**2015 Self-Study Report - Hutchinson Community College - PTA**

**Institution**

<table>
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<tr>
<th>Institution Name:</th>
<th>Hutchinson Community College</th>
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<tr>
<td>Institution accrediting agency:</td>
<td>HLC/NCQA</td>
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<tr>
<td>Name of Chief Executive Officer:</td>
<td>Carter Fite - PhD</td>
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<td>Administrative Title:</td>
<td>President</td>
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<tr>
<td>Name of Chief Academic Officer:</td>
<td>Cindy Hoss - EdD</td>
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<td>Administrative Title:</td>
<td>Vice President of Academic Affairs</td>
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<td>Name of Dean:</td>
<td>Debra Heckler - RN, MSN</td>
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<tr>
<td>Administrative Title:</td>
<td>Co-Department Chair and Director</td>
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<tr>
<td>Unit or school in which the program resides:</td>
<td>Department of Allied Health and Nursing</td>
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**Program Director/Administrator**

| Name of Program Director/Administrator: | Charles Boo - PTA, MHCJ. |
| Administrative Title:                  | Program Director          |

**Program**

| Title of Program:                  | Physical Therapist Assistant Program |
| Year of First Class Graduation:    | 2011                                |
| Program Accreditation Status:      | Accreditation                      |
| Degree Awarded:                    | AAS                                 |
| Accreditation Status URL:          | http://www.hutchcc.edu/academics/allied-health/physical-therapist-assistant/ |
| Outcomes Location URL:             | http://www.hutchcc.edu/dept8/pta/Student_Outcomes.pdf |

**Curriculum Design Characteristics**

| Type of Term:             | Semester |
| Total # Terms to Complete Degree: | 5        |
| Total # of terms in academic year: | 3        |
| Term length (in weeks):  | 16       |
| Length of professional/technical coursework in weeks (including exam week and count exam week as 1 wk): | 45 |

**Clinical Education**

| Total Hours of Clinical Education: | 16 |
| # Weeks Full-Time Clinical Education: | 16 |

**Coursework**

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<tr>
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<th>Number of Term</th>
<th>Prefix and Number</th>
<th>Course</th>
<th>Type</th>
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Core Faculty Workload

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<th>FTE Program</th>
<th>Hours - Fall</th>
<th>Hours - Winter</th>
<th>Hours - Spring</th>
<th>Hours - Summer</th>
<th>Teaching in Entry-level Program</th>
<th>Teaching other programs</th>
<th>Clinical Practice</th>
<th>Committee Work</th>
<th>Admin Responsibilities</th>
<th>Scholarship</th>
<th>Enrolled In Degree Program</th>
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Associated/Adjunct Faculty Workload

Faculty
# of PT FULL-TIME core faculty positions: 2
# of PT PART-TIME core faculty positions: 0
# of Non-PT FULL-TIME core faculty positions: 0
# of Non-PT PART-TIME core faculty positions: 0

# of FTE's the above # of core faculty represents: 2
Describe the definition of 1 FTE at your institution (10, 9 mo, 10 mo, 11 mo, 12 mo): 12 Months
# of current vacancies in currently allocated (budgeted) core faculty positions: 0
% of core faculty positions turned over in last year: 0
# of projected vacancies in currently allocated positions: 0
# of associated/adjunct faculty who teach half the contact hours of a course: 0
FTE's represented by the previous # of adjunct/associated faculty: 0

Students

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<th>Freshmen:</th>
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<td>Total:</td>
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Student Ethnicity/Race

| Hispanic/Latino of any race: | 1 | American Indian/Alaskan Native: | 0 |
| Asian:                        | 0 | Black or African-American:     | 1 |
| Native Hawaiian/other Pacific Islander: | 0 | White: | 22 |
| Two or more races:            | 0 | Unknown: | 0 |
| Total:                        | 24 |

Budget Statements

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<th>Academic Year Following Visit</th>
<th>Year Beginning</th>
<th>Year Ending</th>
<th>Core FTEs</th>
<th>Total Allocations</th>
<th>Total Expenses</th>
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Allocations

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Expenses

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Faculty List - Summary

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<td>Charles</td>
<td>PTA, MHCL</td>
<td>Core</td>
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</table>
Core Faculty Details - Booe, Charles

Qualifications Narrative
The director of the PTA Program at HCC is Travis Booe, PTA, MHCL, who is certified in Kansas. He has over fifteen years of experience in the clinical setting. He has a full time administrative contract. Travis Booe, Program Director is in sixth year teaching experience and seventh year with Hutchinson Community College as program director. He teaches Basic Principles and was well prepared to do so from his years in the acute care setting. He is certified in Kansas. Prior to joining the college, Travis had been a lead PTA on the Acute Neuro Rehabilitation Unit at Hutchinson Regional Medical Center. The work experience plus his continuing education with emphasis on Neuro has assisted Travis to be well prepared for teaching Neuro Rehabilitation. Travis completed a Masters in Health Care Leadership from Friends University, Wichita, KS, in 2008. The master's degree curriculum was designed to be able to provide leadership training for professionals in the health care field. It also provided a well-rounded educational designed to encompass all phases of the health care leadership including clinic, hospital, long-term care and home health management. The knowledge and experience gained from completion of the program will allow Travis to instruct students about the overall picture and give insights regarding where physical therapy is aligned within the health care settings.

Documents
CV Resume: 7015 Travis Booe CV.pdf

Core Faculty Information
Position: Director
Months Appointed Per Academic Year: 12
FTE (for Institution): 1
FTE (for Program): 1
PT or PTA: PTA
Entry-Level PT/PTA Degree: Associates
Highest Earned Degree (Not E-L PT): Masters (advanced)
Discipline of Highest Earned Degree: Administration
Rank: Instructor
Total Years As Faculty In Program: 6
Primary Area of Expertise Taught In Program: Neuromuscular
Secondary Area of Expertise Taught In Program: Electrophysiology
% of Time Enrolled in Degree Program: No
Certified Clinical Specialist: No

Teaching (%)
Entry-Level Program: 50
Other Programs: 0
Service (%)
Clinical Practice: 5
Committee Work, General Advising, Etc.: 10
Other (%)
Administrative: 35
Scholarship: 0
Enrolled in Degree Program: 0

Core Faculty Details - Dummy, Dummy

Qualifications Narrative
Dummy is qualified.

Documents
CV Resume: CV Dummy and Prerequisite Exam.pdf

Core Faculty Information
Position: Other Faculty
Months Appointed Per Academic Year: 0
FTE (for Institution): 0
FTE (for Program): 0
PT or PTA: Neither
Entry-Level PT/PTA Degree: Not Applicable
Highest Earned Degree (Not E-L PT): Other
### Core Faculty Details - Watson, Aubrey

#### Qualifications Narrative
Aubrey Watson, HPT® was hired as the ACCE and to provide instruction. Aubrey graduated from Wichita State University with a Master of Physical Therapy degree in 1997. He is a licensed Physical Therapist in Kansas. He most recently the Director of Rehab at Advanced Wellness and Rehab for 6 years, carrying a full patient case load and supervising physical therapist assistants and rehab techs in the care of patients in an outpatient setting. Prior to this, he was the Inpatient Team Lead at Wesley Rehabilitation Hospital, managing and supervising a total of 16 PTs, PTAs, OTs, PTAs, SLPs and rehab techs. Aubrey has a working knowledge of the latest rehabilitation techniques, Medicare and private insurance reimbursement and has taught human anatomy physiology in a variety of college settings. This experience provides a good foundation to assure students are competent and ready for clinical participation.

#### Documents
- Faculty Scholarship:
- Core Faculty Information
- Position: Clin Ed Coordinator
- Months Appointed Per Academic Year: 12
- FTE (for Institution): 1
- FTE (for Program): 1
- PT or PTA: PT
- Highest Earned Degree: Masters
- Highest Earned Degree (Not E-L PT): Masters (advanced)
- Discipline of Highest Earned Degree: Physical Therapy
- Rank: Instructor
- Total Years As Faculty in Program: 1
- Primary Area of Expertise Taught in Program: Clinical Education
- Secondary Area of Expertise Taught in Program: Musculoskeletal
- % of Time Enrolled in Degree Program: No
- Certified Clinical Specialist: Yes

#### Teaching (%)
- Entry-Level Program: 100
- Other Programs: 0

#### Service (%)
- Clinical Practice: 5
- Committee Work, General Advising, Etc.: 5

#### Other (%)
- Administrative: 25
- Scholarships: 0
- Enrolled in Degree Program: 0
### Graduation Rate

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Graduation Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>0.0</td>
</tr>
<tr>
<td>2011</td>
<td>100.0</td>
</tr>
<tr>
<td>2012</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Class Year - 2010

**G1.1. Cohort Graduating**

No

### Class Year - 2011

**G1.1. Cohort Graduating**

Yes

G1.1a. If Yes, how many cohorts graduated in the year being reported?

1

### 2011 - Cohort 1

G1.2. MM/YYYY of Matriculation

02/2010

G1.3. MM/YYYY of Expected Graduation

04/2011

G1.4. MM/YYYY that represents 150% of program length

November 2011

### Number of Students Matriculated:

G1.5. Number of students matriculated 1st term after Add/Drop

20

### Number of Students In Original Cohort Who:

G1.6. Graduated on Time

19

G1.7. Required 101%-150% of Time

1

G1.8. Required > 150% of Time

0

G1.9. Are Still Enrolled in Program

0

### Number of Students In Original Cohort Who Did Not Complete the Program Due To:

G1.10a. Academic Deficit

0

G1.10b. Clinical Deficit

0

G1.10c. Died/Severely Disabled/Active Military Duty

0

G1.10d. Health/Family Issues

0

G1.10e. Other Reasons

0

G1.11. Graduation Rate

100

G1.12. If students left for other reasons (G1.10e), identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:
### Class Year - 2012

#### G1.1. Cohort Graduating
- **G1.1a. If Yes, how many cohorts graduated in the year being reported?**
  - Yes
  - 1

#### 2012 - Cohort 1

| G1.2. MM/YYYY of Matriculation | 08/2012 |
| G1.3. MM/YYYY of Expected Graduation | 07/2013 |
| G1.4. MM/YYYY that represents 150% of program length | January 2014 |

#### G1.5. Number of Students matriculated 1st term after Add/Drop
- 21

#### G1.6. Number of Students In Original Cohort Who:
- Graduated on Time | 20 |
- Required 101%-150% of Time | 0 |
- Required > 150% of Time | 0 |
- Are Still Enrolled in Program | 0 |

**Number of Students In Original Cohort Who Did Not Complete the Program Due To:**

| G1.10a. Academic Deficit | 0 |
| G1.10b. Clinical Deficit | 0 |
| G1.10c. Died/Severely Disabled/Active Military Duty | 0 |
| G1.10d. Health/Family Issues | 1 |
| G1.10e. Other Reasons | 0 |

- **G1.11. Graduation Rate:** 100%

**G1.12. If students left for other reasons:** Identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:

The student had some health issues and couldn't meet the clinical requirements. A decision was made to allow her into the next cohort once health issues were resolved.

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**Preface**

Hutchinson Community College (HCC) located in Hutchinson, Kansas was founded in 1928. An important aspect of the mission at HCC since its inception has been responsiveness to the community needs.

In January 2007, a request was received from several healthcare leaders from within the Hutchinson area to offer a Physical Therapist Assistant (PTA) program at HCC. HCC began to explore the possibilities. Information from Kansas Board of Regents health occupation specialist was reviewed by HCC. A plan was proposed to develop a survey and list of potential facilities to survey. February of 2007, business and industry leaders were invited to discuss the needs of the community for physical therapist assistants. In attendance were: Les Zimmerman, CEO Hutchinson Clinic; Gene Schmitz, CEO Promise Regional Medical Center, formerly Hutchinson hospital; Barbara Hanzlick, CEO The Medical Center; and Carol Baxter, Physical Therapist, Pinnacle Rehabilitation. HCC representatives included: Dr. Edward Berger, President; HCC; Dr. Sue Darby, Dean of Instruction; Loretta Horton, Co-Chairperson, Allied Health; Debbie Hacker, Co-Chairperson, Allied Health. At that time it was recommended to move forward with exploring the need for the program by sending surveys to facilities in South Central Kansas to better determine the need for not only physical therapist assistants, but also a physical therapist assistant program to be developed. In March 2007 an Industry needs survey was sent to 55 area facilities to determine not only current usage of PTA's, but also future demands including current vacancies. They indicated a strong need for the program and future graduates to accommodate their needs. Although a formal survey was not developed and distributed to potential students, as word of mouth spread, inquiries ensued regarding the potential PTA program. D.J. Chastain, Allied Health Advisor, has participated in developing a database of potential candidates. Conversations with students have verified the interest in the program secondary to the location in South Central Kansas. Since the start of the program, HCC has experienced a large number of applicants of approximately 90 each year along with good employment rates to further justify the program needs.

Combined with surveys, research was performed with statistics gathered to solidify the decision to offer a PTA program at HCC. According to the U.S. Department of Labor, employment of PTA's is expected to grow much faster than the average secondary to the growing number of individuals with disabilities or limited functions as well as the growing number of elderly population vulnerable to chronic and debilitating conditions. Kansas Department of Labor has projected an increase of 38.9% from 2002 to 2012 in needed PTA workforce in South Central Kansas alone with state-wide projections being 35.9%.

Results of surveys and research were presented to Advisory Board on May 22, 2007. Other items addressed were potential resources for development of program and pursuit of recommendation to move forward developing the PTA program. The recommendation was to pursue the PTA program development.

The curriculum committee was brought together to review materials for proposed mission, program goals, program outcomes, program objectives, course, general education and PTA specific, course descriptions, competency profile and sample syllabi for two courses. The Physical Therapist Assistant (PTA) program was approved by HCC's curriculum subcommittee June 8, 2007 followed by approval on June 15, 2007 by HCC's Administrative Council. June 28, 2007 HCC's Board of Trustees unanimously approved the PTA program. Finally, HCC submitted a New Program Request to Kansas Board of Regents and received approval on December 20, 2007.

A director of the program, Travis Booe CPTA, MHCL was hired November of 2008 and started in December 1, 2008. Travis was employed to develop the PTA program and to ultimately lead HCC PTA Program to accreditation. Travis attended the Developing Program conference in December 2008 sponsored by American Physical Therapy Association in Alexandria, VA.

HCC admit up to 24 students in each cohort. The first cohort began February 2010, and has successfully admitted 5 cohorts since initial accreditation. Overall
program numbers have been good with graduation rate above 90% and NCPE pass rate at 90% for a three year average. We continue to receive good support from area clinics partner with HCC to provide clinical sites. Many site have offer positions to our graduates with the major physical therapy employers in Hutchinson being able to fill much need vacancies that had been difficult in the past.

**Evaluative Criteria**

**1.1.1** The sponsoring institution is authorized under applicable law or other acceptable authority to provide a program of postsecondary education. In addition, the institution has been approved by appropriate authorities to provide the physical therapist assistant education program.

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<tr>
<th>Name</th>
<th>1.1.1 KBOR Approval.pdf</th>
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Hutchinson Community College supervised by Kansas Board of Regents (KBOR). KBOR is a nine-member board which governs six state universities, and supervises and coordinates 19 community colleges, five technical colleges, six technical schools and a municipal university. KBOR members are appointed by the Governor and confirmed by the Kansas Senate. HCC Board of Trustees approved the PTA program June 26, 2007, with minutes included in Appendix. KBOR approved the new program application for the PTA program at HCC December 20, 2007. Approval from KBOR is available in Appendix.

**1.1.2** The education program for the physical therapist assistant is provided by an institution accredited by an agency or association recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation.

Hutchinson Community College is accredited by the Higher Learning Commission. The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes the following 19 states: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Mississippi, Missouri, North Dakota, Nebraska, Ohio, Oklahoma, New Mexico, South Dakota, Wisconsin, West Virginia, and Wyoming. HLC is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA). Hutchinson Community College will host a visit October 19-20, 2015, with a team representing the Higher Learning Commission. Hutchinson Community College has been accredited by the Commission since 1965. The team will review the Institution's ongoing ability to meet the Commission's Criteria for Accreditation.

**1.1.3** 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.

Upon satisfactory completion of the HCC's PTA program, the student will be awarded an Associates of Applied Science (AAS) with a major in Physical Therapist Assistant.

**1.1.4** Institutional policies, procedures and practices are based on appropriate and equitable criteria and applicable law. The policies, procedures and practices assure nondiscrimination and equal opportunity to persons involved with the program.

Hutchinson Community College adheres to all federal and state civil rights laws banning discrimination in public institutions of higher education. The College will not discriminate against any employee, applicant for employment, student, or applicant for admission on the basis of race, color, national origin, sex, sexual orientation, gender identity, marital status, pregnancy, genetic information, religion, age, ancestry, disability, military status, or veteran status (including special disabled veteran, Vietnam-era veteran, or recently separated veteran), domestic violence status, or any other protected category under applicable local, state, or federal law, including protections for those opposing discrimination or participating in any grievance process on campus or within the Equal Employment Opportunity Commission or other human rights agencies. This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential and/or social access, benefits, and/or opportunities of any member of the campus community on the basis of their actual or perceived membership in the protected classes listed above is in violation of the College policy on nondiscrimination. When brought to the attention of the College, any such discrimination will be appropriately remedied by the College according to its published procedures. The policy is located in several areas, including online (www.hutchcc.edu/equity), the College Catalog http://www.hutchcc.edu/catalog/, the Student Handbook (under the heading "Equal Opportunity, Harassment, and Nondiscrimination Policies and Procedures"), and the Administrative/Administrative Staff/Support Staff Handbook (under the heading "Equal Opportunity, Harassment, and Nondiscrimination Policies and Procedures"). Hutchinson Community College does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, military status, sexual orientation, or any other protected category under federal, state, or local law, or by college policy. The following person has been designated to monitor compliance and handle inquiries regarding the non-discrimination policies: Jacob Gunden Coord. of Equity & Compliance 1300 N. Plum Hutchinson, KS 67501 (620) 665-3500 [or (620) 665-3512] equity@hutchcc.edu [or gundjen@hutchcc.edu] The notice is available on the student application for HCC and the application for the PTA program. The students sign a form stating they have read and will abide by the HCC Student Handbook and College Catalog that provide the statement.

