

Florida Gateway 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.

**Academic Administrator of the Program:**

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

Kimberly Salyers, M.A Ed., PTA

Melody Corso, MSN, RN, CNE

Name:

Name:

Program Director

Executive Director of Nursing and Health Sciences

Administrative Title:

Administrative Title:

*Kimberly Salyers*  
Signature:

*Melody Corso*  
Signature:

10/27/14

10/27/14

Date:

Date:

**Chief Academic Officer of the Institution:**

**Chief Executive Officer of the Institution:**

Tracy Hickman, PhD

Charles W Hall, EdD

Name:

Name:

Vice President for Occupational Programs

President

Administrative Title:

Administrative Title:

Signature:

Signature:

Date:

Date:

Department of Accreditation  
American Physical Therapy Association  
1111 North Fairfax Street  
Alexandria, Virginia 22314

## CAPTE ACCREDITATION PORTAL

ANNUAL ACCREDITATION REPORT

### 2014 Annual Report - Florida Gateway College - PTA

#### Confirmation of Contact and Other Information

<b>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</b>	<a href="https://www.fgc.edu/academics/nursinghealthsciences/physical-therapist-assistant/program-information/">https://www.fgc.edu/academics/nursinghealthsciences/physical-therapist-assistant/program-information/</a>
<b>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</b>	Yes

#### Degree To Be Awarded

<b>1.3. Is a cohort of students scheduled to graduate in 2014?</b>	Yes
<b>1.4. Degree to be awarded in 2014:</b>	AS
<b>1.5. Month/Year that the graduating Class of 2014 is scheduled to graduate:</b>	08/2014

#### Program Length

<b>2.1. Overall format of the curriculum (i.e., 1 + 1, .5 + 2, 0 + 2 (integrated 2-year)):</b>	1 + 1
<b>2.2. The institutional academic calendar is based on:</b>	Semester
<b>2.3. Number of terms (semesters, quarters, trimesters) required for completion of the curriculum:</b>	5
<b>2.4. Total length (in weeks) of the complete program:</b>	76
<b>2.4a. Total length (in weeks) of the technical component of the program:</b>	44
<b>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.</b>	
<b>2.5. Number of semester CREDITS required for completion of the program:</b>	
<b>2.5a. General education credits; including pre-requisites:</b>	29
<b>2.5b. Technical Education credits: Classroom/Laboratory courses (including independent study, distance learning courses, etc.):</b>	36
<b>2.5c. Technical Education credits: Clinical Education courses:</b>	9
<b>2.6. Total number of CONTACT HOURS students spend, during technical education, in:</b>	
<b>2.6a. in classroom, laboratory, distance learning or independent study:</b>	660
<b>2.6b. in part-time clinical education:</b>	0
<b>2.6c. in full-time clinical education:</b>	560
<b>2.7. Length of full-time clinical education:</b>	
<b>2.7a. Total number of weeks spent in FULL-TIME (35 or more hours per week) clinical education:</b>	14
<b>2.7b. Length (in weeks) of the terminal clinical education experience(s):</b>	8

#### 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:** \$3,552.00
- 4.1b. Public institution, out-of district student:** \$10,657.00
- 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:** \$1,097.10
- 4.3. Indicate the total cost of other program-related expenses:** \$3,005.00
- 4.4. Indicate the total cost of the program for students scheduled to graduate in 2014:**
- 4.4a. Public institution, in-district student:** \$10,651.00
- 4.4b. Public institution, out-of district student:** \$21,675.00
- 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 5.2.** No
- 5.1a. 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:** \$154,917.00
- 5.2a. Has there been 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:** \$16,575.00
- 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)?** Yes
- 5.3b. If Yes, indicate the impact of the change on the program:** Highly Beneficial
- 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:**

Certain areas of the budget were increased out of necessity such as accreditation fees, equipment repairs, and travel expenses. Additional expense incurred due to copy machine rental that was not previously a part of the PTA budget. Additional monies added to the budget for instructional materials and enhancements to the lab as well as for minor equipment.

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

**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

<b>6.1 What is the total number of required courses in the technical curriculum?</b>	15
<b>6.2. Indicate the number of courses required in the professional/technical program</b>	
<b>6.2a. That use the Internet to augment site-based class activities:</b>	15
<b>6.2b. For which the ENTIRE course is offered in an asynchronous format:</b>	3
<b>6.2c. For which the didactic portion is offered in an asynchronous format and laboratory classes are on-site:</b>	0
<b>6.2d. For which the didactic portion is offered entirely in a synchronous distance education format:</b>	0
<b>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:</b>	20.0
<b>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?</b>	No
<b>6.3c. If the change was more than 10% of the curriculum, describe the changes:</b>	

