

**APTA EDUCATION DIVISION
REPORT TO THE EDUCATION SECTION
OCTOBER 1, 2007**

ACTIVITIES RELATED TO THE EDUCATION STRATEGIC PLAN

Goal 1: Establish a system of clinical education for the PT and PTA that is fiscally sound, collaborative with other professions, and based on a partnership model between the academic program and clinical site, with mutually agreed upon standards and outcomes that support contemporary physical therapy practice.

- Consensus Conference on Standards in Clinical Education – APTA's Education Department will be convening an invitational consensus conference with 30 participants on December 13-15, 2007 in Alexandria, VA. This conference will initiate the process that will lead to standard setting in clinical education for physical therapist professional doctoral education. As the profession has moved to preparing graduates at the professional doctoral level, clinical education has been challenged to keep pace with an expanding curriculum, a health care system in flux, and increasing and competing demands on physical therapist practitioners who serve as clinical educators for students. Areas anticipated to be addressed by this conference include qualifications/criteria for clinical instructors, qualifications/criteria for clinical sites (including accreditation), clinical education models (including licensure issues), infrastructure required for clinical education (including partnerships), and funding of clinical education. Nominations have been received across all stakeholder categories and we are in the process of interviewing the nominees as a part of the selection process. This conference will serve as a first step in creating a larger conversation with communities of interest that over time will culminate in setting standards for clinical education.

- Consultant Group on ACCE Performance Evaluation – The Academic Coordinator/Director of Clinical Education (ACCE/DCE) in physical therapist and physical therapist assistant programs is a unique faculty position in higher education with roles and responsibilities for coordinating and managing the clinical education curriculum (~38-42% of curriculum) and incorporates administrative, management, teaching, service, and leadership elements. A 360-degree performance assessment system consistently used by ACCEs/DCEs will facilitate their ability to manage their responsibilities more effectively and to enable them to move the profession forward with respect to the outcomes from setting standards in clinical education. A 1st draft version of the performance evaluation will be disseminated to all stakeholder groups in September and October for their comments and feedback in preparation for this group to create a 2nd draft version in preparation for testing.

Goal 2: Develop systems to promote and measure continued competence.

- Continued Competence Initiatives – This fall, a draft of standards of quality for continuing education offerings will be shared electronically with multiple stakeholder groups for comments and edits prior to submission to APTA's Board of Directors in March of 2008. Please encourage clinicians and educators to review these standards and submit comments. All those who attended the Forum on Continued Competence at CSM 2007 will be included in the vetting of this draft document. A second meeting of the Component leadership is scheduled for CSM 2008 to continue to discuss the barriers and opportunities associated with the varied issues surrounding continued competence for physical therapists. Leadership at the CSM 2007 meeting were concerned with maintaining their autonomy in administering CE approval systems that generate revenue for their chapters but also recognized that there is a need for more consistent competency-based continuing education (CE) requirements, definitions, and standards across states. Suggestions included development of a clearinghouse of resources, approval organizations, and advocacy efforts.

- The APTA Learning Center – The first phase of a new Professional Development website designed to provide a variety of types of distance learning offerings, testing, a CEU transcript, and downloadable CEU certificates will be available by the end of 2007. Suzanne Armstrong, an instructional designer, is new on APTA staff to manage the development and implementation of the new “APTA Learning Center”. Later phases of the new system will include an e-portfolio. Planning collaborative projects for distance learning offerings will begin in 2008.
- Continued Competence Consultant Group – Over 50 individuals involved in one or more aspects of continued competence have volunteered to participate in the APTA Continued Competence Consultant Group. Later this fall, the group, as a whole, will receive a first draft of the standards of quality for continuing education offerings via an electronic survey for comment on the document. A later draft will be made available for comment to the widest audience possible. The purpose of the Group is to provide feedback and resources related to APTA’s Education Strategic Plan Goal #2: *Develop systems to promote and measure continued competence.*

If you have experience or interest in an aspect of continued competence and are willing to volunteer your time to provide feedback and/or potentially serve in a consultant pool of stakeholders on continued competence, please contact Marilyn Phillips, PT, MS, CAE at marilynphillips@apta.org. APTA is seeking members with varied background to represent all stakeholder groups invested in the issues surrounding continued competence including representatives from: APTA Components, Licensure Agencies, Licensees, CE Sponsors or Provider, CE Speakers, PT & PTA Employers, representatives from Regulatory agencies (CARF/JCAHO) and Credentialing Bodies (ABPTS/CHT, etc) and Post-professional educators. Volunteers will be asked to review documents, to provide feedback, and to serve on subgroups working on aspects of Goal #2.