**1.1.5** The institution recognizes and supports the academic and technical education aspects of the physical therapist assistant program.

HCC dedicated the time and efforts of key members of the administration including but not limited to Co-chairspersons of Allied Health, Debbie Hackler and and former Co-chairperson, Loretta Horton, Director of Human Resources, Brooks Mantooth as well as former President of HCC, Dr. Edward Berger and former Dean of Instructions, Dr. Sue Darby to investigate the need for a PTA program in South Central Kansas. These key members brought together an advisory committee, developed needs assessments of the industry as well as prepared needed documents for new program approval by Kansas State Board of Regents. HCC then hired a program director a full year in advance to prepare needed documents for application for candidacy. The director is responsible to prepare policies and procedures for the program, identify and obtain clinical agreements to meet candidacy requirements and then to continue to meet the needs of the the student population. HCC provide adequate funding for 2 full-time administrative staff members for the current tenure of the program. HCC demonstrated support by successfully employing the necessary resources to recruit the current ACCE following the resignation of the original ACCE.
HCC has continued to allocate the necessary funds to support the needs of the PTA program for needed equipment and supplies to adequately support the needs of the instructors and students. Although the funding has been the same the past few years, it has been able to meet the needs of the program. HCC annually allocates funds to provide continued education to the 2 full-time staff members allowing their participation in such conferences as Education Learning Conference and Combined Sections Meeting of the APTA. HCC has also provided faculty with on-campus learning opportunities such as new faculty orientation and other learning opportunities as part of faculty development courses.

As stated in the Human Resource mission statement, "The Human Resources Department is committed to supporting the College's mission, vision, and strategic goals. We will accomplish our mission by developing and implementing policies, programs, and services that balance the efficient use of College resources, while effectively addressing the collective needs of faculty, staff and administrators." This can be found at http://www.hutchcc.edu/hr/home.aspx?menu_id=1608&head_id=29088&sid=3448.

Both faculty members for the PTA program have full-time 12 month administrative contracts with the ACCE having a reduced contract days with full benefits commensurate with other full-time employees.

1.1.6.1 [Policies and procedures exist to protect the rights and privileges of persons associated with the education program. Policies and procedures are in place and practices are described for:] privacy and confidentiality

HCC is in compliance with the Family Educational Rights and Privacy Act (FERPA). These rights and privileges are addressed in the College Catalog at: http://www.ccsn.hutchcc.edu/www/catalog/catalog_hcc.aspx?id=1432. HCC PTA complies with the colleges standards for compliance in governing the release of Information. An individual student file presenting ongoing progress with academic and clinical education is maintained in a locked file cabinet in the PTA office. Access of PTA files will only be accessible to appropriate PTA staff. A student will be able to access his/her files during regular office hours. Records will be maintained for five years following graduation or removal from program and then official transcript Information will be available through the Registrar's office. Student Health Screenings and Background Checks are stored in a locked file cabinet in the PTA office and computer files accessible by secured login by Director or ACCE. The privacy and confidentiality policy is located on page 33 of the PTA Student Handbook. Personnel files of the faculty and staff will be located in the Human Resource Department. The files will contain the evaluations that have been performed by the college. Evaluations performed on all associated with the PTA program are available through the web services site of the college. Students are introduced to HIPAA policies in the first term of the program. Students will sign confidentiality waivers at the beginning of the program and be held to the standards for all settings including laboratory practice and clinical practice with patients/clients. The policies and procedures regarding confidentiality are available in the PTA Student Handbook. The students sign a form stating they have read and will abide by the PTA student handbook, PTA clinical handbook, HCC student handbook and the HCC catalog.

1.1.6.2 [Policies and procedures exist to protect the rights and privileges of persons associated with the education program. Policies and procedures are in place and practices are described for:] informed consent

Name

2015-16 Clinical Education Handbook.pdf

The policy regarding informed consent can be found in PTA Student Handbook on page 37. The policy regarding requirements prior to clinical practice is located in PTA Clinical Education Handbook Appendix E and PTA Student Handbook on page 37. Patient Rights are outlined in the PTA Clinical Education Handbook on page 3. The students sign a form stating they have read and will abide by the PTA student handbook, PTA clinical handbook, HCC student handbook and the HCC catalog. The policy addressing the notification of the rights and responsibilities of the C.I. is located in Appendix J of the PTA Clinical Education Handbook and page 38 of the PTA Student Handbook. It addresses how Information is provided to clinical instructors. Students sign an Informed consent regarding laboratory practice and audio-visual. Statements found on pages 9-10 of the PTA Student Handbook. PTA Student Responsibilities It is each student's responsibility to be well informed of the requirements not only of the PTA Program but also the institution. The following items have been prepared and the student should review the material. • HCCS Current Catalog and Student Handbook (www.hutchcc.edu/catalog) • HCC'S PTA Program Student Handbook • HCC'S PTA Program Clinical Education Handbook All students at HCC are subject to the policies of the college as found in the HCC Catalog, HCC Student Handbook, Physical Therapist Assistant Program Student Handbook and the Physical Therapist Assistant Clinical Handbook. The PTA Program documents have been developed as additional Information resources for the student. Each student will be required to sign informed consents as found below. Informed Consent Statements I, ____________________________ , have read and will abide by the PTA student handbook, PTA clinical handbook, HCC student handbook and HCC Catalog. Lab work I, ____________________________ , understand that lab practice on peers is an important tool for advancing my PTA education. I will practice safely and as directed by my instructor. I understand that my peers must also practice on me. I will disclose any conditions and concerns with the instructor that might pose a risk to me or my peers. If I choose not to, my instructors and HCC are not responsible for injuries. Any Information that is withheld that may endanger my peers cannot be protected in the event of an injury. I understand that it is important to present a positive and professional PTA program. In the course of our time together many social occasions will arise, and pictures will be taken. Any pictures/recording associated with the PTA program may not be released (i.e. facebook, twitter, my space etc) without permission of the program director. Signature Date Allied Health (PTA Program) Clinical Placement Policy Awareness • Students shall not undertake any Allied Health program unless willing to be placed in any of the clinical sites affiliated with the program. • Each program has specific site selection criteria. • Students are not guaranteed choice of clinical site. • Students may have to be relocated to other affiliated sites in order to fulfill clinical obligations for completion of the specific program. • Students will sign statement of understanding for clinical site assignments. • Travel and other expenses incurred are the responsibility of the student. • I acknowledge that the college does not carry health insurance to cover me, and that neither the college nor any of its affiliations is responsible for health care provisions or costs in the case of any injury or the exposure to or infection with a disease while I am participating in program-related activities. I hereby waive and release Hutchinson Community College and the affiliating agencies from any and all claims or responsibility for any such injury or exposure and/or insurance and hospital or health insurance benefits for health care services." My signature indicates that I have read and accept the above statements. Any questions I have about clinical placement have been answered. Student ____________________________ Date ____________________________ Subscribed and sworn before this _____ day of _________________ , My commission expires: _________________ Notary Public: ____________________________ Copies of the HCC PTA Student Handbook and Clinical Handbook are in the appendices.

1.1.6.3 [Policies and procedures exist to protect the rights and privileges of persons associated with the education program. Policies and procedures are in place and practices are described for:] due process
Hutchinson Community College has grievance policies and procedures for students, faculty, and staff. The following policies address this criterion: Academic Appeal. This policy can be found on HCCC's website at http://www.hutchcc.edu/catalog/policy/?id=1.4

Student Appeal of Course Grades. This policy can be found on HCCC's website at http://www.hutchcc.edu/catalog/policy/?id=25.

Due Process: This policy can be found on page 33 of the PTA Student Handbook.

1.1.6.4
[Polices and procedures exist to protect the rights and privileges of persons associated with the education program. Policies and procedures are in place and practices are described for:] complaints

The policy “Complaints not outlined in due process” is found on page 31 of the PTA Student Handbook. In collaboration with the marketing department, employers of graduates will be surveyed annually, approximately six months following graduation, and one year after graduation. The survey will provide the opportunity of graduate employers to provide input regarding the satisfaction of the program, graduate they have employed and curriculum. Both HCCC website, http://www.hutchcc.edu/catalog/policy/?id=814, and the PTA website, http://www.hutchcc.edu/pta/ All complaints will be kept on file in the PTA department with resolutions addressed attached. At this point, there hasn’t been any formal complaints brought forth regarding the PTA program.

1.1.7.1
[Polices and procedures exist to ensure the safety of persons associated with the program. Policies and procedures are in place and practices are described for:] on-campus educational experiences


It provides contact information and explains how to report crimes. It provides policies for securing and restricting access, publicizing security efforts and programs to inform employees and students about campus security. When in doubt, students are instructed to call 911.

The policies regarding safety (both on and off campus) and equipment checks can be found on page 34 and page 47 respectively in the HCC Student Handbook.

Safety in the classroom and laboratory is a high priority of the PTA faculty. Each cohort will be instructed by faculty members regarding the nearest exits, fire extinguisher, eye wash equipment and restrooms. Students are provided a tour that also guides students to a location which in the Peel Allied Health Center is located in the basement in case of a tornado or other severe weather.

The campus emergency plan is posted on the bulletin board in the classroom and is available at https://cms.hutchcc.edu/uploadedFiles/Auxiliary/Catalog /HCC_Campus_Emergency_Plan_2007_Final.pdf on the college website.

Students sign an informed consent regarding laboratory practice and audio-visual. Statements are found on page 9 of the PTA Student Handbook. They also sign a form stating they have read and will abide by the HCC handbook and catalog as well as the PTA Student Handbook and Clinical Education Handbook. It can also be found on page 9 of the PTA Student Handbook.

On campus security will be congruent with the HCC student handbook. http://www.cms.hutchcc.edu//www/catalog/catalog_hcc.aspx?id=14398. On campus safety specific to the PTA program includes: Students will receive education regarding precautions with infectious disease in the first semester of the technical education coursework. HCC PTA program adheres to the guidelines set forth by Centers for Disease Control for standard precautions and OSHA for universal precautions. Students will abide by these guidelines in class, laboratory and clinical settings. Students must demonstrate an understanding of, and utilize, universal precautions in all class, laboratory and clinical activities.

Students are encouraged to utilize the lab to practice skills during open lab hours. Safety and use of common sense will be practiced for the safety of the student and classmates. While utilizing the lab, the following rules will apply: • The student may only practice the usage of techniques and equipment that they have received appropriate training including setup, indications/contraindications and safety instruction. • No electrical equipment is to be used without a member of the PTA faculty or assigned lab coordinator in the building. • Each student is responsible for the equipment he/she is using. Equipment must be clean and placed back in appropriate storage area after use. Failure to comply may result in revocation of privileges of open lab time. • User of equipment must report in damage or safety issues to the PTA faculty staff or lab coordinator immediately. User must place sign on the machine stating “Do Not Use.” • All safety rules that you have been instructed must be followed at all times during class, lab or clinical times.

• Safety in the classroom and laboratory is a high priority of the PTA faculty. Each cohort will be instructed by faculty members regarding the nearest exits, fire extinguisher, eye wash equipment, restrooms, and first aid kit.

Phone numbers for emergency as well as evacuation routes are posted in the classroom.

1.1.7.2
[Polices and procedures exist to ensure the safety of persons associated with the program. Policies and procedures are in place and practices are described for:] off-campus educational experiences

The policies regarding safety (both on and off campus) can be found on pages 47-48 in the HCC PTA Student Handbook and reads as follows:

Policy: Safety Purpose: To delineate safety precautions and responsibility for safety in both on and off campus experiences. Implementation Date: October 2009 Procedure: On campus security will be congruent with the HCC student handbook. http://www.cms.hutchcc.edu//www/catalog /catalog_hcc.aspx?id=14398. On campus safety specific to the PTA program includes: Students will receive education regarding precautions with infectious disease in the first semester of the technical education coursework. HCC PTA program adheres to the guidelines set forth by Centers for Disease Control for standard precautions and OSHA for universal precautions. Students will abide by these guidelines in class, laboratory and clinical settings. Students must demonstrate an understanding of, and utilize, universal precautions in all class, laboratory and clinical activities.

Students are encouraged to utilize the lab to practice skills during open lab hours. Safety and use of common sense will be practiced for the safety of the student and classmates. While utilizing the lab, the following rules will apply: • The student may only practice the usage of techniques and equipment that they have received appropriate training including setup, indications/contraindications and safety instruction. • No electrical equipment is to be used without a member of the PTA faculty or assigned lab coordinator in the building. • Each student is responsible for the equipment he/she is using. Equipment must be clean and placed back in appropriate storage area after use. Failure to comply may result in revocation of privileges of open lab time. • User of equipment
must report in damage or safety issues to the PTA faculty staff or lab coordinator immediately. User must place sign on the machine stating “Do Not Use.” • All safety rules that you have been instructed must be followed at all times during class, lab or clinical times.

• Safety in the classroom and laboratory is a high priority of the PTA faculty. Each cohort will be instructed by faculty members regarding the nearest exits, fire extinguisher, eye wash equipment, restrooms, and first aid kit.

Phone numbers for emergency as well as evacuation routes are posted in the classroom. HCC PTA Program will only utilize equipment that has had appropriate biomedical maintenance.

Off Campus Safety: Off-campus activities will be scheduled in advance when possible and students will be responsible for transportation to and from all off campus activities unless other transportation from the college is arranged by PTA faculty.

The PTA program recognizes that there is some risk involved in clinical practice. Students will be responsible for acting professionally, working in a safe manner and transportation to and from the clinical site. While attending clinical practices, the student will be responsible for his/her own safety and well-being. The student is encouraged to seek out emergency services and other resources that could be valuable to them. Since HCC is not liable for injury or illness that occurs while on clinical practices, it is the recommendation of the HCC PTA program that all students carry medical insurance.

It is the responsibility of the clinical facility (as stated in the clinical agreement) to orient students to the facility.

Revised: 5/2011

1.1.7.3
[Written agreements exist for the provision of off-campus clinical experiences.] Written agreements between the institution and clinical centers are current and delineate the responsibilities of both agencies.

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<td>CONTRACT TEMPLATE (2015).pdf</td>
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Responsibilities of the College are addressed in Section 3 of the clinical agreement. Responsibilities of the Health Care Institution are addressed in Section 5 of the clinical agreement. Delineation for responsibility of patient care and supervision of students are found in section 3B of the responsibilities of the Health Care Institution. Delineation of responsibility for evaluation is found in 3E in the responsibilities of the College.

It is the process of the program to offer our contract template which assures inclusion of requirements, but if a facility request use of their contract, it is reviewed and to determine if requirements are met or added if necessary.

The contract template is provided in the appendix.

1.1.8.2
[Written agreements exist for the provision of off-campus clinical experiences.] A process exists to ensure that students are assigned to only those facilities in which a properly executed and unexpired written agreement is in place.

A file of current clinical agreements is kept in the PTA department common drive and reviewed by the ACCE. Students will only be assigned to facilities that have a properly executed clinical agreement on file.

The ACCE will be responsible to review all agreements with clinical facilities to assure accuracy and compliance with CAPTE standards. The ACCE will be responsible to assure all appropriate signatures are obtained prior to students being placed in a facility.

It is standard with the program's contract that all contracts have an automatic renewal statement unless either party notifies the other regarding deactivating the agreement. The provision is in Section 2 of the agreement that states: Section 2. Term and Automatic Renewal. This Agreement is for an initial term to commence on ("the Commencement Date") and ending on June 30th and shall automatically be renewed for successive one-year renewal terms each commencing as of July 1 and ending on June 30 of the succeeding calendar year (each a "renewal term") unless either party shall give written notice to the other party of its intent to terminate this Agreement as of the end of the initial term or the then current renewal term, as the case may be. Such notice of intended termination shall be given at least sixty (60) days prior to expiration of the initial term or then-current renewal term. The initial term and any renewal terms are referred to herein, collectively, as the "term" of this Agreement.

It is the process of the program to offer our contract template which assures inclusion of requirements, but if a facility request use of their contract, it is reviewed and to determine if requirements are met or added if necessary.
1.1.8.3

[Written agreements exist for the provision of off-campus clinical experiences.] A process exists for the ongoing review of the written agreements.

The clinical agreements will be reviewed prior to placing a student to verify contract is current. As part of our systematic program evaluation, contracts to be utilized the current year, will be reviewed annually. Clinical agreements can be terminated by either party with appropriate notice that does not interfere with current student clinical practice. Contracts will also be reviewed as needed based on changes in CAPTE standards needs of the college and need of clinical sites.

1.1.9

The institution provides a process for the participation of core faculty in the governance and in short and long term planning of the program and the institution.

Hutchinson Community College faculty and administration have opportunities to serve and a variety of committees, subcommittees and taskforce that provide input into the governance and planning of the Institution. These committees include but not limited to: Regulatory Compliance and Due Process, Institutional Effectiveness, Teaching and Learning, Professional Development and training and Institutional Wide Council. PTA program faculty will be involved in HCC’s Allied Health, Department I meetings that are held monthly where new opportunities to serve are often addressed. The PTA program Director will be involved in the Allied Health, Department I coordinators meetings monthly where additional opportunities are addressed.

