

COMMISSION ON ACCREDITATION IN PHYSICAL THERAPY EDUCATION

AMERICAN PHYSICAL THERAPY ASSOCIATION

1111 North Fairfax Street
Alexandria, Virginia 22314

VISIT REPORT

of

North Central State College
NAME OF INSTITUTION

Physical Therapist Assistant Program
NAME OF PROGRAM

April 8 - 11, 2018
DATE OF ON-SITE VISIT

This report represents the views of the on-site review team and was prepared after careful study of the program's Self-study Report and the information received and materials reviewed during the site visit. The program chair and the chief administrative officers of the institution are requested to review copies of the report and may comment on it before it is considered by the APTA Commission on Accreditation in Physical Therapy Education (CAPTE).

This report is a confidential document prepared as an educational service for the benefit of the program in physical therapy and for use by the Commission on Accreditation in Physical Therapy Education in determining an accreditation status based on compliance with the *Standards and Required Elements for Accreditation of Physical Therapist Assistant Education Programs*.

The United States Department of Education (USDE) requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an institution or program releases about accreditation or preaccreditation status, contents of reports of on-site reviews, and accrediting or preaccrediting actions with respect to the institution or program. [34 CFR 602.23(d) and 602.23(e)] The institution and program must make accurate public disclosure of the accreditation or preaccreditation status awarded to the program. If the institution or program chooses to disclose any additional information within the scope of the USDE rule, such disclosure also must be accurate. Any public disclosure of information within the scope of the rule must include the agency's street address, email address and phone number: Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, Virginia 22314; accreditation@apta.org; (703) 684-2782 or (703) 706-3245. If the Department of Accreditation finds that an institution or program has released incorrect or misleading information within the scope of the USDE rule, then it, acting on behalf of CAPTE, will make public correction, and it reserves the right to disclose this Visit Report in its entirety for that purpose.

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

| INSTITUTION | | | | | |
|---|----------|--|----|-------------------------------------|---|
| Institution name | | North Central State College | | | |
| Name of Chief Executive Officer | | Dorey Diab, PhD | | | |
| Administrative title | | President | | | |
| Unit or school in which the program resides | | Health Sciences Division | | | |
| Name of administrative official of the unit or school in which the program resides | | Kelly Gray, DNP | | | |
| Administrative title | | Dean | | | |
| PROGRAM DIRECTOR | | | | | |
| Name of Academic Administrator | | James Hull | | | |
| Administrative title | | Interim PTA Program Director | | | |
| PROGRAM | | | | | |
| Title of program | | Physical Therapist Assistant | | | |
| Degree awarded | | AAS Physical Therapist Assistant | | | |
| CURRICULUM DESIGN CHARACTERISTICS | | | | | |
| Identify type of term: <small>eg, Semesters, Quarters</small> | Semester | # of terms in academic year | 3 | Total # of terms to complete degree | 5 |
| Length of professional/technical coursework in <u>weeks</u> (including exam week; count exam week as one week) | | | 74 | | |
| CLINICAL EDUCATION | | | | | |
| Total hours of clinical education | 683 | # of weeks of full time clinical education | 18 | | |

| FACULTY | | | | |
|--|--|----------------------|--|-------------|
| Number of core faculty positions | PT full-time core | 2 | 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 | 1 | | |
| | Part-time FTEs | | | |
| FTE for associated faculty (in 50% or > of course) | | 1 | | |
| List the names and credentials of core and associated/adjunct faculty members who currently teach in the entry-level program. Identify the FTE for each person. (See instructions regarding calculation of FTE allocations.) (insert rows as needed) | | | | |
| CORE FACULTY | | | | |
| NAME | | FTE | NAME | |
| Kendra Cline | | 1.22 | | |
| James Hull | | .15 | | |
| | | | | |
| | | | | |
| ASSOCIATED FACULTY (those that have responsibilities in 50% or more of a course) | | | | |
| NAME | | FTE | NAME | |
| | | | | |
| Trent Boeshart | | .50 | | |
| Allyson Rosich | | .50 | | |
| | | | | |
| | | | | |
| STUDENTS | | | | |
| Number of students in the professional/technical program | | | | |
| Freshmen (PTA programs) | 28 | Grad 1 (PT programs) | | |
| Sophomore (PTA programs) | 24 | Grad 2 (PT programs) | | |
| | | Grad 3 (PT programs) | | |
| Senior (PT programs 3+3) | | Grad 4 (PT programs) | | |
| OUTCOME DATA | | | | |
| Provide data for last class(es) for which data is available. | | | | |
| Data being reported for | For the most recent cohort | | For the most recent two cohorts | |
| | Class of: | 2017 | Classes of: | 2016 & 2017 |
| Graduation rate (see definitions) | Graduation rate | 60% | Graduation rate | 77% |
| Performance on Licensure Exam (regardless of degree offered) | Number of graduates who took the examination at least once | 17 | Total number of graduates who took the examination at least once | 33 |
| | Number of graduates who passed the exam after all attempts | 16 | Total number of graduates who passed the exam after all attempts | 38 |
| | Pass rate based on above numbers | 94% | Pass rate based on above numbers | 86% |
| Employment rate (see definitions) | Employment rate | 86% | Employment rate | 93% |

INSTITUTION COMMENTS:

PERSONS INTERVIEWED FORM (Required On-site Form) (April 2015)

Name of Institution: North Central State College

AN ASTERISK (*) indicates the name of each person who attended the Exit Summary.

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

- * Dorey Diab, PhD, President
- Koffi Akakpo, PhD, VP Business & Administrative Services
- * Kelly Gray, DNP, Dean Health Sciences Division
- * Melinda Roepke, MSN, Assistant Dean Health Sciences Division

Program Director:

- * James Hull, MBA, PT, Interim PTA Program Director

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

- * Renda Cline, BS, PTA, Academic Coordinator of Clinical Education

Associated Faculty:

Trent Boeshart, PTA

General Education/Supportive Faculty (PTA PROGRAMS ONLY):

Justin Tickhill, MS, Associate Professor Biology
Michelle Slattery, MA, Associate Professor Psychology
Sara Rollo, MS, Assistant Professor Mathematics

Clinical Education Faculty (CCCEs and CIs):

Brianne Drinkard, PTA
Melissa Duff, PTA
Billie Daley, PTA
Christie Shaffer, PTA
Justin Dew, PTA
Cheryl Gray, PTA

Students enrolled in the first year of the program:

Tyson Beebe
Courtney Cole
Kimberly Getz
Justin Henry
Shane Klenk
Hannah Mutchler
Madeline Russell
Rachel Willis

Students enrolled in the second year of the program:

Lauren Bross
Jae Cha
Christopher Collins
Heather Lehman
Carla Raber
Allison Webster

Recent graduates of the program:

Joseph Baker
Hannah Brown
Eric Gleisinger
Abigail Justice
Gavin Shannon

Employers of graduates of the program:

Christopher Clark, PT
Bryan Finger, PT
Truly Moore, PT
Carol Wolfe, PT
Jim Wurm, PT

Support Staff for Program

Betty Hager, BS, Senior Administrative Assistant
Aubrey Place, Office Assistant
Brandon Stover, MEd, Academic Liaison
Keith Stoner, BFA, Director of Marketing and Public Relations
Laurie McKee, MSM, Controller
Doug Hanuscin, BS, Director Human Resources

Student Services Personnel

Thomas Mansperger, MBA, Dean Student Services
Mark Monnes, MA, Registrar
James Phinney, MA, Director of Financial Aid
Doug Heestand, MSW, Specialized Support Services Coordinator
Monica Durham, MS, Director of Student Success & Transition Services
Barbara Keener, MEd, Coordinator of Tutoring & Transition Services
Vanessa Kraps, Librarian

Attended the Open Session:

Trent Boeshart, PTA

Attend the Consultation Session:

James Hull, MBA, PT
Renda Cline, BS, PTA

INSTITUTION COMMENTS:

| Row | Element(s) | Required On-site Materials List PTA and PT Programs | Provided | Reviewed |
|-----|--|--|----------|----------|
| 1 | 1C2 | FSBPT, or appropriate licensing agency, reports on performance of program graduates on the licensing exam | Yes | x |
| 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 | Yes | x |
| 3 | 1C5 | Summary of graduate data collected in the past 2 years | Yes | x |
| 4 | 1C6 | Summary of data collected in the past 2 years related to the program meeting its expected outcomes | Yes | x |
| 5 | 2A | Minutes of meetings at which program assessment is discussed | Yes | x |
| 6 | 2A, 2B1, 2B2, 2B3, 2B4, 2B5, 2C | Summary of assessment data collected in the last 4 years | Yes | x |
| 7 | 2C | Minutes of meetings in which curriculum evaluation, including clinical education, is addressed | Yes | x |
| 8 | 2D | Minutes of meetings in which program planning is discussed | Yes | |
| 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). | Yes | x |
| 10 | 3A | Copy of state authorizations for clinical education experiences that occur out of state | Yes | x |
| 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. | Yes | x |
| 12 | 3C, 3E, 8A | Collective Bargaining Agreement or Union Contract, if applicable | Yes | x |
| 13 | 3F | Records of complaints, if any | Yes | x |
| 14 | 4A, 4E | Faculty/course evaluations for core faculty, which may be redacted | Yes | |
| 15 | 4A, 4D 6G & 7D (PTA) 6I & 7D (PT) | Sample course materials, assignments, graded exams and other evidence of student work; Examples of teaching materials that support instructional methods described in narrative (note: this includes information being requested in row 38) | Yes | x |
| 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. | Yes | x |
| 17 | 4D, 4F | If associated faculty are utilized, faculty/course evaluations for associated faculty, which may be redacted | Yes | x |
| 18 | 4E | At least two examples of completed core faculty development plans, which may be redacted | Yes | x |
| 19 | 4F | If applicable, an example of completed associated faculty development plans, which may be redacted | Yes | x |
| 20 | 4H | Evaluations of the program director | Yes | x |
| 21 | 4J | Evaluations of the clinical education coordinator(s) from multiple sources (eg, students, clinical education faculty). | Yes | |
| 22 | 4J | List of clinical faculty development that has occurred within the last 3 years | No | |
| 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 | Yes | x |
| 24 | 4J | Sample completed tool(s) used within the last year to assess student performance during clinical experiences | Yes | x |

| Row | Element(s) | Required On-site Materials List PTA and PT Programs | Provided | Reviewed |
|-----|---------------|---|----------|----------|
| 25 | 4L | Minutes of meetings at which academic regulations are discussed | Yes | x |
| 26 | 4M | Minutes of meetings at which the curriculum is discussed | Yes | x |
| 27 | 4N | Minutes of meetings prior to student engagement in clinical education where the core faculty determine the: • expectations for safety in student performance; and • list of skills in which students are expected to be able to perform safely and competently | Yes | x |
| 28 | 4N | Two sample graded practical exam rubrics for each course that includes the practice of clinical skills. | Yes | x |
| 29 | 4O | Examples of completed tools used to evaluate clinical teaching effectiveness of CIs | Yes | x |
| 30 | 4O | Summary data of clinical education faculty assessments. | Yes | x |
| 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. | Yes | x |
| 32 | 5B | Financial Aid Brochure, if one exists | Yes | x |
| 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. | N/A | NA |
| 34 | 5D | Records of ongoing calibration and safety check of laboratory equipment | Yes | x |
| 35 | 6A | If there is a state-mandated curriculum plan, provide a copy | Yes | x |
| 36 | PTA 6G, 7D | Examples of teaching materials that support instructional methods described in narrative | Yes | x |
| | PT 6I, 7D | | | |
| 37 | PTA 6H | Comprehensive exam at end of program or comprehensive exams administered at different points in the program, if given. | Yes | x |
| | PT 6J | | | |
| 38 | PTA 6H | Samples of graded assignments that represent the variety of tools used to assess student performance; samples of feedback provided to students for ungraded work, if applicable (Note: this is also included in line 15; different information is NOT being asked for. This is just identifying the materials that specifically relate to the element that addresses evaluation of student work). | Yes | x |
| | PT 6J | | | |
| 39 | PTA 6I | Sample evaluations of courses and faculty for distance education courses, which may be redacted | Yes | x |
| | PT 6K | | | |
| 40 | PTA 6J, 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 | Yes | x |
| | PT 6K, 8F | | | |
| 41 | 8B | Job descriptions of secretarial/administrative and technical support staff | Yes | x |
| 42 | 8C | Program budget documents | Yes | x |
| 43 | 8D1, 8D2 | If the program uses rented facilities, provide a copy of the written agreement | N/A | NA |
| 44 | 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 | N/A | NA |
| 45 | 8D4 | Inventory list of equipment | Yes | x |
| 46 | 8D4 | List of equipment borrowed/loaned or used off-site | N/A | NA |
| 47 | 8E | List of the library resources related to program needs for both program faculty and students. | Yes | x |
| 48 | 8F | List of clinical education sites that have accepted at least one student annually in the last 2 years | Yes | x |

| Row | Element(s) | Required On-site Materials List PTA and PT Programs | Provided | Reviewed |
|-----|------------|---|----------|----------|
| 49 | 8F | Compiled data of available sites for current academic year based on annual clinical experience requests | Yes | x |
| 50 | 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.) | Yes | x |

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

ON-SITE REVIEW TEAM'S FINDINGS RELATED TO THE
STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF PHYSICAL THERAPIST
ASSISTANT EDUCATION PROGRAMS

**AN OVERVIEW OF THE QUALITY OF THE
PHYSICAL THERAPIST ASSISTANT EDUCATION PROGRAM**

Brief description of the history of the program

North Central State College is a public two year community based institution serving the residents of north central Ohio. The college was originally authorized by the Ohio Department of Higher Education in January 1969 and is currently accredited by the Higher Learning Commission with the most recent affirmation of accreditation in 2011-2012 and the next reaffirmation scheduled for 2018-2019. Located in Mansfield OH, the 600 acre main campus is shared with a branch campus of The Ohio State University. The college enrolls 4700 students per year making it the largest public college in the region.