- New CD-ROMs – APTA and Rehab Essentials present 11 new extensive, advanced continuing education offerings on CD-ROM. Each contains at least 5 hours of audio plus PowerPoint presentations on topics key to autonomous practice. The first three of the series were available for viewing in APTA’s Resource Center at PT 2007. Bulk purchase is available to education programs. Online testing is included and CEUs are awarded for successful completion of the test with a score of 70% or better.

Goal 3: Determine competencies at different stages of professional development beyond entry-level (eg, at the end of a year-long internship, early career, expert) to facilitate life-long learning.

- Clinical Residency and Fellowship – The Clinical Residency and Fellowship Credentialing Committee now requires both written and “live patient” practical examinations as measures of competency. The Description of Specialty Practice, Description of Advanced Clinical Practice, or practice analysis of the specialty provides the foundation for the examinations.
- Competencies in Fitness and Wellness - A draft of post-professional competencies in fitness and wellness will be distributed for comment later this fall to stakeholder groups and audiences of interest. These competencies will serve as the foundation for self-assessment tools, and for continuing and academic course offerings.

Goal 4: Establish an ongoing systematic data collection process and database(s) for physical therapy practice, education, and research that will allow the profession to forecast, develop strategic plans, support the creation of laws and regulations, and conduct research.

- The PT Centralized Application Service (discussed under Goal 9) will provide a robust admissions data base of physical therapist applicants.

- The electronic PT CPI (discussed under Goal 13) will provide a data base of information associated with clinical education.

Goal 5: Advocate for the physical therapy educational community in the context of social, governmental and regulatory practices and policies.

- The Physical Therapist Student Loan Repayment Eligibility Act (HR 1134) – this federal legislation was introduced earlier this year and would add physical therapists to the list of health care providers who are eligible for loan forgiveness if they practice in areas where there are shortages of health care providers. APTA is supporting the adoption of this legislation.
- Update on Higher Education Act (HEA) Reauthorization - The Senate has passed a bill that is generally acceptable, but that has two issues of concern. The House has not yet drafted its version, though rumors say it hopes to do so in October. Accreditation staff will be happy to provide more information at the meeting, if desired.

Goal 7: Identify and use strategies to effect behavioral change in physical therapists and student physical therapists to 1) use evidence in practice, 2) Integrate the concepts and information in the Guide to Physical Therapist Practice, 3) Use disablement models, 4) integrate professionalism core values into physical therapy, 5) use and apply technology, 6) document patient care meeting minimal standards.

- Minimum Required Skills of Physical Therapist Assistant Graduates at Entry-Level – An invitational consensus conference was convened on August 23-25, 2007 to: 1) achieve consensus on the minimum required skills that every new PTA graduate should be competent in performing on patients at entry-level, 2) achieve consensus on the priority symptoms of the “disconnect” between academic PTA education, regulatory bodies, APTA governance, and the clinical environment regarding the work of the physical therapist assistant, and 3) discuss the future of the physical therapist assistant within Vision 2020. Outcome documentation will first be reviewed by conference participants prior to achieving wider consensus from communities of interest in a modified Delphi survey to review and refine the list of minimum required skills for PTAs at entry-level. The final product will be provided to the Board of Directors for action, similar to the physical therapist document titled “[Minimum Required Skills of Physical Therapist Graduates at Entry-Level](#)” that was adopted by the Board of Directors. The work of this group will assist in informing the process of articulating the future scope of work of the PTA within Vision 2020.
- Advanced CI Education and Credentialing Program – The Advanced CI Education and Credentialing Program (Advanced CIECP) was piloted with 41 experienced Credentialed Clinical Trainers in January 2007. The first class of individuals completed the Advanced Train-the-Trainer Program on July 8-9, 2007 and 39 participants were awarded Advanced Credentialed Trainer credentialing by the Clinical Instructor Education Board. Once the Advanced CIECP program is available for dissemination, Advanced Credentialed Trainers will be listed on APTA's website to enable academic programs, chapters, consortia, and clinics to access these individuals to be able to arrange with them to teach this program. We are currently working on completing final revisions to the Advanced CI Participant Manual and associated materials for the program. It is anticipated that this program will be made available in late Fall 2007 to physical therapists with earned Credentialed CI status and that have had at least one student since completing the CI Education and Credentialing Program. Content addressed by this program includes professionalism, clinical reasoning, patient/client management model, documentation, evidence-based practice, advanced clinical teaching concepts, and *Guide to Physical Therapist Practice with case-based application*.