### Space Allocation

<b>7.1. Indicate the square footage of teaching laboratory space that is routinely allocated for use by the program:</b>	2684
<b>7.2. Has there been any change in the allocation or quality of accessible space?</b>	No
<b>7.2a. If Yes, indicate the impact of the change on the program:</b>	
<b>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:</b>	
<b>7.2c. If No, indicate the impact of the absence of change on the program:</b>	No Perceivable Impact
<b>7.2d. If No and the impact is adverse, describe why the impact is adverse and the program's response to the adverse impact.</b>	

### Clinical Education

<b>8.1. Number of clinical education sites with which the program had a clinical education agreement as of September 1, 2014:</b>	60
<b>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?</b>	Yes
<b>8.2a. If No, indicate the impact on the program and explain how it is being addressed.</b>	
<b>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</b>	Yes
<b>8.4. Of the clinical instructors who worked with your students during the 2013-2014 year, what percent (%) were Credentialed Clinical Instructors?</b>	15
<b>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):</b>	20
<b>8.6. Since October 2013....:</b>	

- 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

	Month Admitted	Planned Class Size
Cohort #1	9.2a. 08	9.2b. 25
Cohort #2	9.2c.	9.2d.
Cohort #3	9.2e.	9.2f.
Cohort #4	9.2g.	9.2h.

- 9.3. Has the planned class size of any cohort increased by 10% or more from the last academic year? No
- 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: 43
- 10.2. Number of applicants who met all admission requirements, including timely submission of required documentation: 41
- 10.3. Number of applicants offered a place in the class: 25
- 10.4. Number of accepted students who enrolled in the program: 25
- 10.5. Number of minority students who enrolled in the program: 4
- 10.6. Average age of students who enrolled in the technical phase of the program: 29
- 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? No
- 10.7a. If Yes, indicate the impact of the change on the program:

*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:*

**Enrollment Information**

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

Men

<b>Freshman:</b>	0	<b>Sophomore:</b>	15
<b>Total:</b>	15		

**Women**

<b>Freshman:</b>	0	<b>Sophomore:</b>	7
<b>Total:</b>	7		

**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:**

<b>Hispanic/Latino of any race:</b>	1	<b>American Indian/Alaskan Native:</b>	0
<b>Asian:</b>	0	<b>Black or African-American:</b>	2
<b>Native Hawaiian/other Pacific Islander:</b>	0	<b>White:</b>	19
<b>Two or more races:</b>	0	<b>Unknown:</b>	0
<b>Total:</b>	22		

**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:**

<b>11.3a. Baccalaureate degree:</b>	6
<b>11.3b. Master's degree:</b>	0
<b>11.3c. Doctoral degree:</b>	0

**Program Graduates**

<b>12.1. Number of students who graduated or are expected to graduate in 2014:</b>	21
<b>12.2. Number of 2014 graduates who are of the following race or ethnic origin:</b>	
<b>12.2a. Hispanic/Latino of any race:</b>	2
<b>12.2b. American Indian/Alaskan Native:</b>	0
<b>12.2c. Asian</b>	0
<b>12.2d. Black or African-American:</b>	1
<b>12.2e. Native Hawaiian/other Pacific Islander:</b>	0
<b>12.2f. White:</b>	18
<b>12.2g. Two or More Races:</b>	0
<b>12.2h. Unknown:</b>	0
<b>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):</b>	
<b>12.3a. 2015:</b>	20
<b>12.3b. 2016:</b>	20
<b>12.3c. 2017:</b>	20
<b>12.3d. 2018:</b>	20
<b>12.3e. 2019:</b>	20

**Graduation Rate**

Class Year	Graduation Rate (%)
2011	75.9

2012	86.7
2013	77.8

**Class Year - 2011**

<b>G1.1. Cohort Graduating</b>	Yes
<b>G1.1a. If Yes, how many cohorts graduated in the year being reported?</b>	1

**2011 - Cohort 1**

<b>G1.2. MM/YYYY of Matriculation</b>	08/2010
<b>G1.3. MM/YYYY of Expected Graduation</b>	08/2011
<b>G1.4. MM/YYYY that represents 150% of program length</b>	February 2012

**Number of Students Admitted:**

<b>G1.5. Number of Students Admitted to original cohort</b>	30
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**Number of Students In Original Cohort Who:**

<b>G1.6. Graduated on Time</b>	22
<b>G1.7. Required 101%-150% of Time</b>	0
<b>G1.8. Required &gt; 150% of Time</b>	0
<b>G1.9. Are Still Enrolled in Program</b>	0

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

<b>G1.10a. Academic Deficit</b>	6
<b>G1.10b. Clinical Deficit</b>	0
<b>G1.10c. Died/Severely Disabled/Active Military Duty</b>	1
<b>G1.10d. Health/Family Issues</b>	1
<b>G1.10e. Other Reasons</b>	0