The Physical Therapist Assistant program at North Central State College was started in 1992. The program received its first CAPTE approval in 1994 and subsequent re-accreditations in 1999 and 2008. Due to statewide education requirements for all Ohio public higher education institutions, the PTA program recently changed from quarter hours to semester hours of instruction. Additionally, the curriculum was restructured from 72 credit hours to its current 65 hours.

Brief description of the program

Housed within the Division of Health Sciences, the PTA program offers an Associate of Applied Science degree that can be completed in 2 years. The program is led by James Hull MBA, PT as interim program director and Renda Cline, PTA as full time faculty and ACCE. Other part time faculty include Trent Boeshart, PTA, and Allyson Rosich, PTA. The program has experienced some lack of stability in faculty with four (4) ACCE's and two (2) program directors within the last 10 years. The program enrolls up to 28 students per year. Outcome data for the most recent cohorts of 2016 and 2017 include a two year graduation rate equal to 77%, a two year ultimate licensure pass rate of 86%, and a two year employment rate calculated at 93%.

Standard 1 Mission, Goals and Outcomes

The mission of North Central State College is "providing individuals with the knowledge, skills and inspiration to succeed in their chosen path." The College values a culture of integrity, inclusion and excellence.

The Health Sciences division of North Central State College strives to elevate the educational attainment of the communities that they serve, through excellence in teaching by credentialed faculty, evidence-based clinical practice, community engagement and fiscal stewardship. The college is committed to preparing graduates to be compassionate health care professionals who are dedicated to engage in lifelong learning and contribute to their community.

The PTA Program aims to provide students with a high quality, responsive physical therapist assistant education in order to prepare graduates as lifelong learners and as competent physical therapist assistants in the communities they serve while utilizing available resources.

These missions are congruent, complementary and reflective of the professional expectations for the preparation of physical therapist assistants, especially as they relate to competence, community service and instilling a passion for lifelong learning.

The program has articulated eight (8) program goals that appear on its website and in the 2017 PTA Student Handbook. The on-site team was not able to discern separate goals for students or for faculty.

For cohorts graduating in 2015, 2016 and 2017 all benchmarks were achieved with the exception of one student who was not able to demonstrate “effective communication with the patient, patient’s family, caregivers and members of the health care team.”

The program meets the required student achievement measures in terms of graduation rates, ultimate licensure pass rates and employment rates after graduation. Use of the CPI in all three clinical experiences and ACCE clinical site evaluation visits confirm that students about to graduate perform at entry-level.

Standard 2 Assessment, Planning

The North Central State College PTA program demonstrates evidence of a once robust assessment plan for the program and curriculum. Many of the elements, such as annual graduate surveys, student course feedback, and assessment data collected from faculty and advisory committee members continue; however, there is limited feedback from students aside from course evaluations. Recent advisory committee involvement and faculty meeting minutes reflect a developing formal process which would provide data driven decision making.

The assessment of the collective faculty included elements associated to program contact hours and student evaluations. The team could not verify that the faculty clinical expertise aligned with their curricular assignments.

Curriculum assessment has been demonstrated as an ongoing and formal process, as the program has completed a curriculum mapping process and program review processes in 2012 and 2015.

The team did verify that the interim program director and faculty along with the advisory board have begun a process of formal planning for both the short and long term needs of the program.

Standard 3 Institution and Program: Integrity

North Central State College is accredited by the Higher Learning Commission (HLC), a regional accreditor recognized by CHEA and the US Department of Education. Reaffirmation of accreditation by HLC is due in 2018-2019. The College is chartered by the Ohio Board of Regents and is one of 23 state supported community colleges in Ohio. The College was previously known as North Central Ohio Technical Institute and then North Central Technical College. Ohio is a member state of SARA and reauthorized its participation in 2017 for out of state clinical experiences. The PTA Program achieved and has maintained CAPTE accreditation since 1994.

The College has policies and procedures in place related to academic standards and supportive of the roles undertaken by PTA faculty relative to their responsibilities in the classroom and in the management of the program. There is a Collective Bargaining Agreement (CBA) in place that delineates faculty workload, inclusive of hours spent performing administrative functions, accreditation activities, mentoring new and/or associated faculty, student recruitment and other duties that are unique and germane to the needs of physical therapist assistant education. The CBA also defines many of the rights and responsibilities of the faculty as does the College Policy and Procedures Manual. These documents address issues such as academic freedom, shared governance, evaluation, faculty rank, promotion and advancement, ethics, and grievances. Policies and procedures exist to facilitate equal opportunity and non-discrimination for faculty, staff and prospective/enrolled students. Due process procedures are well publicized and expectations for confidentiality of protected health information (PHI) is briefly addressed in the Clinical Behavior Policy. The College is cognizant of the requirements of FERPA and has published a *Protection of Sensitive Data* document that must be signed off by each employee.

With the exception of language specific to cases of discrimination or harassment, the on-site team was unable to review policies related to privacy and dignity of faculty and students associated with the

program. Complaints involving the program are investigated, resolved and documented; however, there is no provision in the policy prohibiting retaliation following complaint submission.

Standard 4 Program Faculty

For the past several years, North Central State College has had difficulty maintaining a stable core PTA faculty. The program has been very fortunate to have several adjunct faculty and strong clinical instructors, many who are North Central State College PTA alumni, who have been a constant for the program. It is difficult to determine if the current faculty collectively provide the diversity of experience to meet the program goals, as the program faculty is still in a state of transition with a current search continuing for a permanent program director and a recent posting for a full-time faculty and ACCE.

James Hull, MBA PT serves as the interim program director for the PTA program. Following his retirement from the role as dean of health sciences and previous to that PTA program director, Mr. Hull has returned to NCSC to assist the program as a part time employee and fill the program need until a permanent program director can be hired. His experience with the PTA program, the institution and his passion to create a strong and successful program is apparent in conversations with faculty, staff, community partners and students. He has indicated that he will stay on with the program as a mentor for the incoming permanent director when hired.

Renda Cline, BS PTA, a graduate of the North Central State College PTA program, has served as the ACCE and second core faculty for 2 years. During these two years, Ms. Cline has worked under two (2) different program directors with a period of time where she served as the sole core faculty for the program. Consistent with the provisions of the collective bargaining agreement, the college has exercised its right to not renew the probationary contract of this employee.

North Central State College PTA program is supported by several associated faculty including Trent Boeshart, PTA and Allyson Rosich BS PTA. Both of these PTAs are alumni of the NCSC PTA program. Mr. Boeshart has 10+ years' experience as an adjunct faculty member teaching both therapeutic exercise (PHTA 1090) and Orthopedic Conditions (PHTA 2090). Ms. Rosich has been an adjunct for 2 years teaching Modalities (PHTA 1040) and assisting with the summer practicum (PHTA 2110). There is an additional staff person Sheila Bickert, PTA, who assists in testing and open lab. According to interviews with students and student services staff there is a recent graduate who is available to serve as a PTA tutor. The team did not have an opportunity to meet all of these individuals, since their roles are limited and some did not qualify as associated faculty.

North Central State College general education staff were represented by Justin Tickhill, Associate Professor of Biology, Michelle Slattery, Associate Professor of Psychology and Sara Rollo Associate Professor of Mathematics. The general education faculty are very passionate and clearly express support for preparing students entering the physical therapist assistant program. Upon interviews, Anatomy and Physiology (BIOL 2752) demonstrate that collaboration exists to bridge knowledge toward the field of physical therapy. The faculty also describes the use of Canvas for interdisciplinary communication and accessing each other's courses to facilitate their instructional planning.

Through interviews with the ACCE, Clinical Instructors, and employers, the program is supported by clinical faculty prepared to provide clinical learning experiences to students. The CI's interviewed were largely represented by North Central State College PTA alumni who felt a commitment to provide instruction to clinicians entering the physical therapy profession.

Standard 5 Students

North Central State College enrolls approximately 4700 students each year and offers over 70 different degree and certificate programs, including the Associate of Applied Science in Physical Therapist Assistant. The PTA program admits up to 28 students each fall through a selective process with points assigned for completion of certain prerequisites. Students are recruited through a biannual health

division open house and each student must attend an information session with a PTA faculty member prior to enrollment. Specific policies related to the PTA program are contained in the PTA Student Handbook which program students receive on the first day of the PHTA 1010 introductory class.

NCSC is an open enrollment institution and its student body is reflective of the diversity in the communities it serves. Admission policies and procedures are transparent and accessible on the website, in the College catalog, and in written materials produced by the program. Processes are in place to grant transfer credit and advanced standing in the program. A wide range of student services and support staff are available to assist the program in recruiting, admitting, enrolling and retaining students. Key information is disclosed to prospective and current students in various formats in writing and electronically.

The PTA Student Handbook has information about safety requirements and refers to the NCSC Code of Student Conduct and the Judicial System for North Central State College for student rights and responsibilities, including those associated with due process. The on-site team found no evidence of written assurances of PTA student privacy and dignity. Policies, procedures, and practices are in place and consistently followed regarding student retention, student progression, and dismissal.

Standard 6 Curriculum Plan

The North Central State College PTA program has a comprehensive curriculum plan based in contemporary practices using resources such as the Normative Model for PTA Education and the minimum entry level skills for the PTA. Through review of on-site materials, the team did see evidence of advisory board input to incorporate standards of care within the region. The program is designed to encourage students to apply skills in laboratory practice.

General education courses such as Anatomy and Physiology, Physics, Medical Terminology and Human Growth and Development are integrated into the curriculum plan to insure that students have foundational knowledge to prepare for the technical courses. These 30 credits of general education credit and the technical credits of the PTA program meet the requirements of an Associate of Applied Science degree. Course syllabi were presented for all courses and included all the required elements. Course objectives, were written in behavioral terms and clearly demonstrate adequate breadth and depth of content.

A variety of learning activities and effective test and measures were employed to assess student learning. Psychomotor assessments and practical rubrics were presented. Critical items were not readily identifiable however students did indicate in interviews that there were specific requirements to successfully pass practicals. The curriculum includes 3 clinical education experiences and three associated seminar courses totaling 683 hours of clinical learning. These clinical experiences provide students with an opportunity for PT/PTA team interactions and interprofessional experiences. The seminar courses have recently been redesigned as online experiences. North Central State College requires all new online courses be accepted and approved following the Quality Matters Development Process

Standard 7 Curricular Content

The North Central State College PTA curriculum includes both general and program specific content. General education courses are integrated into the 5 semesters of the program and are selected to satisfy the Ohio state standard of 30 general education credits. The required core courses include ENGL 1010 English Composition I, PSYC 1010 Introduction to Psychology, Stat 1010 Statistics and Probability and a humanities elective. The program selected the remaining 19 credits to support the technical content. These 19 credits include: PHYS 1010 Introduction to Physics, BIOL 2751 and 2752 Human Anatomy and Physiology I and II, COMM 1010 Speech, HLTH 1150 Medical Terminology and PSYC 2010 Human Growth and Development. General education faculty, students and graduates

indicated that most students have completed all general education courses prior to matriculation into the PTA program.