Travis Booe, PTA Program Director has been involved in Monthly Allied Health, Department I meetings as well as Allied Health, Department I Coordinators meetings. Travis currently represents the Allied Health Department In Curriculum Committee and Insurance Committee

Governance of the PTA program will maintained by the Program Director as well as the faculty involved. All members of the faculty will be involved in informal and scheduled meetings as well as impromptu discussions as needed. Decisions made will require consensus secondary to being a small group. The program director will be in contact with Allied Health, Department I Co-Chairpersons on a routine basis to discuss program situations and progression. When needed, Co-Chairpersons will attend meetings as needed to provide input regarding overall department or institutional outlook.

1.1.10.1

[Polices and procedures exist which support practices by the institution to facilitate compliance with accreditation policies and procedures. The written policies and procedures delineate the responsibilities for accreditation activities and are described for] submission of required fees and documentation, including reports of graduation rates, performance on state licensing or certification examinations and employment rates

The policies for the responsibility to meet accreditation activities for submission of required fees and documentation, including reports of graduation rates and performance on state licensing or certification examinations and employment rates are found 19 of the student handbook and read as follows:

Policy: Accreditation Responsibilities

Purpose: To identify who is responsible for maintaining accreditation requirements

Implementation Date: October 2009

Procedure:

The program director will be responsible to facilitate the following accreditation requirements including, but not limited to:

• all accreditation fees will be included in the program budget to be approved by the board and submitted annually

• notify CAPTE immediately upon any substantive change that may affect accreditation status of the program

• notify CAPTE of any change in institutional accreditation that would affect the PTA program accreditation status with CAPTE

• supply CAPTE with required documentation including but not limited to graduation rates, performance on state licensing or certification examinations and employment rates

• Provide to the public graduation rates, performance on state licensing or certification examination and 6 month employment rates for the most recent 3 years.

• provide necessary proof of full compliance within the length of the program to meet accreditation requirements

1.1.10.2

[Polices and procedures exist which support practices by the institution to facilitate compliance with accreditation policies and procedures. The written policies and procedures delineate the responsibilities for accreditation activities and are described for] notification of expected or unexpected substantive change(s) within the program, and of any change in institutional accreditation status or legal authority to provide postsecondary education

The policies for the responsibility to meet accreditation activities regarding notification of expected or unexpected substantive change(s) and of any change in institutional accreditation status or legal authority to provide post secondary education are found 19 of the student handbook and read as follows:

Policy: Accreditation Responsibilities

Purpose: To identify who is responsible for maintaining accreditation requirements

Implementation Date: October 2009

Procedure:
The program director will be responsible to facilitate the following accreditation requirements including, but not limited to:

- all accreditation fees will be included in the program budget to be approved by the board and submitted annually
- notify CAPTE immediately upon any substantive change that may affect accreditation status of the program
- notify CAPTE of any change in institutional accreditation that would affect the PTA program accreditation status with CAPTE
- supply CAPTE with required documentation including but not limited to graduation rates, performance on state licensing or certification examinations and employment rates
- Provide to the public graduation rates, performance on state licensing or certification examination and 6 month employment rates for the most recent 3 years.
- provide necessary proof of full compliance within the length of the program to meet accreditation requirements

1.1.10.3
[Policies and procedures exist which support practices by the institution to facilitate compliance with accreditation policies and procedures. The written policies and procedures delineate the responsibilities for accreditation activities and are described for] coming into compliance with accreditation criteria within two years or the length of the program, whichever is shorter

Accreditation Compliance Policy/Procedure: The PTA program will come into compliance within 2 years or the length of the program, whichever is shorter. The Program Director will be responsible for maintaining accreditation requirements for the PTA program and providing the necessary proof for full compliance within the 12 month length of the program to meet accreditation requirements. The Program Director will be given time outside of teaching load to accomplish the necessary accreditation standards.

The policies for the responsibility to meet accreditation activities for submission of required fees and documentation, including reports of graduation rates and performance on state licensing or certification examinations and employment rates are found 19 of the student handbook and read as follows:

Policy: Accreditation Responsibilities

Purpose: To identify who is responsible for maintaining accreditation requirements

Implementation Date: October 2009

Procedure:

The program director will be responsible to facilitate the following accreditation requirements including, but not limited to:

- all accreditation fees will be included in the program budget to be approved by the board and submitted annually
- notify CAPTE immediately upon any substantive change that may affect accreditation status of the program
- notify CAPTE of any change in institutional accreditation that would affect the PTA program accreditation status with CAPTE
- supply CAPTE with required documentation including but not limited to graduation rates, performance on state licensing or certification examinations and employment rates
- Provide to the public graduation rates, performance on state licensing or certification examination and 6 month employment rates for the most recent 3 years.
- provide necessary proof of full compliance within the length of the program to meet accreditation requirements

1.2.1
The mission and philosophy of the program are consistent with the mission and philosophy of the institution.

Nama

HCC_PTA_Student_Handbook_2015-16.pdf

The mission, vision and values for the Institution can be found at: http://www.hutchcc.edu/academics/accreditation/ on the HCC website.

The PTA program mission, vision, and philosophy are found on page 3 of the PTA Student Handbook.

Congruency between mission, vision and philosophy of HCC and the PTA program was maintained by assessing those of the Institution prior to the development of those for the PTA program. Congruency can also be seen by the time and resources devoted to the development of the program. Developing the PTA program is a direct result of HCC's mission and vision.

Students sign a form stating they have read and will abide by the HCC handbook and catalog as well as the PTA Student Handbook and Clinical Education Handbook, it can be found on page 11 of the PTA Student Handbook.

HCC Mission Statement: Expanding the tradition of excellence through learning and collaboration

HCC Vision Statement: Hutchinson Community College will be the premier, two-year education institution in Kansas, delivering accessible opportunities for learning, growth and improved quality of life.

HCC PTA Program Mission Statement: In keeping with the institutional mission of excellence, the HCC Physical Therapist Assistant program will provide a high-quality education program that graduates individuals who are competent and qualified to assume this role within the community.
The PTA programs purpose is to graduate students who are knowledgeable, competent, self-assured, adaptable and service-oriented. This is accomplished by providing a high-quality curriculum and building various partnerships throughout the community and south-central Kansas for clinical sites and advisory input.

The mission statement of the HCC PTA program will be available in the Student Handbook on page 3 and on the website at http://www.hutchcocc.edu/pta/ on the HCC website.

1.2.2
The goals and objectives of the physical therapist assistant program support the program's mission and philosophy and are consistent with the mission and philosophy of the institution.

The goals and objectives of the PTA program are found on page 4 of the PTA Student Handbook as well as on the website at http://www.hutchcocc.edu/allied-health/physical-therapist-assistant/accreditation/ and the institutions mission and goal are available at: http://www.hutchcocc.edu/academics/accreditation/.

HCC PTA program is dedicated to providing state of the art facilities to meet the needs of the student and to provide clinical affiliations that will allow the student to transfer their knowledge into the clinics. As a result, HCC PTA program will graduate knowledgeable, safe, effective clinicians that will meet the current and future needs not only of the community but also allow the student to be able to pursue their lifelong dreams anywhere.

This information is found on the PTA website at the above URL. Current students sign a form stating they have read and will abide by the HCC handbook and catalog as well as the PTA Student Handbook and Clinical Education Handbook, it can be found on page 11 of the PTA Student Handbook. This verifies they have the material available to them.

The program goals and outcomes are as follows: Goals:
- The HCC PTA program will provide to its stakeholders the following goals:
- State-of-the-art classrooms, simulation labs, and learning resource facilities that enhance the student attainment of knowledge and skills needed.
- Clinical sites that allow students the opportunity to acquire the competence in the daily work of the PTA.
- Graduate individuals who can perform the technical aspect of clinical work in a safe efficient manner; who can communicate in a clear and understandable way; who conduct themselves within the ethical and legal framework of the progressing; and who embrace the value of life-long learning.
- Employ qualified faculty and clinicians who are dedicated to providing relevant practice experiences and who remain current in the field of physical therapy.

Program Outcomes:
- The PTA comprehensive curriculum plan includes student-centered learning experiences designed to assist the student in developing terminal competencies. These experiences have been selected and organized in a logical manner allowing the graduate to function in the PTA role upon graduation. Graduates from the program will be able to:
  - Demonstrate effective communicating skills with patients, families, caregivers and the health care team.
  - Exhibit professional behaviors and conduct that reflects physical therapy practice.
  - Demonstrate effective clinical decision making in order to implement and adjust interventions as directed by a physical therapist within the plan of care and report changes to the physical therapist.
  - Collect appropriate data to determine readiness for and response to interventions.
  - Provide interventions in a safe and effective manner as directed by the physical therapist in the plan of care following legal and ethical guidelines.
  - Document interventions and data collection findings accurately to meet the professional guidelines within the physical therapy setting.
  - Effectively educate others using teaching methods based upon the needs of the individual to include the role of the physical therapist assistant.
  - Demonstrate a commitment to professional growth and life-long learning.

1.2.3
Program policies and procedures are consistent with those of the institution.

HCC PTA program has utilized the policies and procedures of the institution and other established allied health programs. The program has adapted some policies and procedures to meet the needs of the program, institution and CAPTE. The policies and procedures have been approved by the PTA faculty, Allied Health Chairpersons and the Vice President of Academics.

PTA Student Handbook has the following policies with page numbers for the the PTA program and its requirements.

Institution and Program Mission/Vision/Philosophy.................................3
Program Overview.................................................................4
Faculty Contact Information.....................................................5
Curriculum Sequence....................................................................5-7
Academic Requirements.............................................................8
Accreditation Status.....................................................................9
Student Responsibilities..............................................................9
Informed Consent Statements........................................................9-10
Cost of the Program.....................................................................11
PTA Code of Ethics......................................................................12
Student Advising..........................................................................13
Withdrawal from Program............................................................13
Financial Aid..................................................................................13
Progression through the Program..................................................13
Due Process......................................................................................13
Requirements for Licensure............................................................13
Academic Attendance....................................................................13
Test/Exam Policy..........................................................................14
Skills Check/Practical....................................................................14
Student Information Changes.........................................................14
Dress Code.....................................................................................14
Standard Precautions.....................................................................14
Appendix A (Policy and Procedure Manual).................................16-50
The above policies that differ to varying degrees from those of the institution have been developed due to specific needs of the program. The PTA program by its very nature requires policies to address clinical practice, practice on peers, and medical equipment upkeep that an English class may not require.

HCC PTA faculty, staff, students and the Advisory Committee will review policies and procedures and all will be able to provide input regarding effectiveness of policies and procedures in meeting the goals. The PTA program staff will ultimately be responsible for decisions regarding any needed changes.

1.2.4
Mechanisms are in place for the coordination of efforts of all people and departments directly involved with the program. Ongoing and effective communication occurs among all program faculty and others directly involved with the program.

PTA Director and ACCE are able to meet often and as needed. Many mechanisms for communication are utilized by the PTA program. E-mails, interdepartmental mail, phone calls and meetings serve to keep the PTA program in easy communication with other departments, faculty and other personnel. Upon determining which form of communication is most effective with a given individual communication is done quickly and easily.

The mechanisms in place for effective communication include advisory committee meetings. Members of the committee consist of representatives of the medical community specific to physical therapy. We will also invite the chairperson of the science department to participate for input from the academic partners. Advisory committee meetings will be held at least twice per year or as needed. The Advisory Committee meetings will address issues regarding curriculum, facility usage, equipment needs and review of policies and procedures and other agenda items as needed.

PTA faculty will be involved in Allied Health department meetings monthly to discuss current issues and governance of all Allied Health programs. The program director will be involved in coordinators meetings with Allied Health programs. These meetings will address issues regarding all programs and be utilized to address situations affecting the program.

There will be weekly PTA faculty meetings to address issues that affect the program. Minutes for these meetings will be available.

The program director will be responsible for maintaining communications with the advisory committee, Allied Health team members and other departments that offer foundational course utilized by the program. Communication will be done via meetings, phone conversation, email, etc. Communication with clinical facilties including clinical instructors, center coordinators of clinical education and students involved in clinical education will include email, mail phone conversations and site visits. Each facility who has accepted a student will have copy of the clinical education handbook. The academic coordinator of clinical education is responsible for communication with clinical facilities and addressing clinical issues within the department.

1.3.1
The rights and privileges of the academic faculty are commensurate with those of other faculty in the institution.

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HCC has employed two full-time faculty members for positions of Program Director and Academic Coordinator of Clinical Education. These are both administrative positions per HCC guidelines. This is a common practice at HCC regarding directors and clinical coordinators.

Teaching loads will be determined per the Master Agreement between HCC and the faculty, Article V, page 4. PTA faculty member will not be scheduled more than 30 credit hours per academic year. See attached Master Agreement in the appendix.

The rights and privileges of the administrative staff will be made available in the administrators and administrative staff policies, sections 300-500 found at http://wwwcms.hutchcc.edu/www/handbook/policies.aspx
1.3.2
The rights and privileges of the clinical education faculty are commensurate with those with similar appointments within the institution. These rights and privileges are communicated to the clinical education faculty.

The rights of the clinical education faculty can be found in the PTA Clinical Education Handbook on page 3, and notification of rights policy can be found in Appendix J of the PTA Clinical Education Handbook and PTA Student Handbook page 36. All clinical instructors are provided with a PTA Clinical Education Handbook that contains these rights.

In communications with other Allied Health programs, these rights are comparable. It has not been found that CFs for other HCC allied health programs get perks that are not made available to PTA CFs.

There are not any current rights and privileges of clinical education faculty. HCC PTA Program will be in communications with clinical facilities to identify benefits that can be offered to the clinical instructors such as education or access to campus library. Ideas that are generated will be presented to the Allied Health Chairperson and identified departments, if any, that would be affected. The program has been able to offer continuing education in topics such as Credentialed Clinical Instructor, Shoulder Rehabilitation and Body Weight Supported Therapy that have been identified as well as educational areas of interest. Most of the educational programming provided to the clinical instructors have been at affordable rates compared to similar courses offered in the area. The PTA program will be able to educate clinical sites within the state Kansas of their rights and privileges of accessing the Kansas State Library online databases that offered free of charge to all students and residents of Kansas. Proquest Database is one of many databases available.

1.3.3.1
[ Policies and procedures exist which support the practice of ongoing planned program faculty development activities directed toward improving program faculty effectiveness. Program faculty development activities are based on program faculty and program needs identified in evaluative processes and are described for] academic faculty

The faculty development policy is found on page 35 of the PTA Student Handbook. The PTA program Director and ACCE have the opportunity to participate in on-campus training provided for different areas of academics. Opportunities include but not limited to: Angel and now Canvas training for online/web-supported classes, technical training for use of campus wide technologies and other professional development courses. Administrative staff is required to participate in 20 hours of professional development annually. The PTA program has been able to request and receive funding from Carl Perkins funding to attend both national and state conferences for both program faculty such as Combined Sections Meetings, ELC and Kansas Physical Therapy Association meetings that have been held to keep current faculty current in evidence based practices and changes in philosophy but also keep current on teaching ideas and trends to keep the classroom instruction current to meet the needs of the students.

HCC PTA program will be able to develop future staff development activities based on feedback established from students, community, employers and clinical education staff. PTA program faculty will grant time off to pursue continuing education that is beneficial to their academic career path. All faculty licensed as a PT/PTA will be required to maintain a current license by meeting all education requirements for continuing education. It is encouraged to maintain clinical skills.

1.3.3.2
[ Policies and procedures exist which support the practice of ongoing planned program faculty development activities directed toward improving program faculty effectiveness. Program faculty development activities are based on program faculty and program needs identified in evaluative processes and are described for] clinical education faculty

The plan for the development of the clinical educators will be available within the clinical handbook. It is the goal of HCC PTA Program to maintain and develop ongoing formal and informal development activities designed to meet the needs of the clinical instructors and the facilities.

The students utilize the American Physical Therapy Association Physical Therapist Student Evaluation of Clinical Experience and Clinical Instruction Form. The student and the ACCE will be in contact via phone, in-person or electronically throughout the clinical experience. These discussions will be used to determine any needs that may assist the clinician in providing an enhanced clinical experience. One portion of the systematic program evaluation is dedicated to using student feedback of clinical instructors.

A form is utilized and reviewed that is used by either the ACCE or program director during site visits to obtain feedback from clinical instructor and CCCE after each clinical experience. It will be designed to be able to determine areas of strengths and weaknesses of the student, program and institution.

The ACCE will be maintaining contact with all participating clinical sites as well as the clinical sites that were not utilized in the current semester. These conversations will be by phone, in-person, email or other form of communication and will be documented.

1.4.1
Student recruitment and admission procedures and practices are based upon appropriate and equitable criteria and applicable law. Recruitment and admission policies, procedures and practices assure nondiscrimination and equal opportunity to all students.

HCC PTA program utilizes the institutions policies for recruitment of students. HCC PTA program adheres to nondiscrimination policies (found at http://http://www.hutchcc.edu/catalog/policy?sid=85). HCC Allied Health Department has a dedicated marketing person. The program director developed the application criteria with consultation with Co-Chairpersons of Allied Health, Vice President of Academics, Allied Health Counselor, and the PTA Advisory Committee as well as other program coordinators and research of other PTA program application processes. Admission criteria is established so that PTA program receives objective data to narrow the applicant pool to 35. At that time PTA program Director and ACCE are then involved in interviews to determine the 24 qualified applicants to be selected. The admission criteria is outlined in the HCC Student Handbook on page 21, and on the web at http://www.hutchcc.edu/allied-health/physical-therapist-assistant/how-to-get-started

Hutchinson Community College
Physical Therapist Assistant Program
Admission Requirements

The Physical Therapist Assistant Program accepts generally 24 new students each summer session. Applications for acceptance into the specialty courses require the following:
1. Completion of the Hutchinson Community College application. Acceptance to the college.
2. Submission of official high school transcript or GED to the HCC Records office.
Send to:
Registrar
HCC Records Office
1300 N. Plum
Hutchinson, KS 67501

3. Submission of official college transcripts from other colleges attended to the HCC Records Office (see address above).
4. Grade Point Average of 2.5 or greater for completed general education courses in the first year of the program.
5. Applicants must have completed general education courses by the start of the fall semester prior to beginning the technical part of the program.
6. Have three reference forms completed and turned in by application deadline.
7. Interview process with PTA director and faculty for the top 40 applicants based upon the above criteria.