A Train-the-Trainer course for the Clinical Instructor Education and Credentialing Program is planned for April 3-5, 2008 in the Alexandria, VA region. The Call for Trainers for the 2008 Trainer

course is posted on APTA's website, PT Bulletin, Education list serve, Component Bulletin, and PT Magazine with an application deadline to be postmarked no later than December 31, 2007. Eligibility requirements for applying to this Trainer Course and the application are posted on APTA's website under Education Programs.

An Advanced Train-the-Trainer course will be offered in the fall of 2008 for those Credentialed Clinical Trainers who have successfully completed one portfolio renewal cycle and are in good standing. Credentialed Clinical Trainers must have earned Advanced Credential CI status prior to applying for this Advanced Trainer course. Invitations and an application to apply for the Advanced Train-the-Trainer course will be sent to those Credentialed Trainers who have met the eligibility requirements for applying to the Advanced Trainer course.

Goal 8: Enhance the physical therapist's perception, knowledge, and skills in contemporary and emerging health trends and in the delivery of health care in the following areas: Health promotion and wellness, Healthy aging, PT's role as exercise expert, Practitioner of choice and portal of entry for the neuromusculoskeletal systems, Primary contact, Complementary or integrative health care, Disease Management, Other new practice areas based on advances in science and technology, a comprehensive assessment of societal needs, and evidence, Practice Management including financial, business, and risk management.

- Advanced Clinical Practice (ACP) Courses – Over 55 ACP courses will be offered across the country in 2008 in 20 different physical therapy education programs. Over 20 topics/titles are now offered. The Call for host facilities for 2009 will be sent in early 2008. If your program would like to become a host facility for an ACP course please contact Brian Reger at brianreger@apta.org or Marilyn Phillips at marilynphillips@apta.org. Scheduling for 2009 should be completed by the end of July 2008.
- Preview 2020 – Preview 2020 will be held in Phoenix, Arizona from November 16-18, 2007. Seven (7) tracks of programming address clinical and practice management issues in physical therapy: Advanced Exercise, Alzheimer's Disease, Cash Practice, Military Personnel with Amputation, Musculoskeletal Imaging, Pediatrics: Screening for Referral, and the Shoulder Complex.

Goal 9: Develop and implement a plan to recruit qualified, diverse applicants to physical therapist and physical therapist assistant programs.

- Physical Therapist Centralized Application Service (PTCAS) – The APTA Board of Directors (BOD) voted to establish a CAS for physical therapist applicants in March 2007. APTA signed a contract with Liaison International in July 2007 to develop and administer the CAS which is scheduled to launch in summer 2008 for the 2009 entering class. A new Director of Academic Program Services joined the APTA staff in August 2007 to oversee the development of the CAS in conjunction with a newly created APTA The Physical Therapist CAS Advisory Group. The CAS Advisory Group is tentatively scheduled to participate in its first meeting in October 2007. In 2008 APTA will offer a series of campus visits and e-communication tools to solicit feedback and inform programs about CAS benefits, policies, and procedures.
- Physical Therapist Program Prerequisites – The Task Force on Physical Therapist Preferred Prerequisites and Centralized Application Service (TFPTPPCAS) made a recommendation in a report to the APTA Board of Directors in November 2006 to:
Recreate the prerequisite table for students and academic advisors based on CAPTE's Directory of Programs with footnotes to indicate when specific courses are required. After the table is created, disseminate it to programs and ask them to verify information prior to publication.

The prerequisite table has been recreated and a request was made to programs to verify the information. The table will be made available on the CAPTE website later this year and a notice posted on the Section on Education list serve notifying the community when it is posted. As well, undergraduate health professions advisors will be notified through the National Association of Advisors of the Health Professions (NAAHP).

Goal 11: Develop leaders in physical therapy, academic and clinical education and research with established roles and influence in prominent national and international agencies.