The curriculum includes content in all areas listed in 7B and 7D. Through review of the self-study, course syllabi, and curriculum maps of CAPTE required elements, a comprehensive view of the content coverage and sequence of instruction was provided. Several topics related to the 'reporting of suspected cases of abuse', 'suspected cases of fraud and abuse related to utilization of and use of payment for physical therapy', 'use of International Classification of Functioning, Disability and Health', 'determination of when interventions should not be performed or terminated' and 'effective emergency response' were not explicitly addressed in the learning objectives. Students did indicate that they did have opportunity to participate in interprofessional experiences while on clinical rotations.

The review of on-site materials and interviews with faculty and students verified that a variety of learning experiences occur across the didactic curriculum and provide adequate preparation for students to demonstrate technical competence prior to attending clinical learning experiences. Evidence did indicate that program expectation was the attainment of entry level practice with that goal as the expected outcome for the program final directed practice. (PHTA 2150).

Standard 8 Resources

As stated previously, NCSC PTA program is actively searching to satisfy the Core faculty requirements. The program has been searching for a qualified permanent program director and a second full time faculty and ACCE.

The North Central State College PTA program has adequate financial resources to allow the program to achieve its instructional goals. The PTA program presents itself with equipment that is reflective of contemporary physical therapy practice, properly calibrated and securely stored. The Bromfield Library and the learning management system, CANVAS, are technological resources that effectively meet the needs of the students and faculty to achieve student success. Interviews with the support staff and student services personnel demonstrate evidence of positive support and collaboration for the PTA program. Furthermore, the team confirmed that academic support services, disability services, financial aid services, advising and counseling services convey positive support in servicing the students of the PTA program. Present and graduates students from PTA program confirm the accessibility and effectiveness of these student services.

The team verified that the clinical sites available to the program were found to be sufficient in quantity and variety to meet student experiences. Renda Cline PTA, the ACCE, is highly involved in ensuring that students are fairly placed in the appropriate clinical sites to support the goals of the students' clinical education. The team has verified that the written agreements between the Physical Therapist Assistant Program and the clinical sites in the community are effective in assuring responsibility for patient care and the responsibilities for supervision of students at the clinical site. Evidence found through interviews and documentation indicate an ongoing process to organize and ensure that all agreements are current.

INSTITUTION COMMENTS:

Standard 1

The program meets graduate achievement measures and program outcomes related to its mission and goals.

- 1A** The mission¹ of the program is written and compatible with the mission of the institution, with the unit(s) in which the program resides, and with contemporary preparation² of physical therapist assistants.

TEAM COMMENTS:

► The mission of North Central State College is “Providing individuals with the knowledge, skills and inspiration to succeed in their chosen path”. This language is contained on the College’s website: [NCSC Mission](#).

The Health Sciences Division of the College states its mission as “...strives to elevate the educational attainment of the communities we serve, through excellence in teaching by credentialed faculty, evidence-based clinical practice, community engagement and fiscal stewardship. We are committed to preparing graduates to be compassionate health care professionals who are dedicated to engage in lifelong learning and contribute to their community”. This language is contained on the College’s website under the Health Sciences Division tab: [Health Sciences Division Mission](#)

The Physical Therapist Assistant program at NCSC describes its mission “to provide students with a high quality, responsive physical therapist assistant education in order to prepare graduates as lifelong learners and as competent physical therapist assistants in the communities we serve, utilizing available resources”. This language appears on the program website: [PTA Program Mission](#)

The mission of the institution, academic division and program align and are congruent and complementary, especially as they relate to professional competence, community service, and instilling a passion for lifelong learning.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 1B** The program has documented goals³ that are based on its mission, that reflect contemporary physical therapy education and practice, and that lead to expected program outcomes.

TEAM COMMENTS:

► The on-site team was able to verify the program goals as articulated in the SSR. These were included on the PTA program website [PTA Program Goals](#) and also in the PTA Student Handbook (Section IE, p. 2). Programs goals 1, 6, and 7 directly reflect the mission of the program. The team could not verify the existence of any goals associated with students or faculty. No evidence was available on-site to support the verbiage contained in the SSR for these two sub-elements.

¹ **Mission:** A statement that describes why the physical therapist assistant education program exists, including a description of any unique features of the program. [The mission is distinct from the program’s goals, which indicate how the mission is to be achieved.]

² **Contemporary preparation:** Reflects the minimum skills required for entry-level preparation of the physical therapist assistant and the needs of the area workforce as documented by the program. Contemporary preparation requires preparation for evidence based practice.

³ **Goals:** The ends or desired results toward which program faculty and student efforts are directed. Goals are general statements of what the program must achieve in order to accomplish its mission. Goals are long range and generally provide some structure and stability to the planning process. In physical therapist assistant education programs, goals are typically related to the educational setting, the educational process, the scholarly work of faculty and students, the service activities of faculty and students, etc.

INSTITUTION COMMENTS:

The PTA program Professional Advisory Committee met on October 31, 2017 with approval of student, faculty, and program goals reviewed and approved with minutes uploaded. The PTA Student Handbook was revised for 2018 and approved by the attorney general's office on April 10, 2018 and includes the goals with the document uploaded.

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

IR_PTA Professional Advisory Committee Minutes 10-31-17.pdf
IR_Revised PTA Student Handbook 2018.pdf

1C The program meets required student achievement measures⁴ and its mission and goals as demonstrated by actual program outcomes.

1C1 Graduation rates⁵ are at least 60%, averaged over two years. If the program admits more than one cohort per year, the two year graduation rate for each cohort must be at least 60%. When two years of data are not available, the one-year graduation rate must be sufficient to allow the program to meet the expectation for a two-year graduation rate of at least 60%.

TEAM COMMENTS:

► The on-site team was able to verify the information contained in the SSR and notes that the graduation rates for subsequent years of 2016 (96.4%) and 2017 (56.6%), respectively, appear on the PTA program website [Program Outcomes](#)

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

1C2 Ultimate licensure pass rates⁶ are at least 85%, averaged over two years. If the program admits more than one cohort per year, the ultimate two-year licensure pass rate for each cohort must be at least 85%. When two years of data are not available, the one-year ultimate rate must be sufficient to allow the program to meet the expectation for an ultimate two-year licensure pass rate of at least 85%.

TEAM COMMENTS:

► The on-site team was able to verify the information reported in the SSR and confirmed the same data is published on the PTA website at NCSC [Program Outcome Chart](#). The program provided a Free Basic Pass Rate Report from the FSBPT for Graduation Years 2015-2017 in support of this element. The most recent 2 year average was at 85.9%.

INSTITUTION COMMENTS:

⁴ **Graduate and student achievement measures:** The measures of outcome required by USDE (graduation rate, licensure pass rate, employment rate).

⁵ **Graduation Rate:** The percentage of students who are matriculated in the first technical course in the program after the add/drop period and who complete the program.

⁶ **Licensure pass rate:** The percentage of graduates who take and successfully pass the National Physical Therapy Examination (NPTE). Rates are considered to be stabilized one year after graduation.

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 1C3** Employment rates⁷ are at least 90%, averaged over two years. If the program admits more than one cohort per year, the two year employment rate for each cohort must be at least 90%. When two years of data are not available, the one-year employment rate must be sufficient to allow the program to meet the expectation for a two-year employment rate of at least 90%.

TEAM COMMENTS:

► The on-site team was able to verify the information contained in the SSR. The most recent two year average (captured 6 months after passing NPTE) was 93%. This percentage is reported on the PTA program website [PTA Program Outcomes](#) Primary documentation reviewed were summary reports collected and tabulated by the PHTA Graduate Survey Responses reported by year of graduation.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 1C4** Students demonstrate entry-level clinical performance prior to graduation.

TEAM COMMENTS:

► The information contained in the SSR was verified and the on-site team was able to review stacks of CPI summaries for recent cohort members with their clinical performance check-off data and clinical evaluations completed by the ACCE.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 1C5** The program graduates meet the expected outcomes as defined by the program.

TEAM COMMENTS:

► The on-site team reviewed the data provided for the eight (8) program outcome measures and confirmed the information included in the SSR. There was only one student in the past three cohorts who achieved 7 out of 8 measures.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

⁷ **Employment rate:** The percentage of graduates who sought employment that were employed (full-time or part-time) as a physical therapist assistant within 1 year following graduation.

1C6 The program meets expected outcomes related to its mission and goals.

TEAM COMMENTS:

► There is a disconnect between the goals stated in Element 1B and the verbiage in the SSR supportive of this Element. While the team is unable to dispute any of the statements or facts contained in the SSR for this Element, there is no obvious connection between the mission and goals of the program previously documented and the language in the SSR supportive of this Element.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Standard 2

The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning for the purpose of program improvement.

- 2A** The program has documented and implemented on-going, formal, and comprehensive assessment processes that are designed to determine program effectiveness and used to foster program improvement.

TEAM COMMENTS:

► Through interviews with the program director, core faculty, students, clinical faculty and employees, the team did verify that some elements of self-assessment and planning for program improvement are being collected. The collected elements are not utilized as part of a comprehensive assessment plan for the program. No student feedback aside from course evaluation was incorporated. The 2 most recent advisory committee meeting minutes and department meeting minutes (to be included as materials with the institutional response) reflect data collected for program assessment and will need to be incorporated into a formal comprehensive process. Recent program graduates did have memory of graduate survey they had received after graduation to determine employment and licensure status. The program assessment matrix does not list either of these data sources as part of their data collected.

INSTITUTION COMMENTS:

Per the request of the site team documents showing minutes of the PTA Professional Advisory Committee Meeting for March 22, 2018 and PTA Program Department Meeting for April 3, 2108 are uploaded

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

IR_PTA Professional Advisory Committee Meeting Minutes 3-22-18.pdf
IR_PTA Program Department Minutes 4-3-18.pdf

- 2B** For each of the following, the program provides an analysis of relevant data and identifies needed program change(s) with timelines for implementation and reassessment. The assessment process is used to determine the extent to which:

2B1 the admissions process and criteria meet the needs and expectations of the program.

TEAM COMMENTS:

► The on-site team was able to confirm the information contained in the SSR and observed how the program continues to tweak its processes and assess the effectiveness of implemented changes in consultation with the divisional dean. Discussions with the ACCE confirm the use of the GRIT scale to begin a conversation about student success in the program.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

2B2 program enrollment appropriately reflects available resources, program outcomes and workforce needs.

TEAM COMMENTS:

► The program uses a variety of data as described in the SSR to constantly monitor the needs of the employers and job market capacity. Enrollments have been stable over the past several years, although interviews with faculty and employers indicate a tightening job market and competitive pressures from other PTA programs. Funding for the program has been described as adequate and outcome measures have been consistently achieved over the past few years. Institutional research provides data to the program to adjust enrollment numbers or inform the program about trends that may affect future enrollments or job prospects.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

2B3 the collective core, associated and clinical education faculty meet program and curricular needs.

TEAM COMMENTS:

► The assessment data provided in the matrix address the number of faculty within the collective faculty based on credits hours and course evaluation as completed by students. There is no evidence of evaluation of faculty experience and expertise in providing the depth and breadth of education needed by the program curriculum.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

2B4 program resources are meeting, and will continue to meet, current and projected program needs including, but not limited to, financial resources, staff, space, equipment, technology, materials, library and learning resources, and student services.

TEAM COMMENTS:

► Interviews with administrative personnel of North Central State College verify adequate funding for the PTA program toward their expected needs and outcomes. The team visually verified the PTA program represents a contemporary physical therapy setting with equipment, lab space and learning resources that meet student instructional needs. There is evidence found from documentation from the Professional Advisory Committee and program director that a progressive collaboration is in process to assess the needs of healthcare in their community. It is unclear of any further evidence that support other processes to assess needs and expected outcomes unique to the PTA program.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

2B5 program policies and procedures, as well as relevant institutional policies and procedures meet program needs. This includes analysis of the extent to which program practices adhere to policies and procedures.