8. Selection Criteria:

1. Grade points average of at least 2.5 for general education courses completed within the curriculum to be eligible.
2. Three reference forms completed and turned in by application deadline.
3. Points will be given for each area of the admission process. Students will be ranked ordered by total points.

***Up to and including the current student, we had required observation hours. However, per advise from our legal counsel, it was determined that we the college didn't want the potential liability that may arise with requiring applicants whom may not be current HCC students to seek observation hours from clinical settings. Currently the faculty are working on creating a document for admission that will add a resume component to the criteria. We feel the addition of the resume will allow the program to provide opportunities for applicants to provide other qualities of themselves that could indicate being a successful applicant for the program. We will be completing the resume by the spring semester when the new application process begins.

1.4.2 Students are provided with the current policies, procedures, and relevant information about the institution and program.

Accreditation status of the institution is found at http://www.hutchcc.edu/academics/accreditation/

Accreditation status of the program can be found on page 10 of the PTA Student handbook and on the web at http://www.hutchcc.edu/pta

Graduation rates, employment rates of graduates and pass rates on licensing exam are available on the web site at: http://www.hutchcc.edu/docs/dep08 /pta/Student_Outcomes.pdf /

Career opportunities are found at http://www.hutchcc.edu/pta

Cost of the program is found in the HCC Student Handbook on page 11.

Travel expectations to clinical sites are outlined in the PTA Clinical Handbook page 4.

Financial aid information is located on page 13 of the PTA Student Handbook and the web at http://www.hutchcc.edu/financial-aid /

Health services information is located at http://www.hutchcc.edu/catalog/services-for-students /

Health and professional liability insurance requirements are found in the student handbook on page 10.

Grading policies are found in the PTA Clinical Education Handbook in Appendix I, and the HCC Student handbook on page 26 as well as on the Syllabus for each class.

The PTA policies and procedures are all attached as an appendix to the PTA Student Handbook including due process on page 33.

Clinical Sites are kept in an excel spread sheet.

The policies and procedures relevant to clinical practice are found in the PTA Clinical Education Handbook.

Access to and responsibility for cost of emergency services in off-campus educational experiences is part of the waiver signed on page 10 of the student handbook.

Once accepted into the program, students are invited to attend an orientation meeting that is usually held in July of each year. At this point, the student will be provided a Student Handbook as well pertinent information regarding the PTA Clinical Handbook. The student is the asked to review the handbooks and prepare and sign the statements stating they have read and understand the college and program policies and procedures. The students are also introduced to representatives from financial aid, business office, testing services, library services and other pertinent areas of the college. Students are also provided a tour of both main campus and the satellite campus that houses the PTA Program and other Allied Health Programs.

1.4.3 The program has in place policies, procedures and practices related to student retention. These policies, procedures and practices are consistent with institutional policy and are made available to students.

The retention policy is found on page 46 of the PTA Student Handbook. Progression through the program is found on page 40 of the PTA Student handbook. It will be the standard of the PTA program to make available laboratory time both with faculty and without faculty present with guidelines established for safety. Staff will be required to maintain office hours for student access. PTA program faculty will have conferences with students throughout and specifically at mid-term and end of semester for students with a "C" or below. Students in the program are given a PTA Student Handbook. They sign a form that states they have read and will abide by all contained within.
2.1
The program admits and graduates students consistent with the missions of the institution, the program, and with societal needs for physical therapy.

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The program admits and graduates students consistent with the missions of the institution, the program, and with societal needs for physical therapy.

The current HCC PTA cohort contains 24 students. (16 female, 8 male; 15 students in the 19-25 age, 1 students in the 26-30, 5 in the 31-35, 2 in the 36-40, 1 in the 41-45 and 0 students older than 50. By observation, 1 of the 24 is black and 2 others that are Hispanic but no other demographics of race have been taken) The admission process has been determined by researching other PTA programs within in the region as well as utilizing Information from other Allied Health programs at HCC. HCC PTA program will utilize a selective criteria to admit students into the program. By utilizing a 1+1 program design, the student will be required to complete prerequisite courses that have been chosen to provide foundational education outlined within the Normative Model of Physical Therapist Assistant Education. In the past and including the current class of students were required to submit verification of 25 hours of observation with at least eight hours required from two different settings. Beginning the next application process, per recommendations from legal counsel and administration, we have removed the required observation hours requirement and are currently developing a resume template to be able to capture other qualities that could be beneficial to their future success as PTA such as health care experience, additional courses in healthcare and specific to study of the body and movement as well as community involvement. The plan is to have the resume template completed by the end of the semester. Three reference letters will be required to provide verification of general abilities of the applicant. Following the submission of application and the aforementioned forms, the applicant score will be objectively decided for each category. The admission criteria is available on the website at: http://www.hutchcc.edu/allied-health/physical-therapist-assistant/how-to-get-started/

Each application requirement has been formulated to objectively determine particular characteristics of the applicant. The reference letters will provide information regarding the presence of the application and identifies the areas of strengths of the individual. The reference form is available in the appendix and on the website at www.hutchcc.edu/pta for download between January 28 and May 21st of each year.

As explained earlier, the resume template will allow the applicant to provide information such as work history in healthcare, experiences with physical therapy such as personal us of physical therapy as well as other qualities they feel would be beneficial to be being a successful PTA. The full details will be available by January if not sooner.

The grade point average for prerequisite courses will provide a barometer of academic performance. By selecting only prerequisite courses to evaluate, an applicant is able to evaluate past academic performance within the prerequisite courses, and have the option to retake courses that lowered their GPA. In essence, it allows for a second chance for those willing to put forth the effort to improve on past performances. This would not be possible if overall cumulative GPA was evaluated. An applicant will be required to maintain a 2.5 GPA within the prerequisite courses to be considered for admission. The prerequisite courses have been determined to provide essential foundational knowledge to complement the PTA curriculum.

Following receipt of the application, reference letters, and observation forms, the top 35 applicants, based upon the points received in each determining factor, will receive an interview. The interview will consist of the 2 faculty from the PTA program and a third person from another area of the college or the community. We have had support from nursing, admissions, human resources and student services provide another perspective within the interview process.

The vision of the college is to be the premier, two-year educational institution in Kansas, delivering accessible opportunities for learning, growth, and improved quality of life. The selective admission criteria sets standards to facilitate admission to those students that are prepared to learn the skills necessary to become a skilled clinician but also an asset to the community they will serve. The current cohort embodies what HCC and the PTA program are and want to be. They are eager to learn, help each other, and the community they live work and play in.

2.2.1
The institution provides for sufficient program faculty resources to accomplish the mission and goals of the program. The program employs two full-time core faculty members. One of the full-time core faculty members is a physical therapist.

The director of the PTA Program at HCC is Travis Booe, PTA, MHCL who is licensed in Kansas. He has over fifteen years of experience in the clinical setting. He has a full time administrative contract.

The ACCE, Aubrey Watson, MPT, has over 18 year’s clinical experience in multiple settings. Aubrey has a full time administrative contract with a reduced contract days of 210. Aubrey has experience both as a staff physical therapist as well as management positions in physical therapy settings. His experience as his curriculum vitae lists involves, inpatient, outpatient, skilled nursing, pediatrics as well as teaching experience both in biology and as a dance professor at a 4 year university.

Faculty teaching loads and schedules are outlined by the Master Agreement, article V starting on page 4. Both full-time positions are classified as administrative staff but follow the same guidelines as full-time faculty but with benefits. HCC faculty load generally consists of 26-30 hours per year.

The number of faculty required is determined by the amount of students accepted each year and CAPTE requirements. With enrollment being 24 students for the current class, the student/teacher ratio will be 12:1 which falls within the acceptable range for HCC. Both Aubrey and Travis have provided additional time during laboratory experiences as lab assistants for each other to improve the instruction.

Two full time core faculty with the assistance of an administrative assistant has allowed for teaching and preparation as well as scheduling of clinical practice, site visits, student advising. We have also been able to participate in new faculty development, Allied Health Department meetings and time out of the office working/practicing in the clinic. With Aubrey having a 12 month but 210 day contract, this allows time away from campus to continue his practice of physical therapy. He currently is involved with inpatient, outpatient and skilled nursing area outside of his teaching responsibilities. Travis also is allow time away from the campus and currently assists primarily with home health patients but does provide therapy in outpatient and inpatient settings on occasion. Currently, advising is usually divided based on who is available when students request a visit and both provide advising during open enrollment days as well as throughout the semester.
2.2.2
Each academic faculty member is qualified by education and experience to fulfill the assigned responsibilities. She/he holds appropriate credentials where applicable, including licensure, certification or registration. Each academic faculty member maintains activities within the profession consistent with the philosophy of the program and institution.

See Core Faculty Information page.

2.2.2.1
The program director of the physical therapist assistant education program is a physical therapist or a physical therapist assistant. The program director demonstrates the academic and professional qualifications and relevant experience in education requisite for providing effective leadership for the program, the program faculty, and the students. These qualifications include all of the following: a minimum of a master’s degree; licensure (if a physical therapist), or licensure, certification, or registration in states where applicable (if a physical therapist assistant); experience in clinical practice; didactic and/or clinical teaching experience; experience in administration; experience in educational theory and methodology (curricular design, development, implementation and evaluation); experience in instructional design and methodology; and experience in student evaluation and outcomes assessment.

Travis Boone, PTA, MHCL is the director of HCC’s Physical Therapist Assistant Program. He obtained his BBA in Accounting from Pittsburg State University in 1997, AAS in Physical Therapist Assistant from Colby Community College in 2000 and Masters In Health Care Leadership from Friends University in 2006.

Travis holds a certification from the Kansas State Board of Healing Arts as a Physical Therapist Assistant since 2000. Travis has practiced in multiple settings since 2000 obtaining experiences in acute inpatient, sub-acute, acute rehabilitation, acute cardiac rehabilitation, home health, outpatient, wound care and long-term care. He has worked with bachelor, masters and doctorate prepared physical therapists. Travis has routinely been delegated to perform the patient care interventions in multiple settings, but also been involved in department improvement activities.

Travis as part of his internship for completion of his masters participated with the administrative team of Promise Regional Medical Center. As part of his Master’s Capstone project, he developed a plan to move the existing outpatient physical therapy clinic off-site to provide improved accessibility and marketability of the clinic. Travis performed environment scans and developed a budget for start-up and sustainability of the clinic. Travis worked closely with the department; specifically outpatient staffing which included both PT’s and PTAs to develop a plan for progress. Travis presented the project to the administrative team including the CEO and all Vice Presidents of Promise Regional Medical Center. The project was approved and set to move forward, but unfortunately the economic situation changed and the hospital has decided to delay the project for an undetermined amount of time.

Also during his internship, he participated in several administrative projects such as improving the human resource management processes, materials management and assisted in preparing in providing input for a customer relations program. Travis has currently been with the PTA Program since it’s inception when he was hired to develop the PTA program for Hutchinson Community College. Travis was able to develop the necessary and meet the criteria to assist with a developing program from candidacy to initial accreditation. Travis was responsible for recruiting addition staff for the program, develop the policies and procedures for the program, develop and maintain the budget while providing the necessary resources for the program. Travis was part of the original development of the curriculum and Implementation of the program.

Travis has attended several conferences including on campus and national to receive direction and instruction in curriculum development, educational theory and methodology. Travis has now been teaching in program for the past 6 years. He has continued to seek opportunities to enhance his teaching skills and to implement in the program both in educational theory as well as content specific over the past 6 years.

Originally the HCC PTA Program contracted the services a consultant, Becky McKnight, to work with the program to develop sound curriculum to provide a successful foundation for the future. The guidance and direction provided by the consultant was invaluable and provided good insight into curriculum design and theory.

Travis has been able to attend several CSM conferences as well as content specific courses as well as being trained to be an on-site reviewer in 2014, Travis participated in his first review in June this past year and gained valuable experience and insight on how to continue to improve the program with evaluative tools and assessments.

2.2.2.2
The core faculty includes a member designated as the Academic Coordinator of Clinical Education (ACCE).

Please refer to the core faculty page.

2.2.3
The academic faculty have the qualifications and experience necessary to achieve the program goals. Collectively, the academic faculty have evidence of and demonstrate expertise in basic educational theory and methodology (curricular design, development, implementation and evaluation), instructional design and methodology, student evaluation and outcomes assessment.

Collectively, the faculty has the combined experience and qualifications to address the content and meet the program goals. Both faculty have experience in multiple settings, and in the working relationship between PT and PTA. As previously stated, Travis has experience in several healthcare settings such as outpatient, acute care, subacute care, inpatient rehabilitation, long-term care, home health, inpatient cardiopulmonary care and wound care. Aubrey has experience in multiple care settings including nursing home, outpatient, home health and hospital care and pediatrics as well as management in several settings.

Travis has completed the PT/PTA New Faculty workshop and has attended ELC as well as participated in education sponsored CSM courses for both content and methods and theories of teaching. Both faculty have gained instructional experience over the past several years with Travis being with the program in which he and Aubrey have been employed. However, Travis' teaching background is extensive experience as a professor for a 4 year university performing arts program prior to becoming a physical therapist. He has also taught courses in the science including Anatomy and Physiology which is critical course for the program. Both faculty have served in administrative roles where they were responsible for assessing staff performance and outcomes. As a PT and a PTA, assessment tools and techniques were utilized during every treatment, and modifications were made as indicated. Combined the faculty will have the experience and knowledge to teach/ train the entry-level PTA. With the background of each, they provide a solid foundation for administration, program design and other necessary qualities to meet the needs of the program to accomplish the program outcomes.

Both faculty will continue to seek continuing education opportunities that will enhance their abilities in their current role. Both plan to attend CSM this next
2.2.4 The clinical education faculty demonstrate clinical expertise in their area of practice and the capacity to perform as effective clinical teachers.

HCC PTA program has agreements with multiple type of clinical settings that include but not limited to: hospital with both acute and subacute care, home health, wound care, inpatient and outpatient rehab, and outpatient.

Clinical instructors must meet the following criteria: -Must be a PT or a PTA -Must be licensed, registered or certified in their practicing state -Must have at least one year of clinical experience

The above criteria are assessed through the utilization of Clinical Site Information Form (CSIF), ongoing communication with clinical site, clinical site visits and student feedback.

Responsibilities of the CCCE and the Clinical Instructors are outlined in the PTA Clinical Education Handbook on pages 3 and 4.

2.3.1 Information concerning financial aid through the institution and program is available to all students.

Information regarding current financial aid services is available to current and future students as well as faculty at Financial Aid.

All students requesting and/or receiving financial aid services are assigned an HCC financial aid advisor.

Many of our students that more credit hours than is approved for financial aid at the community college level are required to go through an appeals process that requires them to fill out the necessary paperwork send to the financial office. To the knowledge of the PTA program, no student accepted into the program has been approved if appeal submission is completed accurately. Travis has been able to assist many with the completion of the paperwork that has become more cumbersome in the past few years due to the federal financial aid standards.

2.3.2 Students have access to counseling and testing services.

Student counseling services as well as other student support services can be accessed through the website at: Counseling and other student Services / Personal Counselling

Professional counselors provide a confidential and empathetic environment in which students may seek assistance with issues they face. Professional counseling services are designed to assist students with emotional and behavioral problems that may interfere with the successful attainment of college goals. Typical counseling needs among college students include stress and anxiety, alcohol and drug abuse, loneliness, eating and sleeping disorders, and relationship problems. Students in need of long-term or clinical psychological treatment are referred to outside agencies and services.

Career Counseling and Assessments

HCC counselors assist current and prospective students through the process of exploring career options, gathering personal and occupational information, and making sound career decisions. Counselors assist students in the career decision making process using a variety of assessments including interest and personality inventories and work values questionnaires. There is a $25.00 charge for career assessment testing for individuals who are not currently enrolled at HCC; there are no testing charges for currently registered HCC students. Appointments can be scheduled by calling the Student Success Center. An HCC Counselor, upon request, can assist students in viewing online references such as the Occupational Outlook Handbook.

Advising Services

Academic advising services are provided in the Student Success Center located in the Parker Student Union to current and prospective students who have not declared a major. Professional academic advisors are available to assist undeclared students in setting academic goals. Academic advisors help students interpret assessment results, enrollment restrictions, course selection, degree options, and transfer information. Once students have decided on a college major they will be transferred to the appropriate academic department for advising.

2.3.3 Students are provided with formative and summative reports of their academic and clinical performance and progress.

Students will be provided with formative information regarding grades on all written and practical examinations throughout the semester in a timely manner. Students will receive their grades in a timely manner when possible and grades will be available through the learning management system, Canvas, for which all students have access. Summative reports are given to students at minimum two times a semester and upon individual request. PTA faculty has established office hours for the student to discuss their grade status or progress. If a student is not meeting the academic standards, the PTA faculty will initiate communication with the individual student to determine a plan to improve academic performance.

HCC will utilize the Clinical Performance Instrument (CPI) tool for evaluating the clinical education portion. The tool requires both mid-term and final evaluation but PTA faculty will be available and maintain contact with students and clinical instructors throughout the clinical practice. Clinical instructors will be encouraged to provide regular feedback to student regarding their progress and to inform PTA faculty of any student not meeting the satisfactory level of the clinical environment. PTA faculty will determine appropriate plan to address unsatisfactory performance. Documentation of meeting will be maintained in the student file.

