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

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

 **Course Details**

Prefix & Number Course Title

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

Credits Length of Course (in weeks including exam)

Students/class Students/section

Type (Clinical Education Course, Elective, Foundational Content, All other courses, General Education, Technical Education)

Number of Sections

**Scheduled Student Contact Hours**

Classroom Clinical Education

Distance Learning Laboratory

Other

**Course Documentation**

Syllabus Exam

**INSTRUCTIONS**

**COURSE DETAILS**

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

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

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

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

The following is an example for PTA programs:

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

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

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

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

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

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

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

**PTA Programs:**

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

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

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

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

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

**PTA PROGRAMS:**

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

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

**SCHEDULED STUDENT CONTACT HOURS**

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

* **Classroom**: lecture, seminar/discussions, tutorials, etc. which do **not** have a laboratory component and are held in-person with face-to-face instruction.
* **Laboratory:** can also include laboratory experiences in which the student has an opportunity to interact or observe patients regardless of if this opportunity occurs on campus or in a clinical setting.
* **Clinical Education**: use 32 hours/week to calculate contact hours for all full-time experiences.
* **Other:** includes independent study; use the number of credits assigned to the course as the number of contact hours per week (e.g., a two-credit independent study course taught over 15 weeks would be documented as 30 contact hours).

**Distance Learning** includes **online courses** or courses **with online content.** According to theCAPTE Rules of Practice, Subpart 9.7(a)(1)(i-ii):

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

a. The internet.

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

c. Audioconferencing.

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

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

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

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

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

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

1. Providing direct instruction.

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

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

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

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

e. Regular interaction involves.

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

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

* Use the following to calculate contact hours:
	+ The **lecture contact hours** for a course in which **all** content is completed online with no scheduled classroom meetings should be documented as if the course were taught in a lecture format. For example, a three-credit course taken online would have 45 distance education contact hours (3 X 15 = 45).
	+ The **lecture contact hours** for a course in which **some** content is completed online and which also has scheduled classroom meetings should be documented as having both classroom and distance education contact hours. For example, a three-credit course with 15 scheduled contact hours in the classroom and the remainder of the course taken online should be documented as having 15 contact hours in classroom and 30 contact hours online.
	+ The **lecture contact hours** for a course **with a laboratory component** should be documented as above. It is assumed that no contact hours designated as **laboratory contact hours** would be taken online; therefore, the actual laboratory contact hours should be documented.

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

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

**For electives:**

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