TEAM COMMENTS:

► The on-site team reviewed a variety of source documents produced by the program and the College to support this element. The PTA Student Handbook, the PTA Clinical Education Manual, the new student admission and orientation packets and the program website all contained consistent, clear operational guidance for the program to function and to comply with College and state of Ohio expectations. The College Policy & Procedures Manual, the Collective Bargaining Agreement and College website were also analyzed by the team and found to be comprehensive. As indicated in the SSR, policies and procedures currently in place collectively support and further the goals of the program and the achievement of its students.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

2C The curriculum assessment plan is written and addresses the curriculum as a whole. The assessment plan includes assessment of individual courses and clinical education. The plan incorporates consideration of the changing roles and responsibilities of physical therapist assistants and the dynamic nature of the profession and the health care delivery system. Assessment data are collected from appropriate stakeholders including, at a minimum, program faculty, current students, graduates of the program, and at least one other stakeholder group such as employers of graduates, consumers of physical therapy services, peers, or other health care professionals. The assessment addresses clinical education sites including, at a minimum, the number and variety and the appropriate length and placement within the curriculum.

TEAM COMMENTS:

► The curriculum assessment plan did present as a comprehensive document which included individual courses and clinical education. The recent curriculum revision required to satisfy the state of Ohio mandates required curriculum mapping experiences and provided comprehensive reviews.

Evidence of assessment data collection of all areas was evident and more recent involvement noted by advisory committee members (see advisory board meeting minutes for 3/22/18-to be included with additional materials requested by the on-site team). The only group of stakeholders which is still missing from the data seemed to be students and recent graduates.

Interview with interim program director confirmed his knowledge and acknowledgement of the need to incorporate students in the curriculum assessment and program assessment processes. He provided a specific example regarding the placement of PSYC 2010 Human Growth and Development. PSYC 2010 is placed in the fall semester of the second year for the current program of study however the content may be most beneficial to students prior to their completion of PHTA 1110 Neuro Rehabilitation. The advisory committee has requested a review of the past 3 cohorts to assess if students have completed human growth and development prior to program matriculation or not. If students are not completing this course prior to Neuro, the program of study needs to be adjusted. This example demonstrates current advisory board input into curricular assessment.

INSTITUTION COMMENTS:

Per the request of the site team documents showing minutes for the PTA Professional Advisory Committee Meeting for March 22, 2018 and PTA Program Department minutes fro April 3, 2018 are uploaded.

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

IR_PTA Professional Advisory Committee Meeting Minutes 3-22-18.pdf

IR_PTA Program Department Minutes 4-3-18.pdf

- 2D** The faculty is engaged in formal short and long term planning for the program which guides its future development. The planning process takes into account program assessment results, changes in higher education, the health care environment and the nature of contemporary physical therapy practice.

TEAM COMMENTS:

► There was a program planning document which was discussed with PD. The document was discussed during the most recent advisory board meeting on 3/22/18 (see additional materials requested onsite). These minutes reflect the data sources discussed. The program director indicated that this was the first program discussion on program planning however it would become an ongoing agenda item for department and advisory committee meetings.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Standard 3
The institution and program operate with integrity.

- 3A** The sponsoring institution(s) is (are) authorized under applicable state law or other acceptable authority to provide postsecondary education and has degree granting authority. In addition, the institution has been approved by appropriate state authorities to provide the physical therapy education program.

TEAM COMMENTS:

► NCSC is authorized to operate by the Ohio State Department of Higher Education. This same department authorized the establishment of the PTA program and the awarding of the AAS degree in 1969. The College's status was affirmed by the Ohio Department of Higher Education's Associate Vice Chancellor for Program Development and Approval in correspondence to the NCSC Academic Services Director dated October 17, 2017 and February 2, 2018. Both these documents were provided to the team on-site. North Central State College is listed on the Ohio Department of Higher Education websites as a state-supported community college [Ohio Dept of Higher Ed](#)

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 3B** The sponsoring institution(s) is (are) accredited by an agency or association recognized by the US Department of Education (USDE) or by the Council for Higher Education Accreditation (CHEA).

TEAM COMMENTS:

► North Central State College is accredited by the Higher Learning Commission, a regional accrediting body recognized by CHEA and the US Department of Education. The current period of accreditation began in March 2012 and re-affirmation is due 2018-2019. The accreditation status was confirmed by a letter from HLC President Sylvia Manning to NCSC President Donald Plotts dated March 27, 2012, a copy of which was provided on-site. The HLC website also confirmed the current accreditation status of NCSC:

[HLC Accreditation Status](#)

[HLC Recognition by CHEA and US DOE](#)

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

3C Institutional policies⁸ related to academic standards and to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and technical aspects of the physical therapist assistant program, including providing for reduction in teaching load for administrative functions.

TEAM COMMENTS:

► In the presence of a Collective Bargaining Agreement (CBA), the College's policies and practices related to faculty workloads, roles, release time, etc... are uniformly, consistently and rigorously observed. The SSR narrative accurately depicts the application of the CBA to the PTA unit and describes how the administrative functions are accomplished and compensated for. Faculty enjoy liberal academic freedom and interviews confirm that Administration yields to the judgment of faculty in most situations.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

3D Policies and procedures⁹ exist to facilitate equal opportunity and nondiscrimination for faculty, staff and prospective/enrolled students.

TEAM COMMENTS:

► NCSC publishes the following statements on its website:

[Non-discrimination Notice](#)

This policy prohibits discrimination in the areas of educational programming, activities and employment. The NCSC Employee Handbook is given to all new employees and contains the AA/EEO language: [AA/EEO Statement from Employee Handbook](#)

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

3E Policies, procedures, and practices¹⁰ that affect the rights, responsibilities, safety, privacy, and dignity of program faculty¹¹ and staff are written, disseminated, and applied consistently and equitably.

TEAM COMMENTS:

► The on-site team read a variety of institutional policies, procedures, handbooks and the Collective Bargaining Agreement currently in force. In aggregate, these documents represent the College's best efforts to address the sub-components of this Element. The areas of privacy and dignity for faculty and

⁸ **Policy:** A general principle by which a program is guided in its management.

⁹ **Procedure:** A description of the methods, activities, or processes used to implement a policy.

¹⁰ **Practices:** Common actions or activities; customary ways of operation or behavior.

¹¹ **Program faculty:** All faculty involved with the PTA program, including the Program Director, Core Faculty, Associated Faculty, and Clinical Education Faculty.

staff were generally inferred rather than directly addressed, except in the language included in the section on discrimination and harassment.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

3F Policies, procedures, and practices exist for handling complaints¹² that fall outside the realm of due process¹³, including a prohibition of retaliation following complaint submission. The policies are written, disseminated, and applied consistently and equitably. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint, are maintained by the program.

TEAM COMMENTS:

► The College has a policy and procedure for complaints that is accessible from the website: [Complaint Process](#). The Division Dean's staff maintains a spreadsheet of complaints and the on-site team was provided a printed copy for review. There is no language in the divisional or program policies regarding complaints that prohibits retaliation after submission of a complaint. The institutional prohibition against retaliation is limited to complaints involving discrimination and harassment.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

3G Program specific policies and procedures are compatible with institutional policies and with applicable law.¹⁴

TEAM COMMENTS:

► The on-site team was able to verify the exceptions to institutional policies followed by the PTA program as described in the SSR. Despite being an Open Enrollment institution, the program is able to justify additional requirements expected of students in order to be successful on the NPTE. All deviations from established College policy and procedures are vetted through the divisional dean and ultimately sent to the Office of the Assistant Attorney General for review and approval prior to adoption.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

¹² **Complaint:** A concern about the program, expressed by students or others with a legitimate relationship to the program, the subject of which is not among those that are addressed through the institution's formal due processes.

¹³ **Due process:** Timely, fair, impartial procedures at the program or institutional level for the adjudication of a variety of issues including, but not limited to: (1) faculty, staff, and student violations of published standards of conduct, (2) appeals of decisions related to faculty and staff hiring, retention, merit, tenure, promotion, and dismissal, and (3) appeals of decisions related to student admission, retention, grading, progression, and dismissal. Due process generally requires adequate notice and a meaningful opportunity to be heard.

¹⁴ **Applicable law:** Those federal and state statutes/regulations relevant to physical therapy education (ADA, OSHA, FERPA, HIPAA, Practice Acts, etc.)

- 3H** Program policies, procedures, and practices provide for compliance with accreditation policies and procedures including:
- 3H1** maintenance of accurate information, easily accessible¹⁵ to the public, on the program website regarding accreditation status (including CAPTE logo and required accreditation statement) and current student achievement measures;
 - 3H2** timely submission of required fees and documentation, including reports of graduation rates, performance on state licensing examinations, and employment rates;
 - 3H3** following policies and procedures of CAPTE as outlined in the CAPTE Rules of Practice and Procedure;
 - 3H4** timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education; and
 - 3H5** coming into compliance with accreditation Standards and Required Elements within two years of being determined to be out of compliance.¹⁶

TEAM COMMENTS:

► The PTA program director is responsible for maintaining compliance with CAPTE policies. The PTA program website includes the CAPTE logo and accreditation statement and is updated with the most recent disclosure data regarding graduation rates, performance on state licensing examinations, and post-graduate employment.

[CAPTE required information/disclosures](#)

CAPTE has been notified of the change of program personnel and also the request of the interim program director for an exemption of the 9 hours of educational foundations.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

¹⁵ **Easily accessible:** Can be accessed by the public without disclosure of identity or contact information and is no more than one “click” away from the program’s home webpage.

¹⁶ This is a USDE requirement.

Standard 4
The program faculty are qualified for their roles and effective in carrying out their responsibilities.

Individual Academic Faculty¹⁷

4A Each core faculty¹⁸ member, including the program director and clinical education coordinator, has contemporary expertise¹⁹ in assigned teaching areas and demonstrated effectiveness in teaching and student evaluation. In addition, core faculty who are PTs/PTAs and who are teaching clinical PT/PTA content are licensed or regulated in any United States jurisdiction as a PT or PTA.

TEAM COMMENTS:

► Through review of the SSR and interviews with program director and deans, the program does currently have a part time interim program director and a full time ACCE. Currently James Hull, a physical therapist with a Master's Degree is serving as interim director. Mr. Hull is a part time employee. The institution is currently searching for a permanent program director. The ACCE and second core faculty member is Renda Cline. Ms. Cline is appropriately licensed as a PTA within the state of Ohio. Ms. Cline will not return as the ACCE next semester and the institution is currently search for a replacement. The team did see the current on-line posting to replace the ACCE position.

INSTITUTION COMMENTS:

The College has employed a PTA Program Director who will start as adjunct this summer semester 2018 and then move to full time this fall semester 2018. Please find documents for orientation process and appointment letter.

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

IR_Heidi Kreglow Orientation Action Plan CAPTE.pdf
IR_Kreglow Appointment Letter.pdf

4B Physical therapists and physical therapist assistants who are core faculty have a minimum of three years of full time²⁰ (or equivalent) post-licensure clinical experience in physical therapy.

TEAM COMMENTS:

► Both Mr. Hull and Ms. Cline exceed the minimum required full time clinical experience. Mr. Hull began his clinical career in 1973 and Ms. Cline in 1996.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

¹⁷ **Academic faculty:** Those faculty members who participate in the delivery of the didactic (classroom and laboratory) portion of the curriculum. The academic faculty is comprised of the core faculty and the associated faculty.

¹⁸ **Core faculty:** Those individuals appointed to and employed primarily in the program, including the program director, the academic coordinator of clinical education (ACCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and physical therapist assistants and may include others with expertise to meet specific curricular needs. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty may hold tenured, tenure track, or non-tenure track positions.

¹⁹ **Contemporary expertise:** Expertise beyond that obtained in an entry-level physical therapy program that represents knowledge and skills reflective of current practice. Longevity in teaching or previous experience teaching a particular course or content area does not by itself necessarily constitute expertise.

²⁰ **Full-time:** 35 hours per week.

4C Each core faculty member has a record of institutional or professional service²¹.

TEAM COMMENTS:

► In compliance with the collective bargaining agreement, Ms. Cline serves on the eLearning committee. Additionally, she attends department, division and advisory committee meetings representing the PTA program.