2.4 The program has adequate financial support to achieve its stated mission. Core faculty determine program needs and, with appropriate institutional officials, are involved in budget planning and management.
The program has adequate financial resources provided by the Institution. The Institution is funded primarily by three sources: state aid of 30%, student tuition and fees of 25%, and local taxes of 45%. The program director will seek input from faculty and staff regarding resources and the identification of current and future needs. The budget approval process is the same for all established Allied Health Programs and is as follows: presentation to the department chairperson, followed by the department chairperson presenting it to the appropriate Vice President and finally approval by the Vice President of Finance. Once the budget is determined the program director has authority to allocate the resources as needed with approval process along the way for checks and balance by the chairperson and VP of Academics.

HCC is committed to the development of the PTA program as demonstrated by the resources that have been allocated to date and the inclusion of the program’s expenses within the operating budget of the institution.

The program of the Allied Health Department are provided annual opportunities to apply for both Carl Perkins funding and Capital Outlay to request additional equipment or educational opportunities for staff. The PTA program has always been approved of staff education and for most of the equipment request if not the first year, then a subsequent year unless the program director demonstrates the absolute need for the current year which has not been the case thus far. Budgets are always a concern for educational institutions and we have been fortunate enough to at minimum keep our budget flat over the past few years.

2.5 Adequate administrative and technical support staff and services exist to support the activities of the program.

Administrative support staff has been provided with our administrative assistant being shared by 3 programs but with very little conflict. The administrative assistant has been able to provide support in several areas including ordering equipment, making phone calls, responding to potential student requests, mailings, assistance with purchase orders, routine clerical duties, taking meeting notes.

Technical support is provided by the Technical Support Department. There is a staff member designated to the Allied Health Department. Technical Support is available via phone and email. They assist in any area such as computers, phone, multimedia and other technical support as needed.

The Instructional Technology and Distance Education Department (ITDE) provides training and support the online web-supported Canvas learning management system and any support dealing with applications for classroom and laboratory curriculum. Canvas learning management system was purchased and implemented this past summer with a learning curve but overall it has been a successful implementation with different levels of usable available by all instructors.

Student Services provides advisors to assist students entering any Allied Health program. The Allied Health Advisor provides guidance to students that are interested in any Allied Health program. The Allied Health Advisor has been very helpful in providing assistance with many potential applicants especially throughout the school year when PTA faculty are engaged with the current students. The PTA director and the Allied Health Advisor have been in frequent contact to develop guidelines for students interested in HCC PTA program.

2.6.1 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.

HCC has a variety of services and materials offered courtesy of the JFK Library and Rimmer Learning Resource Center. The JFK Library is associated with the Kansas State Library system which provides a wide variety of databases. The databases are accessible online with access on or off campus for the convenience of the student, faculty as well as clinical Instructors. Clinical instructors are not considered to be employed by HCC but do have access to the Kansas State Library databases.

The following databases are available through JFK Library: Ebscohost—Cinehl, Gale—Medline and Nursing and Allied Health Collections, Lexis Nexis, Proquest and EBooks. This type of information via electronic database is equivalent to materials that can be found in hardcopy. HCC is able to access hard copy materials that are not available on campus through Inter-library loan program upon request.

Staff of JFK Library will be able to assist the students of the PTA program in navigating the library services from the available in print materials to the online databases. As part of Professional Issues 1, students of the PTA program participated in an educational session at the library to introduce and to enhance the ability to access evidence based research abilities of the students.

The PTA program has begun to accumulate resource materials to enhance the learning materials throughout the curriculum. All resources are available for utilization by the students upon request. The PTA program has been provided room in the on-site library at the PTA Center. The publications received by the faculty with their APTA, KPTA and section membership publications have been made available to the students to review current information to support the classroom lectures and laboratory.

2.6.2 Technology for instructional purposes is easily accessible and is of sufficient quantity and quality to meet the needs of the program.

The PTA program has multi-media equipment in the laboratory and classroom to provide technological assistance in the delivery of the curriculum. The multi-media systems will have the capabilities of VCR, DVD and other projection equipment. PTA staff will have access to laptops to assist in preparation of the learning material.

The PTA program has been able to purchase and provide to students programs such as Web PT for documentation, VH1 for developing home exercise programs and Muscles In Motion to assist in providing a better visual of the body in motion. These are all supported by the technical support staff. All HCC students and faculty have access to any computer lab on campus as well off-line access to information available through the web-supported system Canvas. Since the last visit the students now have access to a 24 lab computer lab in the same building as the PTA classroom as well as 3 in the classroom with a printer. HCC students and faculty will be assigned email addresses upon enrollment and employment for communication purposes.

The Instructional Technology and Distance Education (ITDE) department is available for support of technology needs of the program. ITDE provides group and individual training for students and faculty to meet the needs of HCC instructional technology and distance education.

Training for faculty was held via Zoom. Zoom is a distance conference learning tool that allows for video and audio conferencing simultaneously. This technology is available when needed.
2.7.1
The program has classrooms and laboratories of sufficient quality and quantity to provide an environment conducive to effective teaching and learning.

During our initial accreditation visit in 2010 and decision in 2011, HCC had been leasing space for a laboratory and classroom in the Quest Center. The Quest Center is off-campus but directly adjacent to Davis Hall, the Allied Health Building for HCC. However, since our initial accreditation decision, the college purchased the building formerly known as the Quest Center. The main level of the building went through a complete remodeling. The project included providing classroom and laboratory space not only for the PTA program but also for other Allied Health programs including Surgical Technologist and Respiratory Therapy. There is also office space for an additional two online programs, Pharmacy Tech and Health Information Management. This newly remodeled space and the inclusion of other programs have transformed a building that stood alone that was able to meet the basic needs of students to a facility that brings the standards of the program and the building to those on the main campus. The building, now referred to as the Peel Allied Health Center has included in addition to adequate classroom/laboratory space a lounge area for students to relax during down time, computer lab with 24 computer stations, a small learning library for quiet studying space as well as additional classroom space for other programs that benefit the students. The overall expenditures for the remodel exceeded two million of which was supported by the college and tremendous donors that believe in our Allied Health programs at the college.

The laboratory/classroom is located on the first level of the Peel Center, room 123. The allotted space is approximately 1824 square feet, up from 1718 square feet with an adjacent storage area of 384 square feet up from 256 square feet. The only utilized amount of space lost was an area primarily utilized by the student for breaks access to microwave and refrigerator which is now available in the commons area of the Peel Center as well. The laboratory/classroom will be dedicated solely for the use of the PTA program.

There is a dedicated space as mentioned above for storage of equipment. This will be a locked area. This space will be used to store department equipment as well as a separate room to be utilized for skills checks and competency, leaving the classroom available for practice during other student skills checks.

Storage of student records is maintained in locked file cabinets in the PTA Program faculty offices.

Space available is equipped with the appropriate multi-media equipment for instructional use. The laboratory space is adequate space to allow for skills application with enough individual plinths to provide one plinth per two students with adequate spacing.

2.7.2
The program has sufficient offices and space for academic faculty and staff.

Each member of the PTA program has an approximately 96 square foot locking cubicle space with storage provided. The location of the office is in to the copier, fax and printer, and the laboratory/classroom. Conference rooms can be reserved for meetings or if enhanced privacy is warranted based upon the situation. The program has been able to utilize other areas for private conferences with students such as the conference room, the library and storage area also utilized as a skills check room.

The administrative assistant is located in the building adjacent to the Peel Center but the faculty do have access to clerical support in the same location to be able to have potential students to schedule times to meet with faculty. Although isn't ideal to have the administrative assistant in another building, with technology available, communication is acceptable to utilize their services.

2.7.3
Clinical education experiences are of sufficient quality, quantity and variety to prepare students for their responsibilities as physical therapist assistants.

The ACCE continues to review the files of each clinical site to assure appropriate quantity of clinical experiences. Upon review the ACCE will contact each site for missing CSIFs if needed and enhance our relationships with the clinical site by demonstrating our desire to assist them in any way we can. Students have been able to choose a project of updating or initiating CSIF for facilities to assist with increasing our overall knowledge of the sites. This access the students have of great value.

The ACCE will continue to review student feedback on clinical sites to assure sufficient quality of clinical experience. The ACCE will also utilize the CPI assessment to assure the breadth of clinical experience meets the needs of the students and the goals of the clinical practice.

We have been able to provide adequate clinical sites that are quality and provide good experiences to our students the past full cohorts and for the first clinical experience for the current cohort. We have been reviewing contracts of facilities that we have either not utilized for very seldom utilize. The plan is to start a process of contact several sites to encourage or request additional sites for our students. We also have an Allied Health Marketing person that will be researching potential new sites and contacting the sites for potential interest.

2.8
The program has adequate access to sufficient operable equipment and adequate supplies. Opportunities are provided for academic faculty and students to use equipment and supplies reflective of current practice in physical therapy.

HCC has utilized capital outlay monies to secure appropriate equipment. Fiscal year HCC PTA Program purchased equipment for lab including modalities such as electrical stimulation and ultrasound, traction table and unit. Within the annual PTA Program budget, there are monies allocated for purchase of needed equipment and regular maintenance/bio-medical checks on acquired equipment.

We have an agreement with a company that provides annual inspections to all needed equipment. They provide report of all findings.

The program is able to take advantage of DJO and their rental program for educational programs. They have allotted the program 2-3 US/Estim combo units the past several years which allows for increased availability to better meet the need of the program. Since the increase of the program to 24, the faculty will be researching options to purchase additional equipment over the next year. The program has the opportunity to request monies from either Perkins Funding or Capital Outlay for purchase of equipment that exceeds the annual budget of equipment purchase. The current year, the program requested and it appears to have been granted the request to purchase a body weight support system such as a Solo Step or LiteGait. Once approved, there will be approximately $11,000 allocated to the purchase. The faculty is currently working on an inventory list and will be able to provide onsite showing appropriate annual checks.
3.1 Core faculty assume primary responsibility for the development of the curriculum plan with input from all appropriate communities of interest.

FTC Program Faculty have the ultimate and final decision regarding the curriculum plan and revision. Prior to employment of the program director, FTC developed a general curriculum plan based upon input from other allied health departments and advisory board. This initial curriculum plan was developed to gain approval from Kansas Board of Regents to offer the FTC Program at HCC. Upon the employment of Travis Booe, program director, HCC hired a curriculum consultant to assist in the further development of the curriculum. Utilizing feedback from the consultant, the program director and ACCE made changes to the curriculum design but maintained a similar format. When changes are needed as determined by faculty meetings or from stakeholders, the process is taken to Curriculum Committee, Teaching and Learning Committee, then to the Administrative Counsel and finally to the Board of Trustees. Ongoing assessment of the curriculum is performed by the FTC faculty and revision are made as needed. Input from multiple communities of interest such as advisory board, students, future employers and other allied health programs is obtained both formally and informally through meetings, emails, phone conversations, etc.

3.2 The curriculum plan is documented, is comprehensive, incorporates the philosophy, mission, and goals of the program, and prepares students for their role as physical therapist assistants to work under the direction and supervision of physical therapists.

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HCC FTC Program has developed a comprehensive curriculum plan base upon the mission, goals, objectives and student outcomes. The curriculum's objectives were derived from the student outcomes of the program and integrated throughout the curriculum. FTC Program has developed an integrated and sequenced curriculum to prepare students for each phase of the learning by providing knowledge of background and introduction of skills necessary for entry level PTA based upon the Normative Model for PTA's and Minimum Required Skills. The curriculum is designed to integrate classroom, laboratory and clinical education to prepare the student. The curriculum is designed to prepare the students knowledge base and foundation and the opportunity for learning within the classroom to obtain competency in entry-level components of interventions. This combination of didactic, laboratory practice and clinical practice is developed based upon review and experience of other physical therapist assistant programs. The curriculum plan is designed to initially provide background knowledge and introduce standards of practice and APTA standards of Ethical Conduct of the PTA in the Professional Issues I. During the first semester student will be educated on basic principles of practice such as patient care issues such as transfers, assistive device usage and transfers in Basic Principles. In Clinical Kinesiology and Applied Anatomy students will be able increase their familiarity of the human body and in particular the muscles, joints and connective tissues and begin to understand the normal function of the body. The student will transition to Modalities and Therapeutic Exercise to expand their knowledge and competency in components of interventions that are included in the plan of care of the physical therapist. This will provide a good foundation of knowledge and competency to be able to practice skills safely and appropriately with their first full-time clinical of four weeks. The curriculum is designed to transition from intervention base to looking at pathologies and injuries which result in functional limitations that warrant the services of physical therapy. The curriculum is designed to provide foundational knowledge in the areas of orthopedics, neurology, cardiopulmonary, Integumentary and other multi-systems diseases and provide the theories and the appropriate interventions that is based upon sound evidence. The curriculum will culminate with a five and seven week terminal clinical rotation. The student will have been introduced and be competent to perform the necessary functions of a PTA at an entry level. Throughout the curriculum the student will be instructed in the purpose of the PTA, how to work under the guidance and direction of the PT and in written and oral communication skills needed for the profession. A copy of the curriculum plan is in attached Documentation of the curriculum plan can be found on FTC Program website at http://www.hutchcc.edu/catalog/majors/?major=5272 and in the FTC Student Handbook on pages 6-7.

3.2.1 The curriculum plan includes a series of organized, sequential and integrated learning experiences.

In the first year of study (32 weeks): General Psychology, College Orientation and Success Seminar, College Algebra, English Composition I, Medical Terminology, Basic Concepts for Allied Health, Human Anatomy and Physiology, Human Growth and Development and Public Speaking. This totals 26 hours of prerequisite courses allowing completion in two semesters with an average of 13 hours a semester. Once admission into the FTC Program is gained, the student will be required to take the following course in the first semester (19 weeks) in the order listed: Basic Principles of Physical Therapy, Clinical Kinesiology and Applied Anatomy, Professional Issues I, Therapeutic Exercise, Modalities for Physical Therapy with Clinical Practice I following the successful completion of the preceding courses. This totals 21 credit hours. During the second semester (15 weeks) following successful completion of Clinical Practice I, the following courses will be required to be taken: Orthopedic Rehabilitation, Neuromuscular Rehabilitation, Special Topics, and Professional Issues II and concludes with Clinical Practice II. This totals 16 credit hours. Upon successful completion of second semester didactic, laboratory work, and clinical experience, students will proceed to third semester (7 1/2 weeks) which includes Clinical Practice III and concludes with Professional Issues III. This totals 8 credit hours. The above curriculum can be completed in five semester or 78 weeks as shown above. The curriculum listing can be found at: http://www.hutchcc.edu/catalog/majors/?major=5272 / on the FTC program website.

3.2.2 The curriculum plan includes well defined statements of the expected student outcomes. The program has effective mechanisms for communicating these expected outcomes to students, prospective employers, and other communities of interest.

The statements of student outcomes are as follows: 1. Demonstrate effective communication skills with patients, families, caregivers and the healthcare team. 2. Exhibit professional behaviors and conduct that reflect physical therapy practice. 3. To demonstrate effective clinical decision making in order to implement and adjust intervention as directed by a physical therapist within plan of care and report changes to the physical therapist. 4. Provide interventions in a safe and effective manner as directed by the physical therapist in the plan of care. 5. Collect appropriate data to determine readiness for and response to interventions. 6. Document interventions and data collection findings accurately to meet the professional guidelines within the physical therapy setting. 7. Effectively educate others using teaching methods based upon the needs of the individuals to include the role of the physical therapist assistant. 8. Demonstrate a commitment to professional growth and life-long learning. Our information is available to the public through our website, http://www.hutchcc.edu/pta/ and to our current students through the website, FTC Student Handbook, page 3 and syllabus.

3.2.3 The curriculum plan includes courses with instructional objectives stated in behavioral terms that describe the depth and breadth of content, and the level of expected student performance.
As part of the ongoing systematic program evaluation, PTA program faculty annually reviews curriculum as outlined in section 4.1.5. Adjustments are made as indicated by assessment. The course and objectives have been created in a format that clearly defines the objectives to be met that are measurable and observable. They demonstrate the depth and breadth of the content. They are listed and outlined within each syllabus and will be provided to students at the beginning of each semester. Students will have access to the syllabus for each course through the student portal, Dragonzone. The clinical education portion will be provided in the Clinical Education Handbook. This will be provided to each student prior to the first clinical rotation and includes syllabi for all three clinical rotations.

3.2.4 The implemented curriculum plan utilizes appropriate instructional methodology.

HCC PTA program utilizes a variety of Instructional methods to ensure that the objectives for the course and the outcomes for the program are met. The instructional methods are available on each course syllabus. The PTA program utilizes sound instructional methods such as lecture and questioning, laboratory, clinical education, group discussions, peer teaching, demonstration, guest lectures, and computer-assisted learning and other experiences as available such as state physical therapy conferences. The methods are designed to provide the optimal learning experience for the student to obtain the necessary knowledge to meet the objectives. The students will be able to evaluate the course and the methods utilized formally at the end of each course. Faculty evaluates methods throughout and adjusts as necessary based upon feedback from students, student performance and ongoing course analysis.

3.2.5 The program faculty utilize a variety of effective methods to measure students' achievement of the objectives.

HCC PTA program uses a variety of assessment methods designed to meet the criteria and assure competency of the students. The goal of the PTA program is to graduate competent entry-level PTAs who can work under the guidance and direction of a physical therapist. Assessment methods used by the PTA program include but not limited to: test, quizzes, cumulative evaluations, skills checks, peer teaching, research and case studies. HCC PTA program utilizes the CPI to evaluate clinical education experiences. Objectives have been created to align with the criteria within the CPI. ACCE utilizes the information gathered from the CPI to ensure the students have met the course outcomes and objectives.

3.2.6 The program faculty determines that students are competent and safe to progress through the curriculum, including the clinical education component.