- Education Leadership Institute – With the need for highly qualified and strong leaders within physical therapy and higher education and to ensure a strong and promising future for physical therapy education, a coordinated and planned process is required for the professional development of faculty. The Education Department will begin a new initiative to develop an Education Leadership Institute for physical therapist and physical therapist assistant academic faculty in November 2007. Individuals have consented to participate on the Consultant Group on the Development of an Education Leadership Institute. This group will oversee the planning (design and development) of this Institute to include planned outcomes and learning objectives, design, curricular content and leadership tracks, budget implications, and a timeline. This institute will provide physical therapist and physical therapist assistant faculty with an opportunity to learn and apply leadership skills within their various roles in physical therapy and higher education. Given an aging faculty in physical therapy, it is critical that the profession invest energy in develop the next generation of faculty and their leadership skills to ensure continued high quality education in preparing PTs and PTAs for entry-level practice.
- Uniform Outcomes Assessment project – The Consulting Group on Uniform Outcome Assessment was created in March 2007 to develop a system of uniform outcome assessment for physical therapy education. The group is working with an expert in higher education outcome assessment to develop a system that education programs can apply to assess program and student outcomes, including the development of tools that can be adopted by programs to assess outcomes. The first meeting of the group occurred in April and a second meeting is scheduled for October 25/26, 2007. Specific information about the outcomes of this effort will be available later this year.

Goal 12: Create a strategic plan for the development of Clinical Residency and Fellowship programs in a broad range of specialty practices that includes target numbers, grandfathering, financial implications, employer implications, and career pathways.

- Survey: Residency/Fellowship Draft Strategic Plan - APTA's Residency/Fellowship Draft Strategic Plan was developed in 2007 with input from a wide variety of stakeholders. The plan is designed to inform and influence the efforts of the larger APTA community relative to Vision 2020 and to direct the work of the APTA Professional Development Department staff assisting developing and credentialing residency and fellowship programs for the next decade and beyond. The document and survey can be accessed at www.apta.org; mouse over Professional Development; click on Residency/Fellowship. Please provide comments **by October 15th**.

This draft document is the result of the February 2007 strategic planning meeting that generated goals and objectives for physical therapy residency/fellowship education. The discussion focused on goals: 1) to increase awareness of residency/fellowship education; 2) to increase the number of programs; 3) related to specialist certification and residency/fellowship education; and 4) related to residency/fellowship as part of the educational continuum.

Goal 13: Collaborate with others to develop customized software/hardware applications and medical computer simulations to enhance on-site and distance education.

- Physical Therapist Clinical Performance Instrument (PT CPI) – APTA has signed a contract with Academic Management Systems, Inc. (AMS) to automate the Physical Therapist Clinical Performance Instrument (PT CPI): Version 2006 as a national technology solution. The Web-based PT CPI instrument will be developed using the company's market-leading assessment product—CoursEval™—as the underlying technology platform. AMS will provide a comprehensive solution that includes development, implementation, training, ongoing evaluation, and technical customer service for the participating physical therapist programs. Academic Management Systems, Inc. (AMS), located in Amherst, NY, is a subsidiary of Liaison International, Inc. The companies provide management software for health professions schools, colleges and universities with a focus on admissions management, web-based accreditation management, and online course evaluations. For more information about AMS, visit www.academicmanagement.com

The Web-based system will be designed to require users of the PT CPI (ie, students, CIs, CCCEs, ACCEs/DCEs, others) to first complete an online training program through the APTA Learning Center (another new product that is a distance education software) and assessment prior to being allowed to access the web-based PT CPI. The Web-based PT CPI system will undergo several phases of testing prior to being made available in 2008. A version of this product, most likely as a work in progress, will be shared at CSM 2008. In relation to the annual subscription fee for this program, we would encourage academic programs to budget \$1,000 for program, clinic, and student access to this system and program data retrieval.