As part time employee, Mr. Hull does not have required institutional services, however it should be noted that Mr. Hull, according to his own interview and discussions with students, will be providing a summer review of surface anatomy for the rising second year PTA students.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

4D Each associated²² faculty member has contemporary expertise in assigned teaching areas and demonstrated effectiveness in teaching and student evaluation.

TEAM COMMENTS:

► The team did meet with only one member of the associated faculty, Trent Boeshart. The other associated faculty member, Alyson Rosich was not available or present for any of the site visit. Through review of resumes and interview with Mr. Boeshart, the team was unable to verify that contemporary clinical expertise was considered during assignment of teaching content. Mr. Boeshart reported that has a full time clinical job as a pediatric PTA however his teaching assignments were consistently in functional anatomy and orthopedic coursework. The team was unable to see any evidence that education, experience or student feedback was utilized by the program in the division of curricular content and the assignment of specific faculty to courses.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

4E Formal evaluation of each core faculty member occurs in a manner and timeline consistent with applicable institutional policy. The evaluation includes assessments of teaching, service, and any additional responsibilities. The evaluation results in an organized faculty development plan that is linked to the assessment of the individual core faculty member and to program improvement.

TEAM COMMENTS:

► In accordance with the collective bargaining agreement the team did view evidence and samples of formal evaluation and faculty development activities that were redacted.

²¹ **Service:** Activities in which faculty may be expected to engage including, but not limited to, institution/program governance and committee work, clinical practice, consultation, involvement in professional organizations, and involvement in community organizations.

²² **Associated faculty:** Those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the program resides or in other units of the institution, but who have primary responsibilities in programs other than the PTA program.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

4F Regular evaluation of associated faculty occurs and results in a plan to address identified needs.

TEAM COMMENTS:

► In accordance with the collective bargaining agreement the team did view evidence and samples of formal evaluation and faculty development activities that were redacted.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Program Director²³

4G The program director is a physical therapist or physical therapist assistant who demonstrates an understanding of education and contemporary clinical practice appropriate for leadership in physical therapist assistant education. These qualifications include all of the following:

- a minimum of a master's degree;
- holds a current license/certification to practice as a PT or PTA in any United States jurisdiction;
- a minimum of five years (or equivalent), full-time, post licensure experience that includes a minimum of three years (or equivalent) of full-time clinical experience;
- didactic and/or clinical teaching experience;
- experience in administration/management;
- experience in educational theory and methodology, instructional design, student evaluation and outcome assessment, including the equivalent of nine credits of coursework in educational foundations. [Proviso: CAPTE will begin enforcing the expectation for post-professional course work in 2018. This will be monitored in the Annual Accreditation Report.]

TEAM COMMENTS:

► The interim program director meets all qualifications as currently Ohio licensed physical therapist with a Master's Degree. Mr. Hull has extensive experience including 26 years of full time clinical experience including 15 years of teaching within the PTA program at North Central State College prior to assuming the role of Dean of Health Sciences. An exemption to the CAPTE requirement of 9 credit hours of Educational Foundations has been requested given the vast experience however the team did not see documentation of such an exemption being granted.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

²³ **Program director:** The individual employed full-time by the institution, as a member of the core faculty, to serve as the physical therapist assistant education program's academic administrator: Chair, Director, Coordinator, etc.

4H The program director provides effective leadership for the program including, but not limited to, responsibility for communication, program assessment and planning, fiscal management, and faculty evaluation.

TEAM COMMENTS:

► As interim director, Mr. Hull has demonstrated leadership and clearly has a passion to see the NCSC PTA program thrive. His extensive knowledge of PTA education, assessment, institutional processes at NCSC and of CAPTE requirements provide guidance as the program re-develops. Mr. Hull has indicated that he will stay with the program for another year to mentor the new program director once hired. This may be of assistance particularly if a novice program director is secured who does not have extensive knowledge of CAPTE or NCSC.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Clinical Education Coordinator²⁴

4I The clinical education coordinator is a physical therapist or physical therapist assistant who is licensed or regulated in any United States jurisdiction as a PT or PTA and has a minimum of three years of full-time post-licensure clinical practice. Two years of clinical practice experience must include experience as a CCCE or CI in physical therapy, or a minimum of two years of experience in teaching, curriculum development and administration in a PT or PTA program.

TEAM COMMENTS:

► The ACCE was verified through on-site documentation and The Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers (OTPTAT) board website, that Renda M. Cline is a Physical Therapist Assistant licensed by the state of Ohio for the past 21 years and holds a Bachelor of Science in Allied Healthcare Management. She also meets the minimum Clinical Instructor criteria and is an APTA Credentialed Clinical Instructor. Upon interview with the program director, she is the sole core faculty member and assigned as the Academic Coordinator of Clinical Education (ACCE) with responsibilities of overseeing the clinical education experience, evaluation/assessment and intervention outlined in the programs PTA Clinical Education Manual.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

4J The clinical education coordinator is effective in developing, conducting, and coordinating the clinical education program.

TEAM COMMENTS:

► The Clinical Instructor Handbook and clinical agreements are the primary methods to inform and communicate clinical information to CI's and students designating responsibilities in their clinical environments. The team verified upon interviews with students that the ACCE demonstrates

²⁴ **Clinical Education Coordinator:** The core faculty member(s) responsible for the planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum. The clinical education coordinator(s) is/are the faculty member(s) of record for the clinical education courses. NOTE: the term is intentionally generic; programs are free to use any appropriate title.

reasonable efforts in planning and coordinating clinical sites to meet the diverse needs of students. Interviews with graduate students and CI's describe the ACCE's lack of meeting onsite appointments. Interviews with the program director indicated that the current ACCE lack initiative in developing relationship with clinical sites and from his prospective there was a lack of communication with existing clinical sites.

The ACCE has initiated the use of APTA's assessment tools to collect clinical site information and CI credentialing information however data is limited. On-site material and interview with the ACCE, indicate a lack of evidence to support other methods to assess CCCE's and CI's. It is unclear the use of the programs "Site Visit" midterm and final evaluation form which focuses on student progress but unclear regarding assessment questions evaluating the CI.

Student assessments rely on the weekly "One-Minute Paper" and "Midterm and Final" site visit documentation for assessing Practicum I (PHTA 2110) and II (PHTA 2130). These are utilized for academic monitoring and opportunity to discuss student progress, non-progress, safety issues and appropriate supervision. Upon interview, the ACCE has been recently been instructed to perform weekly visits to students on their six week Directed Practice (PHTA 2150) clinical experience. The weekly progress notes address level of direct supervision concerns, goals, strength and weakness.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Collective Academic Faculty

4K The collective core and associated faculty include an effective blend of individuals who possess the appropriate educational preparation and clinical and/or professional experiences sufficient to meet program goals and expected student outcomes as related to program mission and institutional expectations and assigned program responsibilities.

TEAM COMMENTS:

► It is very difficult to assess the collective faculty as this faculty does seem to continue to be in transition. The current interim program director seems well informed and dedicated to getting this program back to the well-established program it once was; however, he is a part time employee and will remain part time with the hiring of a permanent program director. The current ACCE has been provided with notification of non reappointment and is indicating that this is her final semester. The existing posting does provide evidence that a qualified individual is being recruited.

The team could not verify that associated faculty was specifically assigned to program coursework based on their specific educational, clinical or professional experiences.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

4L The collective core faculty initiate, adopt, evaluate, and uphold academic regulations specific to the program and compatible with institutional policies, procedures and practices. The regulations address, but are not limited to, admission requirements; the clinical education program; grading policy; minimum performance levels, including those relating to professional and ethical behaviors; and student progression through the program.

TEAM COMMENTS:

► In accordance with institutional policies, procedures and practices, the team did verify that the core faculty do have the authority to initiate, adopt, evaluate and uphold academic regulations through a governance process from program director to dean to college leadership and/or curriculum committee.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

4M The collective core faculty have primary responsibility for development, review and revision of the curriculum with input from other appropriate communities of interest.

TEAM COMMENTS:

► As was demonstrated through curriculum revisions in 2012 and 2015, the core faculty did have primary responsibility for development, review and revision of the curriculum.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

4N The collective core faculty are responsible for assuring that students are safe and ready to progress to clinical education.

TEAM COMMENTS:

► The team did verify through interviews with students that there is a mechanism in place for students to progress through curriculum and demonstrate safe and competent practice prior to progressing to clinical education. Prior to participation in PHTA 2110 during the summer, students must have successfully completed all content including practicals, where students verified, safe practice was assessed. These practicals were required in each of the laboratory classes. Again prior to PHTA 2130 Practicum II and PHTA 2150 Directed Practice, students demonstrated 100% accuracy of the competency skill list.

Students interviewed did indicate that they knew there were elements of their practicals that lead to automatic failure of the practical however the team was not able to determine what these critical safety elements were from the provided rubrics and documents.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Clinical Education Faculty²⁵

- 40** Clinical instructors are licensed physical therapists or, if permitted by State Practice Act, licensed/certified physical therapist assistants, with a minimum of one year of full time (or equivalent) post-licensure clinical experience, and are effective role models and clinical teachers.

TEAM COMMENTS:

► The team verified onsite completed documentation from PHTA 2150 Directed Practice, “Clinical Site Visit and Student Progress Records”, students’ narrative evidence of addressing CI’s competencies in areas such as effective communication, strengths, daily planning, constructive feedback, clinical expectations and professionalism. Onsite verification support the early stages of an ongoing process utilizing the APTA’s Clinical Site Information Form (CSIF) the preferred method of summarizing CI’s qualifications. The site visit report and CPI web are used to assess the teaching effectiveness of the CI’s.

Upon interview with the ACCE, physical site visits and email correspondence are utilized to monitor student progress. Onsite evidence and interviews with the ACCE, students CI’s, visit logs, weekly logs and communication logs, provide additional evidence of monitoring students during PHTA 2110 Practicum I, PHTA 2130 Practicum II and PHTA 2150 Directed Practice clinical experiences. On-site documentation supports the use of the CPI Web tool to evaluate student performance and feedback. Further interviews with the ACCE, describe that CI’s are positively encouraged to become APTA CI credentialed and can receive assistance in utilizing the CPI if unfamiliar with accessing or utilizing the tool efficiently. The ACCE corresponds by email and phone when assistance is needed by CI’s.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

²⁵ **Clinical education faculty:** The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either Center Coordinators of Clinical Education (CCCEs) or Clinical Instructors (CIs). While the educational institution/program does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services. The primary CI for physical therapist assistant students must be a physical therapist or a physical therapist assistant; however this does not preclude a physical therapist assistant student from engaging in short-term specialized experiences (e.g., cardiac rehabilitation, sports medicine, wound care) under the supervision of other professionals, where permitted by law.

Standard 5

The program recruits, admits and graduates students consistent with the missions and goals of the institution and the program and consistent with societal needs for physical therapy services for a diverse population.

- 5A** Program policies, procedures, and practices related to student recruitment and admission are based on appropriate and equitable criteria and applicable law, are written and made available to prospective students, and are applied consistently and equitably. Recruitment practices are designed to enhance diversity²⁶ of the student body.

TEAM COMMENTS:

► The on-site team was able to verify the information contained in the SSR during discussions with the Interim Program Director, Academic Liaison/Adviser and with current students. Special admissions procedures are readily available on the program website and the selection process using a points system is relatively transparent to prospective students. [PTA Admission process](#)

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 5B** Prospective and enrolled students are provided with relevant information about the institution and program that may affect them including, but not limited to, catalogs, handbooks, academic calendars, grading policies, total cost to student, financial aid, the program's accreditation status, the process to register a complaint with CAPTE, outcome information, and other pertinent print and/or electronic information. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

TEAM COMMENTS:

► As described in the SSR, most of the required disclosures in this element appear on the College or program website and/or in printed materials reviewed on-site. There is a robust variety of support services available to prospective and current students, including financial aid, disability services, TRIO, health insurance, testing, career development, etc. [Student Services Reference Guide](#). The CAPTE-required disclosures on the program website were verified [CAPTE-Required Disclosures](#). The PTA Clinical Education Handbook contains the information about travel to clinical sites and the PTA Student Handbook contains detailed information about the program, insurance information, immunization and health requirements and answers to most other student-related concerns.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

²⁶**Diversity:** Includes group/social differences (e.g., race, ethnicity, socioeconomic status, gender, sexual orientation, country of origin, as well as cultural, political, religious, or other affiliations) and individual differences (e.g., age, mental/physical ability, personality, learning styles, and life experiences).