The program has referred to CAPTE criteria, the minimum skills list and The Normative Model to identify skills that are critical for entry level PTA's. A skills list has been compiled and is available. Students must pass skills checks with an 80% or better and critical safety elements are identified with an asterisk on each skills check. The following is found on each skills check: * starred components are critical and must be completed correctly to pass skills check (A student will be given 3 attempts to pass the skills check, if he/she is unable to do so, he/she will fail the skills check and the class.) If a student misses a critical safety element or receives less than 80% on the first or second attempt, they are counseled and reeducated in areas of deficiencies and then allowed to retake. A student must pass all coursework with a 70% or better and pass all skills checks with an 80% or better to proceed to clinical practice. Students are provided with a list of skill competencies at the beginning of each course and provided instruction regarding the expectations of each skill competency. The HCC Clinical Education Handbook is sent to all clinical facilities that have accepted an HCC PTA student. Updates are sent and communicated as changes are made. The program ensures the correct completion of the CPI by providing instruction to all clinical instructors and being available for questions via phone, email and site visits. The ACCE assigns the grade for each clinical practice as outlined in the "Clinical Grading Policy" page 26 of the HCC PTA Student Handbook. A student will be given adequate instruction, demonstration in classroom and laboratory setting. The students will be required to participate in selected components of interventions to practice skills that have been discussed and demonstrated. Student will be required to adhere to safe practices during lab and scheduled laboratory times outside of class.

3.3.1 The physical therapist assistant curriculum includes, or its prerequisites include, elements of general education, including basic sciences that include biological, physical, physiological, and anatomical principles, and applied physical therapy science. The course work is designed to prepare the student to think independently, to clarify values, to understand fundamental theory, and to develop critical thinking and communication skills.

The HCC PTA Program requires a minimum of 26 hours of prerequisite courses designed to provide foundational knowledge to the student prior to admission into the program. A minimum of a 2.5 GPA is required for consideration but it is expected that with the selective process, the minimum GPA may not warrant acceptance. The prerequisite courses included in the program consist of English Composition I, General Psychology, Human Growth and Development, College Algebra, Human Anatomy and Physiology, Medical Terminology, Public Speaking/Interpersonal Communication and College Orientation/Success Seminar (college requirement for all first time, full-time students). The courses will provide the foundational skills necessary for the successful completion of the PTA program. English Composition I and Public Speaking/Interpersonal Communication will provide the necessary knowledge and skills for effective written and oral communication. The student will be introduced to research techniques utilizing current technology and other tools. Anatomy and Physiology will provide knowledge regarding the human anatomy and its functions. This knowledge will be expanded with the Clinical Kinesiology and Anatomy technical course to apply the knowledge as a PTA. General Psychology and Human Growth and Development will provide general fundamental principles of behavior including physiological, perceptual, historical, methodological, learning, memory, development, motivational, emotional, social and applied perspectives as well as the theories of and current research into the psychological development of individuals from birth to death focusing on the progressive changes experienced in the physical, cognitive and social-emotional domains of life. This knowledge will give the student an overview of society and how it affects lives and the changes in life with age. College Algebra or higher will provide the student with critical thinking skills needed to be able to look at a situation, determine what information is present and what is needed to accomplish the goal. Medical Terminology will provide elements of medical language, including common abbreviations, emphasizing spelling, pronunciation, correct usage and meaning relating to body systems, medical science and medical specialties. College Orientation/Success Seminar is designed to orient a student to the college experience. It is recommended for students that do not have more than twelve hours of college credit. The course assists students with the transition to college life.

3.3.2 The technical education component of the curriculum includes learning experiences to prepare the entry-level physical therapist assistant to work under the direction and supervision of the physical therapist. Courses within the curriculum include content designed to prepare program graduates to meet the described performance expectations.

The PTA program plans to prepare learning experiences for the student to prepare them to work under the guidance and direction of a physical therapist. The curriculum introduces the students to the roles of the PT and the PTA within physical therapy and their responsibilities legally and ethically. Throughout the curriculum activities such as role-playing or scenarios will be developed to assist the student in becoming familiar with their roles as a PTA and working under
the direction of the physical therapist. The student will be able to work under the direction of a physical therapist during their clinical experiences even if the clinical instructor is a PTA.

3.3.2.1
Communicates verbally and non-verbally with the patient, the physical therapist, health care delivery personnel, and others in an effective, appropriate, and capable manner.

Communication skills will be addressed throughout the curriculum. Written communication will be addressed in various ways through all courses of the sequence. Student will be able to expand on the knowledge and skills acquired with the prerequisite courses and then apply them as PTA students. Starting with the first Semester with Professional Issues I, the student will learn the basics of communication with being instructed on the characteristics of effective communication and the different types of communication within the health care industry. Oral and verbal communication will continue throughout the curriculum with student activities such as laboratory experiences, research, peer communication, student faculty communication and within the clinical education experience. Students will be evaluated on their competency in appropriate communication with written assignment, skills check, practical examinations and the CPI in the clinical education experience.

3.3.2.2
Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services.

Students will be introduced to individual and societal differences during the prerequisite course of General Psychology and Human Growth and Development. Students will be introduced to Cultural and Individual differences throughout the curriculum. We introduce communication issues in Professional Issues discussing barriers affect communication and the types including non-English speaking individuals, or hearing impaired. As the student progresses throughout the curriculum, the student will be exposed to situational experiences that will allow the student determine effective communication strategies given the individual or cultural differences.

3.3.2.3
Exhibits conduct that reflects a commitment to meet the expectations of members of society receiving health care services.

For Criteria 3.3.2.3 and 3.3.2.4, students will be evaluated starting with the first semester and throughout the curriculum. They will need to demonstrate conduct that is considered professional and committed to the profession of physical therapy. The program has utilized the generic ability evaluations to determine the student's ability. The student must demonstrate the abilities to maintain adequate attendance in all class activities, be prepared and punctual for each class/lab or clinical session, to respect other individuals and to be able to maintain a positive image in the classroom, laboratory, clinical facility, campus and society in general.

3.3.2.4
Exhibits conduct that reflects a commitment to meet the expectations of members of the profession of physical therapy.

For Criteria 3.3.2.3 and 3.3.2.4, students will be evaluated starting with the first semester and throughout the curriculum. They will need to demonstrate conduct that is considered professional and committed to the profession of physical therapy. The program has utilized the generic ability evaluations to determine the student's ability. The student must demonstrate the abilities to maintain adequate attendance in all class activities, be prepared and punctual for each class/lab or clinical session, to respect other individuals and to be able to maintain a positive image in the classroom, laboratory, clinical facility, campus and society in general.

3.3.2.5
Exhibits conduct that reflects practice standards that are legal, ethical and safe.

The first semester, the students are introduced to the concepts of practice standards in Professional Issues I. Students receive instruction on safe practices and demonstration of those skills within Basic Principles and Clinical Kinetics and then continued on into Therapeutic Exercises and Modalities with evaluations of skills check performance. Continued requirements of safe, ethical and legal conduct are assured through the feedback of the CPI in Clinical Practice I, II and III.

3.3.2.6
Communicates an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.

Students will be introduced to the role of the physical therapist and the development of the plan of care and how it impacts the physical therapist assistant. Specific course objectives addressing the criteria are listed below. First semester • PT210: Communicates clearly with the supervising PT regarding patient/client response • PT220: Describe characteristics of effective communication including timeliness, receptiveness, expressiveness, active listening and body language Second Semester • PT214: Provide instruction, within plan of care, for discharge plans and follow-up as directed by the physical therapist. • PT222: Interpret the plan of care accurately and defends the components of interventions towards the achievement of goals. • PT 219: Communicate an understanding of the plan of care developed by the PT and Demonstrate the ability to educate patients and caregivers within the plan of care using appropriate communication skills Third Semester (Summer) • PT 221 Communicate an understanding of the plan of care developed by the PT and Demonstrate the ability to educate patients and caregivers within the plan of care using appropriate communication skills

3.3.2.7.1
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: activities of daily living

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of activities of daily living intervention and taught to the knowledge and skill for entry level as shown below:

1st semester: PT203 Basic Principles and Practices of Physical Therapy: Apply the selected components of the intervention as it applies to activities of daily living Assessment: skills check for transfers and wheelchair mobility

2nd semester: PT212 Neuromuscular Rehabilitation: Modify selected components of interventions to insure patient safety and comfort as directed by the PT in a safe, effective, legal and ethical manner given a specific neurologic condition as it applies to activities of daily living,
Assessment: CVA practice/Final Project.
End of 2nd semester: PT 219 Clinical Practice II (Terminal Clinicals): Perform interventions consistent with the rational, indications, contraindications, and precautions as it relates to the clinical conditions encountered.

Assessment: CPI #12

3.3.2.7.2 [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: assistive / adaptive devices

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of assistive/adaptive device training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 203 Basic Principles and Practices of Physical Therapy: Apply the selected components of the intervention as it applies to the use of assistive and adaptive devices.

Assessment: Skills check: Assistive/Adaptive Device

End of 1st Semester: PT 217 Clinical Practice I: Demonstrate safe, effective, and ethical interventions based on the plan of care.

Assessment: CPI # 12 “Performs physical therapy interventions in a technically competent manner.”

2nd Semester: PT212 Neuromuscular Rehabilitation: Modify selected components of interventions based upon a change in patient status directed by the PT in a safe, effective, legal and ethical manner to ensure patient safety and comfort as it applies to assistive and adaptive devices.

Assessment: CVA Practical/final

3.3.2.7.3 [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: body mechanics

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of body mechanics training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 205 Modalities: Demonstrates appropriate body mechanics while providing the intervention.

Assessment: Skills Check: In many skills checks including “transfer training” student is expected to demonstrate proper body mechanics by protecting back, lifts/bends with legs and adjust table/uses stool when appropriate

End of 1st semester: PT217 Clinical Practice I: Demonstrate competence of treatment through modifying and applying selected components of an intervention covered to this point in the curriculum within the POC established by the PT and with regards to Body Mechanics.

Assessment: CPI # 12 “Performs physical therapy interventions in a technically competent manner.”

3.3.2.7.4 [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: developmental activities

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of developmental activities training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 222 Professional Issues II: Interpret the plan of care accurately and defend the components of interventions toward the achievement of goals.

Assessment: Clin. Affiliation I project: Student provided documentation without identifiable information from PT 217 Clinical Practice I. Student required to justify Interventions performed during the clinical practice and how it relates to the POC and Goals. Students were graded on appropriate justification.

2nd semester: PT 212 Neuromuscular Rehabilitation: Modify selected components of intervention to ensure patient safety and comfort as directed by the PT in a safe, effective, legal and ethical manner given a specific neurological condition as it applies to developmental activities.

Assessment: Final CVA Practical

3.3.2.7.5 [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: gait and locomotion training

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of gait and locomotion training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT203 Basic Principle and Practices: Applied selected interventions as it applies to “gait and locomotion.”

Assessment: Skills check for gait training with Assistive device

End of 1st semester: PT 217 Clinical Practice I: Demonstrate safe, effective, and ethical Interventions based on the plan of care.

Assessment: CPI # 12 “Performs physical therapy interventions in a technically competent manner.”

2nd semester: PT207 Orthopedic Rehabilitation 3rd semester PT219 Clinical Practice II
3.3.2.7.6  [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: prosthetics and orthotics

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of prosthetics and orthotics training and taught to the knowledge and skill for entry level as shown below:

2nd semester: PT 212 Neuromuscular Rehabilitation: Modify selected components of intervention to ensure patient safety and comfort as directed by the PT in a safe, effective, legal and ethical manner given a specific neurological condition as it applies to prosthetics and orthotics.

Assessment: Test Question on Exam for chapters 10-12: questions #59 A physical therapist assistant is reporting at discharge team meeting that a patient rehabilitating from a spinal cord injury should be able to perform household ambulation using knee-ankle-foot orthosis (KAFO) and crutches upon discharge. Pt has 3/5 strength of quad. The most likely spinal cord injury level is: a. L3 b. L1 c. L5 d. S1

2nd semester: PT 214 Special Topics: Multiple System Involvement (diabetes, HIV, Cancer): Modify selected components of interventions to ensure patient safety and comfort or in response to adverse change in patient status as directed by the PT in a safe, effective, legal and ethical manner as it applies to prosthetics and orthotics training.

Assessment: Quiz #2 Question #15: Proper foot care for patient with diabetes can reduce amputation rate. Which of the following is not appropriate foot care to educate a patient with diabetes to do? a. Wear a clean pair of white socks after skin care routine b. Wash feet daily with lukewarm water and mild soap c. Do not walk bare foot d. Warm cold feet using a heating pad

3.3.2.7.7  [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: wheelchair management skills

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of wheelchair management training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 203 Basic Principles and Practices of Physical Therapy: Apply the selected components of the Intervention as it applies to wheelchair management.

Assessment: Skills check: Assistive/Adaptive Device skill check with student needing to pass with 80% or better which includes the following critical safety elements: Demonstrates safety/self with +/- curb/slope

2nd semester: PT 212 Neuromuscular Rehabilitation: Modify selected components of intervention to ensure patient safety and comfort as directed by the PT in a safe, effective, legal and ethical manner given a specific neurological condition as it applies to prosthetics and orthotics.

Assessment: Exam for Chapters 10-12: Test Questions #4: A physical therapist assistant recommends a wheelchair for a patient rehabilitating from a Right CVA with Left side flaccidity for both UE and LE with edema present. Pt. has 5/5 strength on right side but trunk is hypotonic. Cognitively, the patient is intact. Which wheelchair option would be MOST appropriate? a. Solid seat, solid back, elevating leg rest and anti-tippers b. Light weight, solid seat, solid back, arm board/strap and elevating foot rests c. Sling seat, sling back, arm board and standard leg rests d. Light weight, solid seat, solid back and standard leg rests

End of 2nd semester: PT 219 Clinical Practice II: Perform interventions consistent with the rational, indications, contraindications, and precautions as it relates to the clinical conditions encountered.

Assessment: CPI #12 “Performs physical therapy interventions in a technically competent manner.”

3.3.2.7.8  [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: Isolation techniques

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of isolation techniques training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 203 Basic Principles and Practice of Physical Therapy: Identify the steps involved to perform Isolation techniques.

Assessment: Test Question (Final #18): List four common barriers used to prevent transfer of pathogens to another person when treating patients in isolation

2nd semester: PT 214 Special Topics: Modify selected components of Interventions to ensure patient safety and comfort or in response to adverse change in patient status as directed by the PT in a safe, effective, legal and ethical manner as it pertains to Isolation techniques.

Assessment: Exam #1 Question #58: Your pulmonary patient has now been moved to isolation, it is important to do all the following except: a. Treat the patient in his/her room b. Verify physical therapy services can continue c. Discontinue treatment d. Communicate with the PT regarding change

3.3.2.7.9  [Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: sterile technique

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation of sterile technique training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 203 Basic Principles and Practice of Physical Therapy: Identify the steps involved to perform Sterile technique.

Assessment: Test Question (Final #18): List four common barriers used to prevent transfer of pathogens to another person when treating patients in isolation

2nd semester: PT 214 Special Topics: Modify selected components of Interventions to ensure patient safety and comfort or in response to adverse change in patient status as directed by the PT in a safe, effective, legal and ethical manner as it pertains to Sterile techniques.

Assessment: Exam #1 Question #58: Your pulmonary patient has now been moved to isolation, it is important to do all the following except: a. Treat the patient in his/her room b. Verify physical therapy services can continue c. Discontinue treatment d. Communicate with the PT regarding change
3.3.2.7.10  
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: passive range of motion

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation passive range of motion training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 203 Basic Principles and Practices of Physical Therapy: Identify the steps involved to perform range of motion Assessment: Skills check: ROM skill check: Student is required to pass at 80% and to receive full points, student needs to be able to explain treatment, provide movement in all planes, provide adequate queuing, perform predetermined reps in a smooth and slow motion, while adhering to the following critical elements: movements in all planes, supports joint appropriately an monitoring own body mechanics.

2nd semester: PT 212 Neuromuscular Rehabilitation: Modify selected components of interventions to ensure patient safety and comfort as directed by the PT in a safe, effective, legal and ethical manner given a specific neurologic condition as it applies to passive range of motion. Assessment: CVA practicum/Final Project.

3.3.2.7.11  
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: therapeutic massage

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation therapeutic massage training and taught to the knowledge and skill for entry level as shown below:

1st semester: PT 210 Therapeutic Exercise: Apply selected component of intervention as directed by the physical therapist in the plan of care Assessment: Final Exam Question #5 Which of the following massage techniques is MOST appropriately used to break up adhesions? a. Friction b. Effleurage c. Petrisage d. Tapotement

End of first semester: PT 217 Clinical Practice I: Demonstrate safe, effective, and ethical interventions based on the plan of care Assessment: CPI # 12 "Performs physical therapy Interventions in a technologically competent manner."

2nd semester: PT 214 Special Topics: Identify appropriate interventions consistent with the rational, indications, contraindications and precautions according to the plan of care a they assist in meeting the goals given a specific multisystem condition. (I.e. Lymphedema) Assessment: Skill check for lymphedema treatment

3.3.2.7.12  
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: athermal agents

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation athermal agent training and taught to the knowledge and skill for entry level as shown below:

PT 222 Professional Issues II: Interpret plan of care accurately and defend the components of interventions towards the achievement of goals Assessment: Clin. Affiliation 1 project: Student provided documentation without identifiable information from PT 217 Clinical Practice I. Student required to justify interventions performed during the clinical practice and how it relates to the POC and Goals. Students were graded on appropriate justification.

PT 205 Modalities: Apply selected component of intervention as directed by the PT in a safe, effective, legal and ethical manner as it pertains to athermal agents Assessment: Skills Check: (Ultrasound) The student is expected to select appropriate duty cycle determining if thermal or nonthermal approach is appropriate. The student is expected to pass at 80% which includes the following critical elements: applies conducting material to treatment area, operates US device appropriately and safely and moves sound head throughout treatment.