- Physical Therapist Assistant Clinical Performance Instrument (PTA CPI) – Similar to the PT CPI, the PTA is currently undergoing its first revision and will follow a similar testing process using an online training component and electronic format for completing the PTA CPI that will eventually lead to the conversion of the revised PTA CPI to a web-based format with consistent online training. Feedback and comments were recently obtained from stakeholder user groups of the PTA CPI and a first draft revision has been developed by the Consultant Group on the Revision of the PTA CPI. This first draft revision will be disseminated to PTA programs, selected clinical sites and their PTA and PTA CIs and CCCEs, PTA ACCEs, and others upon request to create a second version of this instrument for field testing in 2008.
- Learning Management System (LMS) – The division is collaborating with IT on the development of an LMS called the APTA Learning Center, a software package that enables the management and delivery of online content to learners. The launch is scheduled for the end of 2007. The LMS will integrate with IMIS and provide free and fee based continuing education, volunteer leader training, continuing education and CEU tracking, and an e-portfolio system. This format will also be used by the Department of Accreditation for training and retraining of on-site reviewers.
- Accreditation Management System (AMS) – The Accreditation Department is in the process of developing the long awaited mechanism for electronic submission of reports. Indeed, getting the new portal up and running correctly has consumed a significant portion of staff time. The new web portal has been used for submission of the 2007 Annual Accreditation Report (AAR) and will be available for submission of Applications for Candidacy in 2008 and Self-study Reports in 2009. To the extent that this mechanism produces more consistent data for CAPTE's use, it will also contribute to the availability of data that can be used for educational research purposes.

Goal 14: Enhance and promote the physical therapist board certification process.

- Initial Certification – The 2007 specialist certification examinations were administered at Prometric test centers throughout the U.S. from March 3-17, 2007. The American Board of Physical Therapy Specialties (ABPTS) established the standards for the 2007 examinations at

their May 23-24 meeting. ABPTS' testing agency, the National Board of Medical Examiners (NBME), prepared the score reports, which were mailed to candidates in mid-June. ABPTS certified 828 new clinical specialists in 2007. To date, 7,573 physical therapists have achieved ABPTS board-certification.

- Continued Competency in the Specialty Area - To continue to be recognized as a board-certified specialist, it is necessary for the specialist to demonstrate that they have maintained their competency in the specialty area during the ten-year period of certification. ABPTS is in the process of transitioning from a recertification model to a model of demonstration of continued competency in the specialty area. The proposed continued competency model includes the following elements: 1) **Professional Standing** (evidence of current licensure as a physical therapist with no adverse actions); 2) **Commitment to Life Long Learning through Professional Development** (a web-based system to track continuing competence in a specialty area will be developed, providing an individual account tracking mechanism for each specialist to record professional development activities during years 1-7 of their certification cycle); 3) **Practice Performance through Examples of Patient Care and Clinical Reasoning** (the specialist will use a web-based system to submit three case reports to demonstrate current patient care expertise in the specialty area. Trained case reviewers will evaluate and score the case reports using standardized evaluation review criteria); 4) **Cognitive expertise through a Test of Knowledge in the Profession** (during years 9-10 of the certification cycle, the specialist would sit for a recertification examination, comprised of approximately 100 items). A pilot study will begin this fall to provide data needed for specialty councils and ABPTS to better address questions and concerns about the model. Information gathered via the pilot study will be critical to further refining, if necessary, and then moving forward with the implementation of model of continued competency in the specialty area.

Goal 15: Provide opportunities for academic and clinical faculties to develop approaches to teaching using evidenced-based strategies that are effective in promoting learning.

- Clinical Instructor Education and Credentialing Program (CIECP) – More than 18,800 PTs and PTAs in the US and Canada have successfully earned CI Credentialing in the past 10 years. On average, 120 courses are provided throughout the US by 148 Credentialed Clinical Trainers.
- Courses for PTA Educators – Pre-conference and conference courses founded in sound educational theory are being organized and planned by the Education staff to assist physical therapist assistant educators in the organization, implementation, and assessment of effective curricula. Courses provided at 2007 CSM and PT2007 were well received and additional courses have been scheduled for 2008 in response to participant feedback.

Goal 16: Promote Interprofessional (eg, interdisciplinary) and intraprofessional education within physical therapist and physical therapist assistant curricular models.