5C Enrollment agreements²⁷, if used, comply with institutional accrediting agency and state requirements and are only executed with a prospective student after disclosure of the information delineated in 5B and formal admission to the program has occurred.

TEAM COMMENTS:

▶ N/A

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

5D Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of program students are written and provided to students and applied consistently and equitably.

TEAM COMMENTS:

▶ The on-site team reviewed the PTA Student Handbook and found language about laboratory safety, due process, complaint process, clinical behavior and a form that students sign acknowledging information about health insurance, OSHA and HIPAA regulations, and a consent to participate in lab demonstrations and hands-on interventions. The on-site team did not see specific policies addressing privacy and dignity.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

5E Policies, procedures, and practices related to student retention,²⁸ student progression²⁹ and dismissal through the program are based on appropriate and equitable criteria and applicable law, are written and provided to students, and are applied consistently and equitably. Retention practices support a diverse student body.

TEAM COMMENTS:

▶ The on-site team confirmed the information contained in the SSR and through interviews with current and former students, the team was able to verify that the policies and practices were clear, fair, and applied equally to all students associated with the program. Institutional use of the CANVAS learning management platform facilitates timely communication and creates an electronic gradebook that students can access at any time. The demographics and diversity of students enrolled in the program are generally reflective of the communities served by NCSC.

INSTITUTION COMMENTS:

²⁷ **Enrollment agreements:** Formal contracts between the institution, program, and student which articulate basic legal tenets, assumptions, and responsibilities for all parties identified in a transactional relationship.

²⁸ **Retention:** Maintenance of enrollment across multiple terms.

²⁹ **Progression:** Ability of students to enroll in subsequent courses based on defined expectations.

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Standard 6
The program has a comprehensive curriculum plan.

6A The comprehensive curriculum plan³⁰ is based on: (1) information about the contemporary practice³¹ of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to the delivery of health care services, to physical therapy education, and to educational theory.

TEAM COMMENTS:

► Per the state of Ohio Department of Higher Education directives, the NCSC PTA program has a comprehensive curriculum plan based in contemporary practice using resources such as the Normative Model for PTA education and the minimum entry level skills for PTA documents. Through review of on-site materials, the team did see evidence of advisory board input to incorporate standards of care within the region.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6B The curriculum plan includes courses in general education and basic sciences that prepare the student for the technical courses, or competencies, if the program is competency based³².

TEAM COMMENTS:

► The PTA program curriculum plan includes general education courses such as English Composition I, Statistics, Introduction to Psychology, Anatomy and Physiology, Physics, Medical Terminology, Human Growth and Development and a humanities elective are integrated into the curriculum plan to insure that students have foundational knowledge to prepare for the technical courses. According to interview with the program director these specific courses were chosen to satisfy the Ohio state requirements for an AAS degree and to support the foundational knowledge required for the technical courses.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

³⁰ **Curriculum plan:** A plan for the education of learners that includes objectives, content, learning experiences and evaluation methods—all of which are grounded in the mission, and expected student outcomes of the program and are based on consideration of educational theory and principles, the nature of contemporary practice, and the learners' previous experiences. The curriculum plan is part of the overall program plan, the latter of which may include goals related to areas such as program growth, finances, faculty development, faculty scholarship, community involvement, etc.

³¹ **Contemporary practice:** Delivery of physical therapy services as documented in current literature, including the *Guide to Physical Therapist Practice*, the Standards of Practice, and the Code of Ethics.

³² **Competency based education:** Education processes that focus more on what students learn, rather than where or how long the learning takes place. Instead of evaluating student progress on the amount of time spent in a classroom (using the credit hour, which is the default standard for measuring progress), students receive college credit based on their actual demonstration of skills learned. Competency-based education programs are often designed to allow students to learn and progress at their own pace.

6C The curriculum plan includes a description of the curriculum model³³ and the educational principles on which it is built.

TEAM COMMENTS:

► Interviews with the core faculty indicate that they envision students completing a practice of skills through the laboratory experience. There was no evidence of specific educational principles aside from demonstration-practice-return demonstration.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6D The curriculum plan includes a series of organized, sequential and integrated courses designed to facilitate achievement of the expected student outcomes including the expected student learning outcomes described in Standard 7. The curriculum includes organized sequences of learning experiences that prepare students to provide physical therapy care to individuals with diseases/disorders involving the major systems³⁴, individuals with multiple system disorders, and individuals across the lifespan and continuum of care, including individuals with chronic illness. The clinical education component provides organized and sequential experiences coordinated with the didactic component of the curriculum. Clinical education includes both integrated³⁵ and full-time terminal³⁶ experiences.

TEAM COMMENTS:

► Review of the SSR, associated materials, on site material and interviews with core faculty and students verified that the curriculum plan includes an organized and sequential series of general education and technical courses to facilitate learning. The program also includes the 683 hours included in 3 clinical education courses. These courses are integrated within other courses in a systematic way. Interview with the program director highlighted this concept as he is concerned with placement of Human Growth and Development after the Neuro course in the plan. He did discuss with the advisory committee and has been charged with review of this course to determine if a majority of students have completed the course prior to matriculation in the PTA program and more importantly prior to the neuro course.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

³³ **Curriculum model:** A general description of the organization of the technical curriculum content.

³⁴ **Major Systems:** Cardiovascular, pulmonary, integumentary, musculoskeletal, neuromuscular systems.

³⁵ **Integrated clinical education:** Clinical education experiences that occur before the completion of the didactic component of the curriculum. Options include but are not limited to one day a week during a term, a short full-time experience at the end of a term, a longer full-time experience between two regular terms. Integrated experiences cannot be satisfied with patient simulations or the use of real patients in class; these types of experiences are too limited and do not provide the full range of experiences a student would encounter in an actual clinical setting. Integrated clinical experiences must be satisfied prior to the start of any terminal clinical experiences.

³⁶ **Full time terminal clinical education:** Extended full-time experience that occurs at the end of the technical curriculum but may be followed by didactic activity that does not require additional clinical experiences.

6E The curriculum plan includes course syllabi that are comprehensive and inclusive of all CAPTE expectations.

TEAM COMMENTS:

► The team did review syllabi for each course which contained all of the elements as required with the exception of the assigned instructor. The syllabi did identify a course coordinator of either James Hull or Renda Cline. These syllabi did not reflect the faculty assignments as listed in the early information section of the SSR which indicated other instructors as listed in the associated faculty (Rosich, Broeshart). Interview with Trent Broeshart, confirmed that associated faculty are provided with a program syllabi and materials per the Canvas LMS. The associated faculty are not expected to develop an independent syllabi or course materials.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6F The curriculum plan includes learning objectives³⁷ stated in behavioral terms that reflect the breadth and depth³⁸ of the course content and describe the level of student performance expected.

TEAM COMMENTS:

► The syllabi reviewed incorporated learning outcomes that were written in behavioral terms and reflected the breadth and depth of course as well as the assessment methods intended to measure the student's performance. The syllabi represent the mapping and revision which occurred in the program to come in to compliance with the reduction of credits and resulting revised curriculum.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6G The curriculum plan includes a variety of effective instructional methods³⁹ selected to maximize learning. Instructional methods are chosen based on the nature of the content, the needs of the learners, and the defined expected student outcomes.

TEAM COMMENTS:

► Through interviews with students and on site materials, the team did verify that a variety of instructional methods were utilized to assist student learning. There appeared to be traditional lecture and laboratory assignments, however there was evidence of team projects and presentations across the curriculum.

³⁷ **Objectives:** Statements specifying desired knowledge, skills, behaviors, or attitudes to be developed as a result of educational experiences. To the extent possible, objectives are expected to be behavioral (e.g., observable and measurable) across all learning domains.

³⁸ **Breadth and depth:** Qualities associated with the extent to which a learning experience, or a series of learning experiences, includes: (1) a diversity of subject matter (breadth) and/or (2) a focus on one subject (depth). In the context of physical therapy course content and objectives, breadth is usually demonstrated by objectives that describe the variety of knowledge, behaviors, or skills the student is expected to achieve, while depth is demonstrated by the description of the degree of student achievement expected as described in the objectives (e.g., the taxonomic level within the appropriate domain of learning).

³⁹ **Instructional methods:** Classroom, laboratory, research, clinical, and other curricular activities that substantially contribute to the attainment of entry-level competence.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6H The curriculum plan includes a variety of effective tests and measures⁴⁰ and evaluation processes⁴¹ used by faculty to determine whether students have achieved the learning objectives. Regular, individual testing and evaluation of student performance in the cognitive, psychomotor, and affective domains is directly related to learning objectives and includes expectations for safe practice during clinical education experiences.

TEAM COMMENTS:

► Through review of SSR, associated materials, on site materials and through interviews with students, the team did verify of effective variety of tests, quizzes, practical examinations, and projects. Clinical experiences were evaluated through the clinical instructor and student self-assessment utilizing the WEB CPI. Passing requirements on the CPI were clearly understood by all stakeholders. There was limited clarity in the critical items on any given practical exam. Students did indicate that some students had failed the practical and were required to retake them however there was no clear delineation of what was an automatic failure.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6I If the curriculum plan includes courses offered by distance education⁴² methods, the program provides evidence⁴³ that:

6I1 faculty teaching by distance are effective in the provision of distance education;

TEAM COMMENTS:

► Through interviews with faculty, the team verified that the faculty who recently put the seminar courses from brick and mortar to online had to provide the curriculum committee the verification that the course had satisfied the rigorous Quality Matters Development Process.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

⁴⁰ **Tests and measures:** procedures used to obtain data on student achievement of expected learning outcomes.

⁴¹ **Evaluation processes:** Techniques used to determine the extent to which test data relate to overall student performance.

⁴² **Distance Education:** An educational activity characterized by separation of the faculty member from the student by either distance or time or both. For the purposes of these standards, the following definitions also pertain:

- Distance Education course: a course in which 50% or more of the contact hours are completed using distance education modalities and less than 50% of the contact hours include direct (face-to-face) interaction between the student and the faculty member(s).
- Distance Education program: a program in which 50% or more of the required courses (not including clinical education courses) are distance education courses.

⁴³ Assessment of the quality of distance education is required by USDE.

612 the rigor⁴⁴ of the distance education courses is equivalent to that of site-based courses;

TEAM COMMENTS:

► Through interviews with faculty, the team verified that the faculty who recently put the seminar courses from brick and mortar to online had to provide the curriculum committee the verification that the course had satisfied the rigorous Quality Matters Development Process.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

613 student performance meets the expectations of the faculty as described in course syllabi and demonstrated in student assessment;

TEAM COMMENTS:

► All student must complete the course requirements within the Canvas learning system in order to satisfy the course requirements.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

614 there is a mechanism for determining student identity during course activities and when testing occurs at a distance;

TEAM COMMENTS:

► The students interviewed did verify that they utilized authenticated credential to log onto Canvas to participate in the Canvas course system.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

615 there is a mechanism for maintaining test security and integrity when testing occurs at a distance;

TEAM COMMENTS:

► The students interviewed did verify that they utilized authenticated credential to log onto Canvas to participate in the Canvas course system.

⁴⁴ **Rigor:** Expectations for student assignments, engagement in the course and performance.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

616 there is a mechanism for maintaining student privacy as appropriate;

TEAM COMMENTS:

► The students interviewed did verify that they utilized authenticated credential to log onto Canvas to participate in the Canvas course system.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

617 students have been informed of any additional fees related to distance education; and

TEAM COMMENTS:

► There was confirmation with the student services staff that the alternative delivery fee was detailed on the student bill for any online courses,

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

618 distance education students have access to academic, health, counseling, disability and financial aid services commensurate with services that students receive on campus.