<b>G1.11. Graduation Rate</b>	75.9
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**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**

<b>G1.1. Cohort Graduating</b>	Yes
<b>G1.1a. If Yes, how many cohorts graduated in the year being reported?</b>	1

**2012 - Cohort 1**

<b>G1.2. MM/YYYY of Matriculation</b>	08/2011
<b>G1.3. MM/YYYY of Expected Graduation</b>	08/2012
<b>G1.4. MM/YYYY that represents 150% of program length</b>	February 2013

**Number of Students Admitted:**

<b>G1.5. Number of Students Admitted to original cohort</b>	30
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**Number of Students In Original Cohort Who:**

<b>G1.6. Graduated on Time</b>	26
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<b>G1.7. Required 101%-150% of Time</b>	0
<b>G1.8. Required &gt; 150% of Time</b>	0
<b>G1.9. Are Still Enrolled in Program</b>	0
<b>Number of Students In Original Cohort Who Did Not Complete the Program Due To:</b>	
<b>G1.10a. Academic Deficit</b>	4
<b>G1.10b. Clinical Deficit</b>	0
<b>G1.10c. Died/Severely Disabled/Active Military Duty</b>	0
<b>G1.10d. Health/Family Issues</b>	0
<b>G1.10e. Other Reasons</b>	0
<b>G1.11. Graduation Rate</b>	86.7

**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 - 2013

**G1.1. Cohort Graduating** No

### 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.** 100

**14.3. What data is used to determine employment rate (for example, graduate surveys)?** Phone/email survey; graduate survey

#### 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.**

<https://www.fgc.edu/academics/nursinghealthsciences/physical-therapist-assistant/student-outcomes/>

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

Yes

### Faculty General Information - Core Faculty

<b>15.1a. PT FULL-TIME positions allocated to the program:</b>	2
<b>15.1b. PT PART-TIME positions allocated to the program:</b>	0
<b>15.1c. Non-PT FULL-TIME positions allocated to the program:</b>	0
<b>15.1d. Non-PT PART-TIME positions allocated to the program:</b>	0
<b>15.1e. FTEs the above number of core faculty represent:</b>	2.44

### Faculty General Information - Current Vacancies

<b>15.2a. Number of current (2014-2015) vacancies in currently allocated (budgeted) core faculty positions:</b>	0
<b>15.2b. Are 30% or more of the core faculty positions allocated to the entry-level program vacant or filled temporarily with adjunct faculty?</b>	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:**

**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:**

**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:** 0

#### 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?** No

**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?** 12.5

**15.4b. Average faculty to student ratio during laboratory experiences?** 12.5

#### Faculty General Information - Associated Faculty

**15.5a. Associated/Adjunct faculty who teach at least half the contact hours of a course:** 1

**15.5b. FTEs represented by the previous number of associated/adjunct faculty?** 0.2

**15.5c. Other associated/adjunct faculty who teach in the program:** 1

#### Faculty List - Summary

Last Name	First Name	Type
Caswell	Chad	Core
Education	General	Adjunct/Associated
Miller-Sellers	Dolores	Adjunct/Associated
Pitman	Jennifer	Adjunct/Associated
Salyers	Kimberly	Core

#### Core Faculty Details - Caswell , Chad

**Core Faculty Information**

<b>Credentials:</b>	PT, DPT	<b>Position:</b>	ACCE
<b>FTE (for Institution):</b>	1.2	<b>FTE (for Program):</b>	1.2
<b>Rank:</b>	Associate Professor	<b>Tenure Status:</b>	Non-tenured (on tenure track)
<b>Sex:</b>	Male	<b>Race:</b>	White (not of Hispanic origin)
<b>Year of Birth:</b>	1982	<b>PT or PTA:</b>	PT
<b>Highest Earned Clinical (PT/PTA) Degree (include tDPT):</b>	DPT	<b>Certified Clinical Specialist:</b>	No
<b>Highest Earned Academic Degree (don't include tDPT):</b>	Not Applicable	<b>Discipline of Highest Earned Degree:</b>	Physical Therapy
<b>Primary Area of Expertise Taught in Program:</b>	Musculoskeletal	<b>Secondary Area of Expertise Taught in Program:</b>	Neuromuscular
<b>Total Years as Faculty:</b>	2	<b>Total Years As Faculty in Program:</b>	2
<b>Enrolled in Degree Program:</b>	No	<b>Scholarship Productivity:</b>	Not involved...