- Professionalism Instructional Module – Since professionalism is one of the professions vision elements that has not been well defined, a Task Force on Professionalism was charged with developing a comprehensive instructional module on professionalism to be made widely available to physical therapists, physical therapist assistants, students, and educators. A 12-lesson instructional course with assessment components has been developed and is beginning the process of conversion to the Learning Management System to be offered as a continuing education program, with several lessons required as a pre-course assignment for the Advanced Clinical Instructor Education and Credentialing Program. The first components to be developed in the LMS are those sections that are pre-course assignments for the Advanced CIECP.
- Consultant Group on Interprofessional Professionalism Measurement – The APTA is facilitating a long-term interprofessional collaborative initiative to develop a system to measure

interprofessional professionalism. Many doctoral professions are grappling with the concept of measuring professionalism and being able to demonstrate how students and practitioners change over time. This group currently consisting of representatives from AAMC, ADEA, AACP, APA, ASHA, NBME, AACOM, AACN, and APTA have been working on defining entry-level behaviors, values, and attitudes for these professions that reflect interprofessional professionalism. Panel presentations are being planned for a professional meeting of each organization in 2008 to raise awareness, obtain feedback on draft documentation, and develop a larger network of interested professionals in this topic to provide assistance in helping to move this initiative forward.

Goal 18: Collaborate and interact with the Commission on Accreditation in Physical Therapy Education (CAPTE) to facilitate continued excellence in physical therapy entry-level and post-professional education.

- Accreditation of transition DPT programs – CAPTE is investigating the feasibility and advisability of developing a process to accredit transition DPT programs. To that end, Department of Accreditation staff held a forum during CSM in Boston to gather information from the community about what such an accreditation process might look like. The primary outcome of the forum was the lack of significant opposition to considering a process/standards that would be different from CAPTE's current process/standards, such that program quality could be assessed while keeping the burden and cost of the process to a minimum. A Task Force will be developing a concept paper describing the possible process/standards to be circulated to the community for feedback. Based on the feedback, CAPTE will determine whether to proceed with this activity.

OTHER DIVISION ACTIVITIES / INFORMATION

Department of Academic/Clinical Education Affairs

- A Normative Model of Physical Therapist Assistant Education: Version 2007 was completed and released for sale in 2007. This revised document, now organized into chapters, provides additional resources for PTA educators, including chapters on curricular design and assessment, expanded coverage of interventions and related data collection skills, a PTA clinical decision making algorithm, and much more.

Department of Accreditation

- 2007 Annual Accreditation Report – The 2007 AAR was due October 1, 2007. Staff have downloaded the data for analysis and review by CAPTE.
- Call for Comment on the Evaluative Criteria - The Call for Comment on both the PT and PTA criteria was issued in September with an October 15 deadline. This is the first step in the process. CAPTE will determine a specific schedule for the revision and will publish it later this year..
- CAPTE Accreditation Update, our newsletter, was published electronically in September.

Education Division Documents for Comments from Academic Programs - Fall 2007

Document/Survey	Department	Target Audience		Distribution Date	Return Date
		PT	PTA		
PT Annual Report	CAPTE	Program Directors		Out	October 1
PTA Annual Report	CAPTE		Program Directors	Out	October 1
PT Evaluative Criteria Call for Comment	CAPTE	Program Directors		September 7	October 15
PTA Evaluative Criteria Call for Comment	CAPTE		Program Directors	September 7	October 15
Transition DPT	Academic/Clinical Education Affairs	Only post-professional t-DPT programs		Immediate	September 28
Residency/Fellowship Strategic Plan	Professional Development	CIs Program Directors Students		Immediate	October 15
PTA CPI	Academic/Clinical Education Affairs		ACCEs CIs Faculty Program Directors Students	Immediate	CIs – October 15 Program faculty/students – November 5
ACCE/DCE Performance Evaluation Feedback	Academic/Clinical Education Affairs	ACCEs/DCEs CIs Faculty Program Directors Students	ACCEs CIs Faculty Program Directors Students	CIs, CCCEs, Students, ACCEs Mid-Sept Faculty, Directors Early October	October 12-19 October 30
PTA Minimum Skills	Academic/Clinical Education Affairs		ACCEs CIs Faculty Program Directors Students	Mid November	January 1, 2008
Centralized Application Service (CAS) Application Input	Academic Program Services	Program Directors		Mid November	Mid December
PT Faculty Survey	Academic/Clinical Education Affairs	ACCEs/DCEs Faculty Program Directors	ACCEs/DCEs Faculty Program Directors	December	Late January
PTA Faculty Survey	Academic/Clinical Education Affairs		ACCEs Faculty Program Directors	December	Late January
Continued Competence Standards of Quality	Professional Development	All interested members and stakeholders	All interested members and stakeholders	December	Late January