TEAM COMMENTS:

► There was confirmation with the student services staff that distance education students are afforded the same access to services as on campus students.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6J The curriculum plan includes clinical education experiences⁴⁵ for each student that encompass, but are not limited to:

6J1 management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care;

TEAM COMMENTS:

► The evidence from the Clinical Education Manual describes and supports monitoring by the program and expectations required by students. Interviews with the ACCE, present students and graduate students concur that an expectation at the start of the program will incorporate an inpatient and outpatient clinical experience exposing them to various types of conditions and patients of all ages. It is conveyed to students at the start of the program that a pediatric specialty will not be possible during a student's first Practicum due to lack of didactic knowledge and skill early into the program.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6J2 practice in settings representative of those in which physical therapy is commonly practiced;

TEAM COMMENTS:

► As provided by the SSR, on-site documents support the evidence of different experiences in areas of outpatient, inpatient, pediatrics and skilled nursing facilities which are available to students in the PTA program. Upon interviews with the ACCE, inpatient settings include acute care hospital and skilled nursing facility settings. Pediatrics education settings include outpatient and school-based settings. The completed documentation of the CPI web, weekly progress, Directed Practice midterm and final progress were verified to support methods of monitoring common physical therapy practice appropriate for the associated settings.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6J3 involvement in interprofessional practice⁴⁶

TEAM COMMENTS:

► The team verified from completed CPI web assessments supporting and addressing interprofessional practice opportunities. The ACCE and PD upon interview emphasize their expectations in preparing and encouraging students throughout the program to engage with other professionals. The syllabi for Practicum I (PHTA 2110), Practicum II (PHTA 2130) and Directed Practice (PHTA 2150) support the program's outcome expectations for involvement of interprofessional

⁴⁵ **Clinical education experiences:** That aspect of the technical curriculum during which student learning occurs directly as a function of being immersed within physical therapist practice. These experiences comprise all of the formal and practical "real-life" learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment.

⁴⁶ **Interprofessional practice:** "When multiple health workers from different professional backgrounds work together with patients, families, carers [sic], and communities to deliver the highest quality of care" (WHO, 2010).

practice opportunities in the clinical sites. Interviews with CI's and graduate students verify that interpersonal practice was encouraged and supported.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6J4 participation as a member of the PT and PTA team; and

TEAM COMMENTS:

► The syllabi for Practicum I (PHTA 2110), Practicum II (PHTA 2130) and Directed Practice (PHTA 2150) outlined in the "Outcome and Assessment Methods" section, describe the program's outcome expectations for participation as member of the PT/PTA team. The team verified upon interviews with students, CI's and completed student CPI assessments supporting the opportunities for students to participate as a team member in their clinical experiences.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6J5 other experiences that lead to the achievement of the program's defined expected student outcomes.

TEAM COMMENTS:

► Interviews with second year students, graduates, and CI's support evidence of different experiences within the inpatient, outpatient and skilled nursing facilities. CI's confirm that students are encouraged to participate and engage in other forms of therapeutic intervention, not common in every clinical site, such as aquatic programs and fall prevention programs. CI's also verify that students may have opportunities for rare educational experiences such as observing surgeries.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

6K The curriculum for the PTA program, including all general education, pre-requisites, and technical education courses required for the degree, can be completed in no more than 5 semesters, **or** 80 academic weeks, **or** 104 calendar weeks, including 520-720 hours of clinical education.

TEAM COMMENTS:

► Through review of all materials both prior to and onsite, the team did verify that all course work can be completed within 5 semesters and included 683 hours of clinical education. Many of the PTA matriculated students have in fact completed all or most general education courses prior to participating in the application process for PTA.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 6L** The institution awards the associate degree upon satisfactory completion of the physical therapist assistant education program or assures the associate degree is awarded by an affiliating college at the satisfactory completion of the physical therapist assistant education program.

TEAM COMMENTS:

► The curriculum is built to satisfy the requirements to award an Associate of Applied Science upon successful completion of all PTA program requirements.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Standard 7

The curriculum includes content, learning experiences, and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.

- 7A** The physical therapist assistant program curriculum requires a complement of academic general education⁴⁷ coursework appropriate to the degree offered that includes written communication and biological, physical, behavioral and social sciences which prepare students for coursework in the technical program sequence. General education courses are courses not designated as applied general education⁴⁸ coursework by the institution or program.

TEAM COMMENTS:

► The North Central State College PTA curriculum includes both general and program specific content. General education courses are integrated into the 5 semesters of the program and are selected to satisfy the Ohio state standard of 30 general education credits. The required core courses include ENGL 1010 English Composition I, PSYC 1010 Introduction to Psychology, Stat 1010 Statistics and Probability and a humanities elective. The program selected the remaining 19 credits to support the technical content. These 19 credits include: PHYS 1010 Introduction to Physics, BIOL 2751 and 2752 Human Anatomy and Physiology I and II, COMM 1010 Speech, HLTH 1150 Medical Terminology and PSYC 2010 Human Growth and Development. General education faculty, students and graduates indicated that most students have completed all general education courses prior to matriculation into the PTA program.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

- 7B** The physical therapist assistant program curriculum includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; and the medical and surgical conditions across the lifespan commonly seen by physical therapist assistants.

TEAM COMMENTS:

► Through review of self-study materials and interview with students, PTA faculty and general education faculty, the team did verify that the program curriculum includes all elements listed in 7B. Some topics are introduced in the general education courses of Anatomy and physiology and then reinforced through specific PTA coursework. Others were only covered explicitly through the Anatomy and Physiology course objectives. Additionally interviews with Prof. Tickhill, associate professor of biology demonstrated a willingness to collaborate with PTA program to insure that foundation biological sciences were covered to meet the program needs.

⁴⁷ **Academic general education.** Academic general education courses place an emphasis on principles and theory not associated with a particular occupation or profession. Academic general education courses are those in written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning.

⁴⁸ **Applied general education:** Applied general education courses rely on technical course content to teach or demonstrate, what should be broader examination of concepts and ideas in a “true” general education course. Examples of applied general education might include: Pharmacology for the PTA (rather than Introduction to Pharmacology) or Applied Physics for the PTA (instead of Introduction or General Physics I).

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

7C The technical education component of the curriculum includes content and learning experiences that prepares the student to work as an entry-level physical therapist assistant under the direction and supervision of the physical therapist.

TEAM COMMENTS:

► Through interviews with students and review of curriculum materials, student understand the entry level role of a PTA to the supervising physical therapist.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

7D Courses within the curriculum include content designed to prepare program students to:

| <p>The practice expectations in 7D have been placed into a table that is part of the final Visit Report. This is the only place for the team to comment on individual practice expectations. Based on your review of all materials and on-site interviews, please indicate if the objectives and learning experiences for each practice expectation appear to be reflective of entry level practice (can use yes/no or √).</p> | <p>Indicate if reflective of entry level practice</p> <p>NOTE: only yes or no is to be provided in these columns</p> | | <p>COMMENT:</p> <p>Comment is needed only when the practice expectation is a strength of the program OR does NOT appear to be sufficiently addressed in objectives or learning experiences OR based on interviews. Summarize the sources of information that led you to this opinion, for example, include comments from interviews or other supporting evidence (history of student performance, graduate or employer survey data, course materials from either the SSR or viewed on site, etc.)</p> <p>If more specific objectives are found during your review, identify the course and objective #(s).</p> <p>FOR ALL OTHERS, NO COMMENT IS NEEDED.</p> |
|--|--|----------------------|--|
| | Objectives | Learning experiences | |
| <p>Professional Ethics, Values and Responsibilities</p> <p>7D1 Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.</p> | x | x | |
| <p>7D2 Report to appropriate authorities suspected cases of abuse of vulnerable populations</p> | | | <p>The review of documents and interviews with student did not provide implicit report of suspected cases of abuse of vulnerable populations. There was various areas where ethical dilemmas are utilized and may reinforce this topic.</p> |
| <p>7D3 Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.</p> | | | <p>The review of documents and interviews with student did not provide implicit report of fraud and abuse. There were various areas where billing and reimbursement were discussed and may reinforce this topic.</p> |
| <p>7D4 Perform duties in a manner consistent with the Guide for Conduct</p> | | | |

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|--|--|----------------------|--|
| | Objectives | Learning experiences | |
| of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct (APTA) to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary. | X | X | |
| 7D5 Perform duties in a manner consistent with APTA's <i>Values Based Behaviors for the Physical Therapist Assistant</i> . | X | X | |
| 7D6 Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values. | X | X | |
| 7D7 Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers. | X | X | Student interviews indicated a practical experience simulated a patient with aphasia. The student had to manage effective communication with an aphasic client throughout the practical experience. |
| 7D8 Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities. | | X | While students are assessed in this area through the successful completion of the CPI, it was difficult to determine where the initial instruction had occurred. The PHTA 1010 object did demonstrate student reflection of personal reactions to disability. |
| 7D9 Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist. | X | X | |
| 7D10 Identify basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance. | X | X | |
| 7D11 Identify and integrate appropriate evidence based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist. | X | X | |

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|--|--|----------------------|--|
| | Objectives | Learning experiences | |
| 7D12 Effectively educate others using teaching methods that are commensurate with the needs of the patient, caregiver or healthcare personnel. | X | X | |
| 7D13 Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership. | X | X | Students begin a service learning project in PHTA 1010 and it is then developed as continued service as a group, led by the PTA class officers. |
| 7D14 Identify career development and lifelong learning opportunities, including the role of the physical therapist assistant in the clinical education of physical therapist assistant students. | X | X | |
| <u>Patient/Client Management Screening</u> 7D15 Interview patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status (e.g., fatigue, fever, malaise, unexplained weight change). | X | X | |
| 7D16 Use the International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations. | | | There was no evidence of an explicit learning objective however the faculty did indicate that there was a handout available. |
| <u>Plan of Care</u> 7D17 Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes. | X | X | |
| 7D18 Review health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care. | X | X | |
| 7D19 Monitor and adjust interventions in the plan of care in | X | X | |

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|---|--|----------------------|---|
| | Objectives | Learning experiences | |
| response to patient/client status and clinical indications: | | | |
| 7D20 Report any changes in patient/client status or progress to the supervising physical therapist. | X | X | |
| 7D21 Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant. | | | When interviewed about practicals or PTA who would working beyond the scope of practice on clinical, students indicated that they would discuss this with their PTA faculty. |
| 7D22 Contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist. | X | X | |
| <u>Intervention</u> ⁴⁹ | | | |
| 7D23 Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include: | | | |
| a. Airway Clearance Techniques: breathing exercises, coughing techniques and secretion mobilization | <u>X</u> | X | |
| b. Application of Devices and Equipment: assistive / adaptive devices and prosthetic and orthotic devices | <u>X</u> | X | |
| c. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapies | <u>X</u> | X | |
| d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life | <u>X</u> | X | |

⁴⁹ **Interventions:** This list is adapted from the *Guide to Physical Therapist Practice (2014)*.

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|--|--|----------------------|--|
| | Objectives | Learning experiences | |
| e. Manual Therapy Techniques: passive range of motion and therapeutic massage | X | X | |
| f. Motor Function Training (balance, gait, etc.) | X | X | |
| g. Patient/Client Education | X | X | |
| h. Therapeutic Exercise | X | X | |
| i. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal | X | X | |
| <p><u>Test and Measures</u>⁵⁰</p> <p>7D24 Demonstrate competence in performing components of data collection skills <u>essential for carrying out the plan of care</u> by administering appropriate tests and measures (before, during and after interventions) for the following areas:</p> | | | |
| a. Aerobic Capacity and Endurance: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise) | X | X | |
| b. Anthropometrical Characteristics: measurements of height, weight, length and girth | X | X | |
| c. Mental Functions: detect changes in a patient's state of arousal, mentation and cognition) | X | X | This was limited to the neuro course in reference to the Ranchos Los Amigo Scale and the Glasgow Coma Scale. Interviews with students did not verify use of mini mental status tests and baseline orientation of patients. |
| d. Assistive Technology: identify the individual's and caregiver's ability to care for the device; recognize changes in skin condition and safety factors while using devices and equipment | X | X | |

⁵⁰ **Test and Measures:** Categories are adapted from the *Guide to Physical Therapist Practice* (2014).

