students, clinical education faculty)		
22	4J	List of clinical faculty development that has occurred within the last 3 years		

Row	Element(s)	Required Materials List for PT and PTA Programs (July 2022)	PROGRAM PROVIDED: Indicate file name and, if applicable, folder name, see instructions if not provided	TEAM REVIEWED
23	4J	Sample communications within the last year between the clinical education coordinator(s) and the clinical sites and between the ACCE/DCE and the students		
24	4J	Sample completed tool(s) used within the last year to assess student performance during clinical experiences		
25	4L	Minutes of meetings at which academic regulations are discussed		
26	4M	Minutes of meetings at which the curriculum is discussed		
27	4N	Minutes of meetings prior to student engagement in clinical education where the core faculty determine the: <ul style="list-style-type: none"> <li>• expectations for safety in student performance; and</li> <li>• list of skills in which students are expected to be able to perform safely and competently</li> </ul>		
28	4N	Two sample graded practical exam rubrics for each course that includes the practice of clinical skills		
29	4O	Examples of completed tools used to evaluate clinical teaching effectiveness of CIs		
30	4O	Summary data of clinical education faculty assessments		
31	4O	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		
32	5B	Financial Aid Brochure, if one exists		
33	5C	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.		
34	5D	Records of ongoing calibration and safety check of laboratory equipment		
35	6A	If there is a state-mandated curriculum plan, provide a copy		
36	PTA 6G, 7D PT 6I, 7D	Examples of teaching materials that support instructional methods described in narrative		
37	PTA 6H PT 6J	Comprehensive exam at end of program or comprehensive exams administered at different points in the program, if given		
38	PTA 6I PT 6K	Sample evaluations of courses and faculty for distance education courses, which may be redacted		
39	PTA 6J, 8F PT 6L, 8F	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		
40	8B	Job descriptions of secretarial/administrative and technical support staff		
41	8C	Program budget documents		



Row	Element(s)	Required Materials List for PT and PTA Programs (July 2022)	PROGRAM PROVIDED: Indicate file name and, if applicable, folder name, see instructions if not provided	TEAM REVIEWED
42	8D1, 8D2	If the program uses rented facilities, provide a copy of the written agreement		
43	8D4	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		
44	8D4	Inventory list of equipment		
45	8D4	List of equipment borrowed/loaned or used off-site		
46	8E	List of the library resources related to program needs for both program faculty and students.		
47	8F	List of clinical education sites that have accepted at least one student annually in the last 2 years		
48	8F	Compiled data of available sites for current academic year based on annual clinical experience requests		
49	8F, 8G	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.)		