PT 217 Clinical Practice I: Demonstrate safe, effective, and ethical interventions based on the plan of care Assessment: CPI # 12 "Performs physical therapy Interventions in a technologically competent manner."

3.3.2.7.13  
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: biofeedback

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation athermal agent training and taught to the knowledge and skill for entry level as shown below:

PT 222 Professional Issues II: Interpret plan of care accurately and defend the components of interventions towards the achievement of goals Assessment: Clin. Affiliation 1 project: Student provided documentation without identifiable information from PT 217 Clinical Practice I. Student required to justify interventions performed during the clinical practice and how it relates to the POC and Goals. Students were graded on appropriate justification.

PT 205 Modalities: Apply selected component of intervention as directed by the PT in a safe, effective, legal and ethical manner as it pertains to athermal agents Assessment: Skills Check: (Ultrasound) The student is expected to select appropriate duty cycle determining if thermal or nonthermal approach is appropriate. The student is expected to pass at 80% which includes the following critical elements: applies conducting material to treatment area, operates US device appropriately and safely and moves sound head throughout treatment.

PT 217 Clinical Practice I: Demonstrate safe, effective, and ethical interventions based on the plan of care Assessment: CPI # 12 "Performs physical therapy Interventions in a technologically competent manner."
3.3.2.7.14
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: compression therapies

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation compression therapy training and taught to the knowledge and skill for entry level as shown below:

PT 205 Modalities: Apply selected component of intervention as directed by the PT in a safe, effective, legal and ethical manner as it pertains to compression therapy
Assessment: Test Question (21 final) To modify scar formation, compression garments should be worn: a. All day but not at night when sleeping b. For 6 to 8 hours a day c. At night when sleeping but not during the day d. 24 hours a day, except when bathing

PT 217 Clinical Practice I: Demonstrate safe, effective, and ethical interventions based on the plan of care Assessment: CPI #12 "Performs physical therapy interventions in a technically competent manner."

PT 214 Special Topics: Integumentary: Modify the following interventions to ensure patient safety and comfort or in response to adverse change to patient status as directed by the PT in a safe, effective, legal and ethical manner as it applies to compression therapies. Assessment: Exam #1 Question # 49 Compression stockings are contraindicated for which of the following conditions/diagnoses? a. DVT b. Arterial Insufficiency c. Phase II Lymphedema d. Venous insufficiency

3.3.2.7.15
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: cryotherapy

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation cryotherapy training and taught to the knowledge and skill for entry level as shown below:

PT 205 Modalities: Apply selected component of intervention as directed by the PT in a safe, effective, legal and ethical manner as it pertains to athermal agents
Assessment: Skills check: Skills check for cold pack/Hot pack. Student expected to pass at 80% which included the following critical elements: visually inspects equipment for safety, visually inspects skin prior to treatment, uses insulating layers, and visually inspects skin after treatment.

PT 219 Clinical Practice II: Perform interventions consistent with the rational, indications, contraindications, and precautions as it relates to the clinical conditions encountered Assessment: CPI #12 "Performs physical therapy interventions in a technically competent manner."

3.3.2.7.16
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: electrotherapeutic agents

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation electrotherapy training and taught to the knowledge and skill for entry level as shown below:

PT 205 Modalities: Apply selected component of intervention as directed by the PT in a safe, effective, legal and ethical manner as it pertains to electrotherapeutic agents
Assessment: Skills check for Electrical Stimulation. Student expected to pass at 80% which included the following critical elements: visually inspects equipment for safety, uses correct settings, and correctly applies electrodes.

PT 217 Clinical Practice I: Demonstrate safe, effective, and ethical interventions based on the plan of care Assessment: CPI #12 "Performs physical therapy interventions in a technically competent manner."

PT 212 Neuromuscular Rehabilitation: Modify selected components of Interventions to ensure patient safety and comfort as directed by the PT in a safe, effective, legal and ethical manner given a specific neurologic condition as it applies to electrotherapeutic agents. Assessment: Test Question (Chapters 8-9 #64) You are treating a patient following a CVA. They are starting to gain return in their volitional movement of the LE. Per the plan of care, the patient needs to obtain appropriate strength in quadriceps to maintain knee extension in stance phase of gait. All of the following would be appropriate interventions EXCEPT: a. Neuromuscular reeducation b. Biofeedback to provide visual and audio cues with contraction c. Rhythmic stabilization to knee flexors and knee extensors d. Rhythmic rotation to LE

3.3.2.7.17
[Demonstrates competence in implementing selected components of interventions identified in the plan of care established by the physical therapist]: hydrotherapy

The curriculum included identified content for this criterion. Content is integrated, progressed and taught to the expectation of addressing implementation Hydrotherapy training and taught to the knowledge and skill for entry level as shown below:

PT 205 Modalities: Apply selected component of intervention as directed by the PT in a safe, effective, legal and ethical manner as it pertains to hydrotherapy Assessment: (final #40 Final Exam) An adult patient with partial WB precautions is receiving hydrotherapy to allow for lower extremity exercise while unloading the WB joint. Which property of water will allow for achieving this goal a. Increasing hydrostatic pressure with greater depths b. Viscosity c. Buoyancy d. Specific Heat

PT 214 Special Topics: Integumentary: Modify the following interventions to ensure patient safety and comfort or in response to adverse change to patient status as directed by the PT in a safe, effective, legal and ethical manner as it applies to hydrotherapy. Assessment: Exam #3 Question # 46 Varicose veins can be induced by pregnancy. Which of the following interventions (when included in the POC) would be the LEAST appropriate treatment of varicose veins? a. Education on modifying sitting positions b. Hydrotherapy in a dependent position c. Compression d. Low-impact aerobic exercise
2014 Annual Report - Hutchinson Community College - PTA

Confirmation of Contact and Other Information

1.1. Verify that the following URL is correct and points directly to the program's accreditation statement. If not, replace with corrected URL before moving to question 1.2

   http://www.hutchcc.edu
   /academics/allied-health
   /physical-therapist-assistant/accreditation

1.2. Is the information on the program's contact info page on the CAPTE Portal correct? If NO, e-mail correct information to accreditation@apta.org

   Yes

Degree To Be Awarded

1.3. Is a cohort of students scheduled to graduate in 2014?

   Yes

1.4. Degree to be awarded in 2014:

   AAS

1.5. Month/Year that the graduating Class of 2014 is scheduled to graduate:

   07/2014

Program Length

2.1. Overall format of the curriculum (i.e., 1 + 1, .5 + 2, 0 + 2 (Integrated 2-year)):

   1 + 1

2.2. The Institutional academic calendar is based on:

   Semester

2.3. Number of terms (semesters, quarters, trimesters) required for completion of the curriculum:

   5

2.4. Total length (in weeks) of the complete program:

   76

2.4a. Total length (in weeks) of the technical component of the program:

   44

2.4b. If the total program length exceeds 80 academic weeks, provide evidence that the additional length is required to address problems with student outcomes.

2.5. Number of semester CREDITS required for completion of the program:

   25

2.5a. General education credits; including pre-requisites:

   33

2.5b. Technical Education credits: Classroom/Laboratory courses (including independent study, distance learning courses, etc.):

   13

2.5c. Technical Education credits: Clinical Education courses:

   645

2.6. Total number of CONTACT HOURS students spend, during technical education, in:

   2.6a. in classroom, laboratory, distance learning or independent study:

   600

   2.6b. in part-time clinical education:

   15

   2.6c. in full-time clinical education:

   12

2.7. Length of full-time clinical education:

   Full-Time Day

Scheduling Format and Curriculum Model

3.1. Select which one of the following scheduling formats most closely describes the program:

   Full-Time Day
3.2. Indicate which one of the following most closely describes the curriculum model:

Hybrid

Cost to Student

4.1. Indicate the ANNUAL TUITION for a full-time student enrolled in the technical phase of the program, utilizing September 1 through August 31 timeframe to calculate the annual tuition; enter 0 if not applicable:

4.1a. Public institution, in-district student: $3,266.00
4.1b. Public institution, out-of district student: $4,692.00
4.1c. Private institution: $0.00

4.2. Indicate the annual institutional fees for a full-time student enrolled in the technical phase of the program:

828.00

4.3. Indicate the total cost of other program-related expenses:

1,135.00

4.4. Indicate the total cost of the program for students scheduled to graduate in 2014:

4.4a. Public institution, in-district student: $5,229.00
4.4b. Public institution, out-of district student: $6,655.00
4.4c. Private institution: $0.00

Program Budget

5.1. Is this an AAR for an Expansion program? Yes/No If No, skip to question

No

5.2. Does the expansion program have a separate budget? Yes/No If Yes, continue with 5.2. If No, skip to question 6.1.

No

5.2. Total budgeted core faculty and staff salary expenses for 2014-2015, excluding benefits:

133,958.00

5.2a. Has there been a significant change (>10% annually or >25% for the years identified on the paper version of the questions) in the total program budgeted salary expenses (excluding benefits)?

No

5.2b. If Yes, indicate the impact of the change on the program:

5.2c. If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

5.2d. If No, indicate the impact of the absence of change on the program:

No Perceivable Impact

5.2e. If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact.

5.3. Total budgeted operating expenses for 2014-2015, excluding core faculty and staff salary and benefits:

28,432.00

5.3a. Has there been a significant change (>10% annually or >25% for the years identified on the paper version of the questions) in the total program budgeted operating expenses (excluding salary and benefits)?

No

5.3b. If Yes, indicate the impact of the change on the program:

5.3c. If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

5.3d. If No, indicate the impact of the absence of change on the program:

No Perceivable Impact

5.3e. If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact.

Distance Education

6.1 What is the total number of required courses in the technical curriculum?

12
6.2. Indicate the number of courses required in the professional/technical program
6.2a. That use the Internet to augment site-based class activities: 11
6.2b. For which the ENTIRE course is offered in an asynchronous format: 0
6.2c. For which the didactic portion is offered in an asynchronous format and laboratory classes are on-site: 0
6.2d. For which the didactic portion is offered entirely in a synchronous distance education format: 0
6.3a. Based on the information reported above in responses to questions 6.1 and 6.2b, 6.2c and 6.2d, the percent of the curriculum taught by synchronous or asynchronous formats is: 0.0
6.3b. Since the last AAR, does the response in 6.3 represent an increase of 25% or more of the technical phase of the curriculum being taught through synchronous or asynchronous formats? No
6.3c. If the change was more than 10% of the curriculum, describe the changes:

Space Allocation
7.1. Indicate the square footage of teaching laboratory space that is routinely allocated for use by the program: 1909
7.2. Has there been any change in the allocation or quality of accessible space? No
7.2a. If Yes, indicate the impact of the change on the program:
7.2b. If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:
7.2c. If No, indicate the impact of the absence of change on the program: No Perceivable Impact
7.2d. If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact.

Clinical Education
8.1. Number of clinical education sites with which the program had a clinical education agreement as of September 1, 2014: 103
8.2. Is the depth and breadth of clinical education sites used by the program sufficient to provide every student experiences necessary to achieve entry-level competence? Yes
8.2a. If No, indicate the impact on the program and explain how it is being addressed:
8.3. Were students placed in clinical education experiences during the last academic year? If no, skip questions 8.4 - 8.6f and go to section 9 Yes
8.4. Of the clinical instructors who worked with your students during the 2013-2014 year, what percent (%) were Credentialed Clinical Instructors? 45
8.5. Of the clinical instructors who worked with your students during the 2013-2014 year, what percent (%) held some type of certification of advanced clinical skill (e.g., ABPTS, FAAOMPT, other, but not first aid/CPR): 13
8.6. Since October 2013...:
8.6a. ...Are you experiencing difficulty in maintaining access to sufficient clinical education sites for student placements? No
8.6b. ...Have students been placed in clinical sites for which they have not had prior didactic instruction? No
8.6c. ...Have any students had a clinical instructor who has had less than one year of clinical experience? No
8.6d. ...Have any students been assigned a CI of record who is not a PT or PTA? No
8.6e. ...Have you delayed student(s) graduation due to cancellation or difficulty in making clinical education placements? No
8.6f. If Yes to any of the above #8.6 Questions, briefly explain:

Applicant Admission Information

9.1. How many times per year do you matriculate a new cohort of students in the TECHNICAL PHASE of the program? 1

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Month Admitted</th>
<th>Planned Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>9.2a. 08</td>
<td>9.2b. 23</td>
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<tr>
<td>#2</td>
<td>9.2c.</td>
<td>9.2d.</td>
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<td>#3</td>
<td>9.2e.</td>
<td>9.2f.</td>
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<td>#4</td>
<td>9.2g.</td>
<td>9.2h.</td>
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</tbody>
</table>

9.3. Has the planned class size of any cohort increased by 10% or more from the last academic year? Yes
9.3a. Is there a mechanism in place to ensure that planned class size is not exceeded by more than 10%? Yes

Cohort Details - Cohort #1

10.1. Number of applicants: 89
10.2. Number of applicants who met all admission requirements, including timely submission of required documentation: 82
10.3. Number of applicants offered a place in the class: 24
10.4. Number of accepted students who enrolled in the program: 24
10.5. Number of minority students who enrolled in the program: 2
10.6. Average age of students who enrolled in the technical phase of the program: 30
10.7. Was there an increase or decrease (of 10% annually or more than greater 25% over three years), whether temporary or permanent, in the size of class enrolled this year into the TECHNICAL PHASE of the program? Yes
10.7a. If Yes, indicate the impact of the change on the program: No Perceivable Impact
10.7b. If Yes, indicate the change, identify if the change is temporary or permanent, and describe how the program is addressing the impact of increased enrollment, faculty workload, faculty numbers, classroom and laboratory resources (space, equipment, supplies) and clinical education sites:
Prior to the admission of the current class, we ran a report and researched the potential for adding 4 additional students. The report indicated enough available, quality clinical sites and enough equipment and classroom space to accommodate the additional students.

Enrollment Information

11.1. Indicate the enrollment as of October 1, 2014, for each class of students IN THE TECHNICAL PHASE OF THE PROGRAM:

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
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<tr>
<td>Sophomore</td>
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<th></th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
11.2. Indicate the total number of students enrolled IN THE TECHNICAL PHASE OF THE PROGRAM (as of October 1, 2014) who are of the following race or ethnic origin:

<table>
<thead>
<tr>
<th>Race/Ethnic Origin</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino of any race:</td>
<td>1</td>
</tr>
<tr>
<td>American Indian/Alaskan Native:</td>
<td>0</td>
</tr>
<tr>
<td>Asian:</td>
<td>0</td>
</tr>
<tr>
<td>Black or African-American:</td>
<td>0</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander:</td>
<td>0</td>
</tr>
<tr>
<td>White:</td>
<td>21</td>
</tr>
<tr>
<td>Two or more races:</td>
<td>0</td>
</tr>
<tr>
<td>Unknown:</td>
<td>1</td>
</tr>
<tr>
<td>Total:</td>
<td>23</td>
</tr>
</tbody>
</table>

11.3. Indicate the total number of students enrolled in the technical program (as of October 1, 2014) who, upon entering the professional program, held the following highest earned degree:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.3a. Baccalaureate degree:</td>
<td>7</td>
</tr>
<tr>
<td>11.3b. Master's degree:</td>
<td>0</td>
</tr>
<tr>
<td>11.3c. Doctoral degree:</td>
<td>0</td>
</tr>
</tbody>
</table>

Program Graduates

12.1. Number of students who graduated or are expected to graduate in 2014:

12.2. Number of 2014 graduates who are of the following race or ethnic origin:

<table>
<thead>
<tr>
<th>Race/Ethnic Origin</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.2a. Hispanic/Latino of any race:</td>
<td>4</td>
</tr>
<tr>
<td>12.2b. American Indian/Alaskan Native:</td>
<td>0</td>
</tr>
<tr>
<td>12.2c. Asian</td>
<td>0</td>
</tr>
<tr>
<td>12.2d. Black or African-American:</td>
<td>0</td>
</tr>
<tr>
<td>12.2e. Native Hawaiian/other Pacific Islander:</td>
<td>0</td>
</tr>
<tr>
<td>12.2f. White</td>
<td>16</td>
</tr>
<tr>
<td>12.2g. Two or More Races:</td>
<td>0</td>
</tr>
<tr>
<td>12.2h. Unknown</td>
<td>0</td>
</tr>
</tbody>
</table>

12.3. Based on current enrollments and average attrition rates to date, and in consideration of changes in applicant pools, please estimate the number of graduates expected over the next five years. If No graduates in a given year, enter "0" (zero):

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>23</td>
</tr>
<tr>
<td>2016</td>
<td>24</td>
</tr>
<tr>
<td>2017</td>
<td>24</td>
</tr>
<tr>
<td>2018</td>
<td>24</td>
</tr>
<tr>
<td>2019</td>
<td>24</td>
</tr>
</tbody>
</table>

Graduation Rate

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Graduation Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>100.0</td>
</tr>
<tr>
<td>2012</td>
<td>95.2</td>
</tr>
<tr>
<td>2013</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Class Year - 2011

**G1.1. Cohort Graduating**

- **Yes**

**G1.1a. If Yes, how many cohorts graduated in the year being reported?**

- **1**

#### 2011 - Cohort 1

- **G1.2. MM/YYYY of Matriculation**: 02/2010
- **G1.3. MM/YYYY of Expected Graduation**: 04/2011
- **G1.4. MM/YYYY that represents 150% of program length**: November 2011

**Number of Students Admitted:**

- **G1.5. Number of Students Admitted to original cohort**: 20

**Number of Students In Original Cohort Who:**

- **G1.6. Graduated on Time**: 19
- **G1.7. Required 101%-150% of Time**: 1
- **G1.8. Required > 150% of Time**: 0
- **G1.9. Are Still Enrolled in Program**: 0

**Number of Students In Original Cohort Who Did Not Complete the Program Due To:**

- **G1.10a. Academic Deficit**: 0
- **G1.10b. Clinical Deficit**: 0
- **G1.10c. Died/Severely Disabled/Active Military Duty**: 0
- **G1.10d. Health/Family Issues**: 0
- **G1.10e. Other Reasons**: 0

- **G1.11. Graduation Rate**: 100%

**G1.12. If students left for other reasons (G1.10e), identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:**

### Class Year - 2012

**G1.1. Cohort Graduating**

- **Yes**

**G1.1a. If Yes, how many cohorts graduated in the year being reported?**

- **1**

#### 2012 - Cohort 1

- **G1.2. MM/YYYY of Matriculation**: 08/2012
- **G1.3. MM/YYYY of Expected Graduation**: 07/2013
- **G1.4. MM/YYYY that represents 150% of program length**: January 2014

**Number of Students Admitted:**

- **G1.5. Number of Students Admitted to original cohort**: 21

**Number of Students In Original Cohort Who:**

- **G1.6. Graduated on Time**: 20
- **G1.7. Required 101%-150% of Time**: 0
- **G1.8. Required > 150% of Time**: 0
- **G1.9. Are Still Enrolled in Program**: 0
**Number of Students In Original Cohort Who Did Not Complete the Program Due To:**

G1.10a. Academic Deficit  
0

G1.10b. Clinical Deficit  
0

G1.10c. Died/Severely Disabled/Active Military Duty  
0

G1.10d. Health/Family Issues  
1

G1.10e. Other Reasons  
0

G1.11. Graduation Rate 
95.2

G1.12. If students left for other reasons (G1.10e), identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:

The student had some health issues and couldn't meet the clinical requirements. A decision was made to allow her into the next cohort once health issues were resolved.