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|--|--|----------------------|--|
| | Objectives | Learning experiences | |
| e. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility | X | X | |
| f. Integumentary Integrity: detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize viable versus nonviable tissue | X | X | |
| g. Joint Integrity and Mobility: detect normal and abnormal joint movement | X | X | |
| h. Muscle Performance: measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone | X | X | |
| i. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions | X | X | |
| j. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations | X | X | |
| k. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities | X | X | |

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|--|--|----------------------|--|
| | Objectives | Learning experiences | |
| <p>l. Range of Motion: measure functional range of motion and measure range of motion using an appropriate measurement device</p> | X | X | |
| <p>m. Self-Care and Civic, Community, Domestic, Education, Social and Work Life: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community and work environments; recognize level of functional status; administer standardized questionnaires to patients and others</p> | X | X | |
| <p>n. Ventilation, Respiration and Circulation: detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics</p> | X | X | |
| <p>7D25 Complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.</p> | X | X | |
| <p>7D26 Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.</p> | | | <p>Students did report that they reviewed scenarios as part of their discussion board activities for their seminar courses.</p> |
| <p>Participation in Health Care Environment 7D27 Contribute to efforts to increase patient and healthcare provider safety.</p> | X | X | |

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|--|--|----------------------|--|
| | Objectives | Learning experiences | |
| 7D28 Participate in the provision of patient-centered interprofessional collaborative care. | X | X | |
| 7D29 Participate in performance improvement activities (quality assurance). | | | Students participate in a team activity and are responsible to assess their team members' participation. The topics of the team activities were not necessarily quality based. |
| Practice Management 7D30 Describe aspects of organizational planning and operation of the physical therapy service. | X | X | |
| 7D31 Describe accurate and timely information for billing and payment purposes. | x | X | Students are introduced to billing and payment during their first intro to PTA course however it is not threaded into a later assignment during their clinical learning experiences. |

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

Standard 8

The program resources are sufficient to meet the current and projected needs of the program.

8A The collective core faculty is sufficient in number to allow each individual core faculty member to meet teaching and service expectations and to achieve the expected program outcomes through student advising and mentorship, admissions activities, educational administration, curriculum development, instructional design, coordination of the activities of the associated faculty, coordination of the clinical education program, governance, clinical practice, and evaluation of expected student outcomes and other program outcomes. Minimally, the program employs at least two, preferably three, full-time core faculty members dedicated to the PTA program. One of the full-time core faculty members must be a physical therapist who holds a license to practice in the jurisdiction where the program operates.

TEAM COMMENTS:

► Upon reviewing onsite materials and interviews with the program director and ACCE, the evidence does not support listing two full-time core faculty members. Renda Cline, PTA, ACCE is the only faculty listed as core full-time faculty. Interview with James Hull, MBA, PT verify that he serves as the interim program director and is responsible for teaching one didactic course in term I. He also describes that the program is actively seeking a full-time program director at this time. Onsite evidence and interviews with the program director and associate faculty support that Renda's responsibilities are teaching didactic and laboratory courses in terms two through five. She is primarily responsible for all clinical experience courses in terms three through five with the assistance of associated faculty member, Allyson Rosich PTA, monitoring students through their clinical experiences. The assistance is primarily during Directive Practice clinical experience in which upon interview with Renda she is required to visit each student weekly. It is unclear and without evidence in the Clinical Handbook the policy of weekly site visits during Directive Practice.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8B The program has, or has ensured access to, adequate secretarial/administrative and technical support services to meet expected program outcomes.

TEAM COMMENTS:

► The team confirmed through interviews with the program director and the ACCE, there is support available from the Senior Administrative Assistant of Health Sciences to assist PTA program faculty. The ACCE and Senior Administrative Assistant are the conduits to obtain appropriate direction for Information Technology support for faculty, students and the clinical education program.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8C Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes and to support the academic integrity and continuing viability of the program.

TEAM COMMENTS:

► Interviews with the Interim Program Director and the Divisional Dean indicate that the financial resources are adequate to support the program; however, the on-site team has concerns that the allocation to fund 2.0 FTE core faculty moving forward and the absence of an allocation to fund associated faculty on which the program is very dependent, is inadequate when other program expenses are factored in. The absence of resources to fund clinical faculty development is also a concern.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8D The program has, or has ensured access to, space, equipment, technology and materials of sufficient quality and quantity to meet program goals related to teaching and service.

8D1 Classroom and laboratory environments are supportive of effective teaching and learning.

TEAM COMMENTS:

► The team was able to visually verify that classroom and laboratory space are adequate for the number of students in the program. The classroom can accommodate a minimum of fifty students and utilize two large screen monitors on each side of the room to allow students to follow PowerPoint lectures. Upon walking through the main laboratory space and whirlpool area, it resembles a contemporary physical therapy clinic with the associated physical therapy equipment. A large secure store room adjacent to the main lab contains numerous therapy equipment and supplies. The shared laboratory the PTA students share with other disciplines, as described in the self-study report, is utilized preparing for lab practice and testing. This area encompasses massage tables, hi/low table, tilt table and various wheelchairs.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8D2 Space is sufficient for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials.

TEAM COMMENTS:

► The team verified the program director and ACCE's offices have ample space for a desk chairs and filing cabinet containing students' confidential information. The offices can be locked and secured. The offices also allow sufficient space and privacy for one-on-one student advisement or conducting confidential meetings. In the shared associate faculty area there are several desks in a cubicle environment and have potential for private discussion with students if speaking quietly. The cubicles have individual desktop computers and a copy machine is shared among the associate staff.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8D3 Students have access to laboratory space outside of scheduled class time for practice of clinical skills.

TEAM COMMENTS:

► Interviews with the program director, existing students and graduate students verify that main laboratory and shared laboratory were readily available for practice outside of scheduled classes. The hours are discussed during lab orientation and posted outside of the entrances of the laboratories that listed weekdays and weekend afternoon hours.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8D4 Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number, are in safe working order, and are available when needed.

TEAM COMMENTS:

► Upon visual inspection, review of the inventory list, interviews with present and graduate students provide supportive evidence that the program has a variety of equipment used in contemporary physical therapy practice. The team was able confirm the extensive list of equipment such as electrical modalities, several types of ambulation devices, several types of wheelchairs, PPE, blood pressure cuffs, braces and numerous contemporary therapy supplies stored in cabinets. A smaller room adjacent to the main laboratory contain sterile whirlpools, wound care supplies and paraffin bath units. The shared laboratory encompasses massage tables, hi/low table, tilt table and various wheelchairs. The PD describes no equipment is borrowed and there is a process of identifying non-operable equipment. The team verified annual safety inspection records and upon visual inspection, dates on various biomedical medical equipment are up to date.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8D5 Technology resources meet the needs of the program.

TEAM COMMENTS:

► The team verified through interview with the ACCE the use of the learning management system, CANVAS among students and faculty for academic instruction and communication. It was verified that the system provides accessibility to power points used during lecture, syllabus, assignments, grades, remediation and method of class interaction online on and off campus. Students interviewed stated the available technology is an effective means in meeting the instructional needs of the program. Upon

student and faculty interviews, the use of powerpoint is a primary piece of technology used to for instructional purposes.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8E The resources of the institutional library system and related learning resource centers are adequate to support the needs and meet the goals of the program, faculty and students.

TEAM COMMENTS:

► A tour of the spacious Bromfield Library and interview with the librarian verify the adequate access to computers, copiers, group study rooms and WiFi to access the numerous databases supported by the Ohio State University system. The available hours and services are provided during orientation of the PTA program and are posted outside the library facility. Interviews with present students and graduate confirm using the databases and equipment to develop their assigned research projects. The team verified that physical therapy text books, periodicals and various related literature were also found near the main lab where students spend most of their time.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8F The clinical sites available to the program are sufficient to provide the quality, quantity and variety of expected experiences to prepare all students for their roles and responsibilities as physical therapist assistants.

TEAM COMMENTS:

► The team verified on-site documents and interviews with the ACCE that the number of clinical sites available to the program were found to be sufficient in quality and quantity. Interviews with students and CI's, describe the ACCE as effective in placing students in an inpatient or outpatient clinical experience with respect to student travel distance and choices. Upon interview with the ACCE, a process to update and reorganize the clinical education opportunities has begun and is an ongoing process. The evidence was verified on-site that the use of the CPI web and APTA's assessment tools to gather data have been initiated but inconsistent.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8G There are effective written agreements between the institution and the clinical education sites that are current and describe the rights and responsibilities of both parties. At a minimum, agreements address the purpose of the agreement; the objectives of the institution and the clinical education site in establishing the agreement; the rights and responsibilities of the institution and the clinical

education site, including those related to responsibility for patient/client care and to responsibilities for supervision and evaluation of students; and the procedures to be followed in reviewing, revising, and terminating the agreement.

TEAM COMMENTS:

► The team verified on-site documents and through interviews with the program director and ACCE, that North Central State College and PTA program have an effective written agreement with clinical education sites developed by the State Attorney General's office. It describes the responsibilities of the PTA program such as assuming primary responsibilities, communication with staff, abiding by agency policies and providing due process for student appeals of grades. The description of the agency agreement assumes responsibilities such as appointing a licensed PT or PTA as a Clinical Instructor, an orientation process, and providing appropriate clinical practice experiences. However, upon evidence found through interview with the ACCE and Senior Administrative Assistant of Health Sciences, indicate an ongoing process to update and finalize agreements in a timely manner with State Attorney General's office of Ohio.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

8H Academic services, counseling services, health services, disability services, and financial aid services are available to program students.

TEAM COMMENTS:

► There are a plethora of student support services available to all NCSC students, including those affiliated with the PTA program. A robust array of financial aid options are available (loans, grants, scholarships, work study, etc...) as are services for those with disabilities, library resources, tutoring and advisement. There is a Follett bookstore on campus, a rec center and a wide range of student activities and events to engage students. Students have access to discounted on-campus childcare and career and personal counseling are offered. A full listing of student services is available on the College website: [Student Services Reference Guide](#) Veterans have extensive services available to them as well [NCSC Veterans Services](#). The on-site team met with representatives of the various student service areas and confirmed their involvement and support with prospective and enrolled PTA students.

INSTITUTION COMMENTS:

IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY:

**ADDITIONAL MATERIALS REQUESTED BY THE ON-SITE REVIEW TEAM
TO BE PROVIDED WITH THE INSTITUTION'S RESPONSE
APTA Department of Accreditation**

The following materials are to be provided to CAPTE as part of the institution's response to this report. At the time the Visit Report with Institution Response is submitted, upload each document via the program's home page of the CAPTE Portal using the *Upload Additional Materials* button under the SSR Grid. **The following instructions must be followed:**

- a. **Format:** All documents must be in PDF format. All large documents must be bookmarked.
- b. **Naming of document:** In order to clearly identify that it is part of the institution's response, the file name **must begin with IR** (eg, IR_CVBrown_NewCore.pdf). If it is a revised document, then 'revised' must also be included in the file name (eg, IR_RevisedClinEdHdbk.pdf). The document should be clearly named so that the reader will know what it is. Do not name by standard, unless it is a revised narrative response.
- c. **Highlight Revisions:** Any revised document must have **all revisions highlighted**.
- d. **Identified in Visit Report:** The file name (e.g. IR_Revised CVSmith.pdf) must be included in the IDENTIFY ADDITIONAL MATERIALS UPLOADED, IF ANY box under each applicable standard.

Should the program want to provide materials not requested by the team, these instructions must be followed for all materials being provided AFTER the on-site visit.

ADDITIONAL MATERIALS REQUESTED: (if none, state none; DO NOT DELETE page)

STANDARD

2A/2D

2A

REQUESTED MATERIAL(S)

Professional Advisory Committee (PAC) minutes from 3/22/18

PTA Department Meeting Minutes from 4/3/18

TEAM LEADERS: IF ADDITIONAL MATERIALS ARE REQUESTED, LEAVE A COPY ON SITE WITH THE PROGRAM AND SUBMIT THIS FORM WITH THE VISIT REPORT. Only material viewed on site or missing from the Self-study Report can be requested

Visit Report
Representing the
Commission on Accreditation in Physical Therapy Education

Names and Signatures of the Team

North Central State College
Name of Institution

Physical Therapist Assistant Program
Name of Program

April 8 -11, 2018
Date of the On-Site Visit

Margaret Jaillet, PT, DPT
Team Leader

Felix Nava, PTA, MEd
Team Member

Michael O'Donnell, MPH, MEd, RN
Team Member (Non-PT)

Each of the above signers hereby reaffirms his/her commitment to maintain the confidentiality of all information relating to the accreditation of this physical therapist education program and promises not to make copies of, disclose, discuss, describe, distribute or disseminate, in any manner whatsoever, either orally or in written form, any confidential information received or generated, and not to use any confidential information for personal or professional benefit or for any other reason, except directly in connection with service to CAPTE.

SIGNATURE PAGE