**Core Faculty Workload****Teaching (%)**

<b>Entry-Level Program:</b>	75	<b>Other Programs:</b>	0
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**Service (%)**

<b>Clinical Practice:</b>	0	<b>Committee Work, General Advising, Etc:</b>	10
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**Other (%)**

<b>Administrative:</b>	15	<b>Scholarship:</b>	0
<b>Enrolled in Degree Program:</b>	0	<b>Months Appointed Per Academic Year:</b>	11

**Associated Faculty Details - Education , General****Associated Faculty Information**

<b>Race:</b>	Unknown	<b>Sex:</b>	Female
<b>Total Teaching Contact Hours Per Academic Year:</b>	1260	<b>PT or PTA:</b>	Neither
<b>Highest Earned Clinical (PT/PTA) Degree (include tDPT):</b>	Not Applicable	<b>Highest Earned Academic Degree (don't include tDPT):</b>	Masters (advanced)
<b>Discipline of Highest Earned Degree:</b>	Education	<b>Total Years As Faculty:</b>	2
<b>Total Years As Faculty in Program:</b>	2	<b>Primary Area of Expertise Taught in Curriculum:</b>	Education

<b>Secondary Area of Expertise Taught in Curriculum:</b>	Education	<b>Enrolled in Degree Program:</b>	No
<b>Certified Clinical Specialist:</b>	Not Applicable	<b>Credentials:</b>	NA

#### Associated Faculty Details - Miller-Sellers , Dolores

##### Associated Faculty Information

<b>Race:</b>	White (not of Hispanic origin)	<b>Sex:</b>	Female
<b>Total Teaching Contact Hours Per Academic Year:</b>	30	<b>PT or PTA:</b>	PT
<b>Highest Earned Clinical (PT/PTA) Degree (include tDPT):</b>	Bachelors	<b>Highest Earned Academic Degree (don't include tDPT):</b>	Not Applicable
<b>Discipline of Highest Earned Degree:</b>	Physical Therapy	<b>Total Years As Faculty:</b>	1
<b>Total Years As Faculty in Program:</b>	1	<b>Primary Area of Expertise Taught in Curriculum:</b>	Therapeutic Exercise
<b>Secondary Area of Expertise Taught in Curriculum:</b>	Geriatrics	<b>Enrolled in Degree Program:</b>	Yes (DPT Program)
<b>Certified Clinical Specialist:</b>	No	<b>Credentials:</b>	PT

#### Associated Faculty Details - Pitman , Jennifer

##### Associated Faculty Information

<b>Race:</b>	White (not of Hispanic origin)	<b>Sex:</b>	Female
<b>Total Teaching Contact Hours Per Academic Year:</b>	350	<b>PT or PTA:</b>	PTA
<b>Highest Earned Clinical (PT/PTA) Degree (include tDPT):</b>	Associates	<b>Highest Earned Academic Degree (don't include tDPT):</b>	Bachelor's
<b>Discipline of Highest Earned Degree:</b>	Health Sciences; Allied Health	<b>Total Years As Faculty:</b>	3
<b>Total Years As Faculty in Program:</b>	3	<b>Primary Area of Expertise Taught in Curriculum:</b>	Musculoskeletal
<b>Secondary Area of Expertise Taught in Curriculum:</b>	Electrotherapy/Modalities	<b>Enrolled in Degree Program:</b>	No
<b>Certified Clinical Specialist:</b>	No	<b>Credentials:</b>	PTA, BA

#### Core Faculty Details - Salyers , Kimberly

##### Core Faculty Information

<b>Credentials:</b>	PTA MA Ed	<b>Position:</b>	Chair/Director
<b>FTE (for Institution):</b>	1.2	<b>FTE (for Program):</b>	1.2
<b>Rank:</b>	Associate Professor	<b>Tenure Status:</b>	Non-tenured (on tenure track)
<b>Sex:</b>	Female	<b>Race:</b>	White (not of Hispanic origin)
<b>Year of Birth:</b>	1963	<b>PT or PTA:</b>	PTA
<b>Highest Earned Clinical (PT/PTA) Degree (include tDPT):</b>	Associates	<b>Certified Clinical Specialist:</b>	No
<b>Highest Earned Academic Degree (don't include tDPT):</b>	Masters (advanced)	<b>Discipline of Highest Earned Degree:</b>	Education
<b>Primary Area of Expertise Taught in Program:</b>	Musculoskeletal	<b>Secondary Area of Expertise Taught in Program:</b>	Pathology
<b>Total Years as Faculty:</b>	17	<b>Total Years As Faculty in Program:</b>	2
<b>Enrolled in Degree Program:</b>	Yes (Other Doctoral Program)	<b>Scholarship Productivity:</b>	Not involved...

#### Core Faculty Workload

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##### Teaching (%)

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<b>Entry-Level Program:</b>	40	<b>Other Programs:</b>	0
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##### Service (%)

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<b>Clinical Practice:</b>	0	<b>Committee Work, General Advising, Etc:</b>	10
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##### Other (%)

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<b>Administrative:</b>	50	<b>Scholarship:</b>	0
<b>Enrolled in Degree Program:</b>	0	<b>Months Appointed Per Academic Year:</b>	11