**Class Year - 2013**

G1.1. Cohort Graduating  
Yes

G1.1a. If Yes, how many cohorts graduated in the year being reported?  
1

**2013 - Cohort 1**

G1.2. MM/YYYY of Matriculation  
08/2012

G1.3. MM/YYYY of Expected Graduation  
07/2013

G1.4. MM/YYYY that represents 150% of program length  
January 2014

Number of Students Admitted:

G1.5. Number of Students Admitted to original cohort  
21

Number of Students In Original Cohort Who:

G1.6. Graduated on Time  
21

G1.7. Required 101%-150% of Time  
0

G1.8. Required > 150% of Time  
0

G1.9. Are Still Enrolled in Program  
0

Number of Students In Original Cohort Who Did Not Complete the Program Due To:

G1.10a. Academic Deficit  
0

G1.10b. Clinical Deficit  
0

G1.10c. Died/Severely Disabled/Active Military Duty  
0

G1.10d. Health/Family Issues  
0

G1.10e. Other Reasons  
0

G1.11. Graduation Rate  
100

G1.12. If students left for other reasons (G1.10e), identify the reasons, the number of students involved for each reason and briefly describe the assessment of changes needed/taken, if any:

**Employment Licensure Information**

**Employment Rate**

14.1. Did the program have graduates last year? If NO, skip to Question 14.4.  
Yes
14.2. If yes, what percentage of those who graduated last year and who sought employment in physical therapy (full-time or part-time) within six months of passing the licensure exam were employed? Enter percentage as a whole number (i.e. "25", not "0.25") and do NOT enter a % sign.

14.3. What data is used to determine employment rate (for example, graduate surveys)?

Licensure Rate

14.4. Verify that the following URL is the correct, direct link to the program’s web posting of graduation, licensure and employment rates. If not, replace with the correct URL before moving to the next question.

http://www.hutchcc.edu/docs/dept8/pta/Student_Outcomes.pdf

14.5. Is the data on the website reflective of the data being reported in this AAR?

Yes

Faculty General Information - Core Faculty

15.1a. PT FULL-TIME positions allocated to the program: 2
15.1b. PT PART-TIME positions allocated to the program: 0
15.1c. Non-PT FULL-TIME positions allocated to the program: 0
15.1d. Non-PT PART-TIME positions allocated to the program: 0
15.1e. FTEs the above number of core faculty represent: 2

Faculty General Information - Current Vacancies

15.2a. Number of current (2014-2015) vacancies in currently allocated (budgeted) core faculty positions: 0
15.2b. Are 30% or more of the core faculty positions allocated to the entry-level program vacant or filled temporarily with adjunct faculty? No
15.2c. If Yes, indicate the impact of the vacancy on the program:
15.2d. If Yes, describe how the program is addressing the impact of the vacancies: No
15.2e. Has there been a decrease of 25% or more over the most recent three years of the FTEs of core faculty positions allocated to the entry-level program? No
15.2f. If Yes, indicate the impact of the FTE decrease on the program:
15.2g. If Yes, describe how the program is addressing the impact of the FTE decrease: No
15.2h. Is the position of Program Administrator currently vacant or occupied by an interim or acting administrator? No
15.2i. Is the position of ACCE/DCE currently vacant or occupied by an interim or acting ACCE/DCE? No

Faculty General Information - Turnover

15.2j. Percent of core faculty positions turned over since October 2013: 50

Faculty General Information - Projected Vacancies

15.3a. Projected vacancies in currently allocated core faculty positions: 0
15.3b. Projected vacancies due to new core faculty positions, if any: 0
15.3c. Is the position of Program Administrator projected to be vacant at the end of the current academic year? Don't Know
15.3d. Is the position of ACCE/DCE projected to be vacant at the end of the current academic year? No
Faculty General Information - Faculty to Student Ratios

15.4a. What is the core faculty to student ratio? 11.5
15.4b. Average faculty to student ratio during laboratory experiences? 23

Faculty General Information - Associated Faculty

15.5a. Associated/Adjunct faculty who teach at least half the contact hours of a course: 0
15.5b. FTEs represented by the previous number of associated/adjunct faculty: 0
15.5c. Other associated/adjunct faculty who teach in the program: 1

Faculty List - Summary

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booe</td>
<td>Charles</td>
<td>Core</td>
</tr>
<tr>
<td>Dummy</td>
<td>Dummy</td>
<td>Core</td>
</tr>
<tr>
<td>Watson</td>
<td>Aubrey</td>
<td>Core</td>
</tr>
</tbody>
</table>

Core Faculty Details - Booe, Charles

Core Faculty Information

Credentials: PTA, MHCCL  
FTE (for Institution): 1  
Rank: Instructor  
Sex: Male  
Year of Birth: 1974  
Highest Earned Clinical (PT/PTA) Degree (include tDPT): Associates  
Highest Earned Academic Degree (don't include tDPT): Masters  
Primary Area of Expertise Taught in Program: Neuromuscular  
Total Years as Faculty: 6  
Enrolled in Degree Program: No

Position:  
FTE (for Program): 1  
Tenure Status: No Tenure Track  
Race: White (not of Hispanic origin)  
Certified Clinical Specialist: No  
Discipline of Highest Earned Degree: Administration  
Secondary Area of Expertise Taught in Program: Electrotherapy/Modalities

Core Faculty Workload

Teaching (%)

Entry-Level Program: 50  
Total Years As Faculty in Program: 6  
Scholarship Productivity: Not involved...

Entry-Level Program: 0  
Other Programs: 0  
Service (%)

<table>
<thead>
<tr>
<th>Clinical Practice:</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Work, General Advising, Etc:</td>
<td>10</td>
</tr>
<tr>
<td>Other (%)</td>
<td></td>
</tr>
<tr>
<td>Administrative:</td>
<td>35</td>
</tr>
<tr>
<td>Scholarship:</td>
<td>0</td>
</tr>
<tr>
<td>Enrolled in Degree Program:</td>
<td>0</td>
</tr>
<tr>
<td>Months Appointed Per Academic Year:</td>
<td>12</td>
</tr>
</tbody>
</table>

**Core Faculty Details - Dummy, Dummy**

<table>
<thead>
<tr>
<th>Core Faculty Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentials: dummy</td>
</tr>
<tr>
<td>FTE (for Institution): 0</td>
</tr>
<tr>
<td>Rank: Other</td>
</tr>
<tr>
<td>Sex: Male</td>
</tr>
<tr>
<td>Year of Birth: 1977</td>
</tr>
<tr>
<td>Highest Earned Clinical (PT/PTA) Degree (include tDPT): Not Applicable</td>
</tr>
<tr>
<td>Highest Earned Academic Degree (don't include tDPT): Other</td>
</tr>
<tr>
<td>Primary Area of Expertise Taught in Program: Other</td>
</tr>
<tr>
<td>Total Years as Faculty: 4</td>
</tr>
<tr>
<td>Enrolled in Degree Program: No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Faculty Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
</tr>
<tr>
<td>FTE (for Program): 0</td>
</tr>
<tr>
<td>Tenure Status: No Tenure Track</td>
</tr>
<tr>
<td>Race: White (not of Hispanic origin)</td>
</tr>
<tr>
<td>Certified Clinical Specialist: No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Faculty Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (%)</td>
</tr>
<tr>
<td>Entry-Level Program: 100</td>
</tr>
<tr>
<td>Service (%)</td>
</tr>
<tr>
<td>Clinical Practice: 0</td>
</tr>
<tr>
<td>Other Programs: 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative: 0</td>
</tr>
<tr>
<td>Scholarship: 0</td>
</tr>
<tr>
<td>Enrolled in Degree Program: 0</td>
</tr>
</tbody>
</table>

**Core Faculty Details - Watson, Aubrey**

<table>
<thead>
<tr>
<th>Core Faculty Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credentials: PT</td>
</tr>
<tr>
<td>FTE (for Institution): 1</td>
</tr>
<tr>
<td>Position: ACCE</td>
</tr>
<tr>
<td>FTE (for Program): 1</td>
</tr>
</tbody>
</table>

12/15/2014 11:04 AM
Rank: Instructor  
Sex: Male  
Tenure Status: No Tenure Track  
Race: White (not of Hispanic origin)  
Year of Birth: 1953  
PT or PTA: PT  
Highest Earned Clinical Degree (include tDPT): Masters  
Certified Clinical Specialist: No  
Primary Area of Expertise Taught in Program: Clinical Education  
Discipline of Highest Earned Degree: Physical Therapy  
Secondary Area of Expertise Taught in Program: Musculoskeletal  
Total Years as Faculty: 4  
Total Years As Faculty in Program: 1  
Enrolled in Degree Program: No  
Scholarship Productivity: Not involved...

Core Faculty Workload

Teaching (%)

Entry-Level Program: 60  
Other Programs: 0  
Service (%)

Clinical Practice: 0  
Committee Work, General Advising, Etc: 5  
Other (%)

Administrative: 35  
Scholarship: 0  
Enrolled in Degree Program: 0  
Months Appointed Per Academic Year: 10

2014 Annual Report Continued Compliance - Hutchinson Community College - PTA

1. Does the program have an on-going process for assessment of the following aspects of its operation?  
   Yes
   Mission, goals and expected program outcomes:  
   Yes
   Expected student outcomes / Performance of graduates (i.e., after they enter the workforce):  
   Yes
   Institutional policies and procedures:  
   Yes
   Program policies and procedures:  
   No
   Admissions criteria and prerequisites:  
   Yes
   Core faculty:  
   Yes
   Associated faculty:
If No explain why:
Currently don't employ consistent adjunct faculty

Curriculum: Yes

If No explain why:

Clinical education faculty: Yes

If No explain why:

Clinical education program: Yes

If No explain why:

Resources: Yes

If No explain why:

2. Has there been any change in the program's assessment processes? No
If Yes, describe the change:

3. Has there been any change in the INSTITUTION mission that affects the program? No
If Yes, indicate the impact of the change on the program:
If Yes, describe the change and its effect on the program. If the impact is adverse, describe the program's response to the change:

4. Has there been any change in the PROGRAM mission? No
If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program: No Perceivable Impact
If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

5. Is the program meeting its mission? Yes
If Yes, provide examples of how the mission is being met:
We have a high graduation rate and our pass rate for FSBPT exam is 90% with high employment rate.

If No, explain what component(s) of the mission are not being met AND describe the program's response to not meeting its mission:

6. Has there been any change in program goals and expected program outcomes? No
If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program: No Perceivable Impact
If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

7. Is the program meeting its goals and expected program outcomes? Yes
If Yes, provide examples of how the goals and objectives are being met:
We have a new facility with equipment that is state of the art, good graduation rates, good clinical facilities that meet the needs of the students and employee qualified staff.
If No, explain what is not being met AND describe the program response to not meeting its goals and objectives:

8. Has there been any change in the program’s statements of expected student outcomes?  

If Yes, indicate the impact of the change on the program:

If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program:  

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

9. Are the students/graduates meeting the program’s expected student outcomes?  

If Yes, provide examples of how the expected outcomes are being met:

Receiving high marks from clinical instructors at the clinical sites, passing national exam, employment rate is good. Advisory board comments are positive to students at their site as well as graduates they have hired.

If No, explain what expected program outcomes are not being met AND describe the program response to students/graduates not meeting the program's expected:

10. Has there been any change in institutional policies or governance at any level that affects program faculty or students?  

If Yes, indicate the impact of the change on the program:

If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program:  

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

11. Has there been any change in the program's faculty policies and procedures?  

If Yes, indicate the impact of the change on the program:

If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program:  

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

12. Has there been any change in the program's academic (core and/or associated) faculty evaluation and development processes?  

If Yes, indicate the impact of the change on the program:

If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program:  

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

13. Has there been any change in the program for clinical faculty evaluation and development?  

If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

**If No, indicate the impact of the absence of change on the program:** No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

14. Has there been any change in student policies and procedures? No

**If Yes, indicate the impact of the change on the program:**

If Yes, describe the change, the reason for the change and the effect of the change. If the Impact is adverse, describe the program's response to the change:

**If No, indicate the impact of the absence of change on the program:** No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

15. Has there been a change in the academic administrator/program director during the reporting period? No

**If Yes, indicate the impact of the change on the program:**

If Yes, describe the change, the reason for the change and the effect of the change. If the Impact is adverse, describe the program's response to the change:

16. Has there been a change of the ACCE/DCE during the reporting period? Yes

**If Yes, indicate the impact of the change on the program:** Slightly Beneficial

If Yes, describe the change and the impact of the change. If the impact is adverse, describe the program's response.

We hired a new ACCE in January of 2014. It has been good transition and the new ACCE has experience and knowledge in all areas of teaching. Overall it has been a positive impact.

17. Has there been any change in the didactic (classroom/laboratory) component of the curriculum? No

**If Yes, indicate the impact of the change on the program:**

If Yes, describe the change, the reason for the change and the effect of the change. If the Impact is adverse, describe the program's response to the change:

**If No, indicate the impact of the absence of change on the program:** No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

18. Has there been any change in the clinical education component of the curriculum? No

**If Yes, indicate the impact of the change on the program:**

If Yes, describe the change, the reason for the change and the effect of the change. If the Impact is adverse, describe the program's response to the change:

**If No, indicate the impact of the absence of change on the program:** No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

19. Has there been any change in the variety and number of clinical sites available to the program? No

**If Yes, indicate the impact of the change on the program:**

If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:
If No, indicate the impact of the absence of change on the program: No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

20. Has there been any change in the availability of support staff allocated to the program? No

If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program: No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

21. Has there been any change in the library or learning resources available to students and faculty? Yes

If Yes, indicate the impact of the change on the program: Slightly Beneficial

If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

With the new facilities, we have been able to display and have for our students additional journals on site.

If No, indicate the impact of the absence of change on the program:
If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

22. Has there been any change in services available to students? No

If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program: No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

23. Has there been any change in the allocation or quality of accessible space? No

If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program: No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

24. Has there been any change in the availability and accessibility to equipment or materials used for teaching or research by faculty or students? No

If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

If No, indicate the impact of the absence of change on the program: No Perceivable Impact

If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact:

25. Has there been any change in the INSTITUTION's accreditation status? No
If Yes, indicate the impact of the change on the program:
If Yes, describe the change, the reason for the change and the effect of the change. If the impact is adverse, describe the program's response to the change:

26. Please comment about other changes, if any, that have affected the program's continued compliance with the evaluative criteria:
Hutchinson Community College is submitting the required information in fulfillment of the Commission on Accreditation in Physical Therapy Education requirements for accreditation of a physical therapist assistant education program.

The information submitted in this report is a true and accurate description of the institution and the physical therapist assistant education program with respect to the information requested.

** Names and titles are drawn from the current data in the Department of Accreditation **
If there have been any changes in personnel, please contact the Department of Accreditation.

<table>
<thead>
<tr>
<th>Academic Administrator of the Program:</th>
<th>Administrative Official of Unit in which the Program Resides:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Travis Booe, PTA, MHCL</td>
<td>Debra J Hackler, RN, MSN</td>
</tr>
<tr>
<td>Name:</td>
<td>Name:</td>
</tr>
<tr>
<td>Program Director</td>
<td>Co-Department Chair and Director</td>
</tr>
<tr>
<td>Administrative Title:</td>
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**Chief Academic Officer of the Institution:**

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<th>Chief Executive Officer of the Institution:</th>
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<tr>
<td>Cindy Hoss, EdD</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Vice President of Academic Affairs</td>
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Department of Accreditation  
American Physical Therapy Association  
1111 North Fairfax Street
Alexandria, Virginia 22314
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**Academic Administrator of the Program:**

Charles Travis Booe, PTA, MHCL

Name:

Program Director

Administrative Title:

[Signature]

Date: 12/10/14

**Administrative Official of Unit in which the Program Resides:**

Debra J Hackler, RN, MSN

Name:

Co-Department Chair and Director

Administrative Title:

[Signature]

Date:

**Chief Academic Officer of the Institution:**

Cindy Hoss, EdD

Name:

Vice President of Academic Affairs

Administrative Title:

[Cindy Hoss]

Signature:

Date: 12-12-14

**Chief Executive Officer of the Institution:**

Carter File, PhD

Name:

President

Administrative Title:

[Signature]

Signature:

Date: 12/12/14