Physical Therapist Education Programs

2023 ANNUAL ACCREDITATION REPORT Instructions

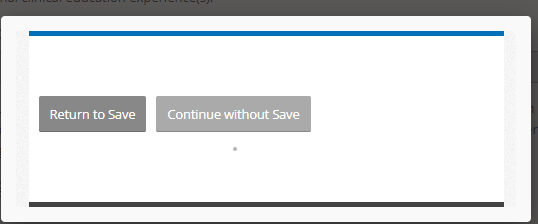
DUE DATE:December 1, 2023

Submit on CAPTE Accreditation Portal

(Instructions revised: September 2023)

**Instructions:**

1. **This document must be used to collect the requested data as it contains instructions that are not found on the Portal.**
2. **Read questions carefully.** Some language changedfrom previous AAR; in some cases, changes represent an attempt to clarify and do not always represent a change in requested data. In some cases, the revised language refers to changes in how the portal functions.
3. **BUTTONS:** 
   1. **Back – This is the screen shot when you click the “back” button**



**“Return to Save” brings you back to the previous page you were just working on.**

**“Continue without Save” takes you to the main menu and does not save your work.**

* 1. **Save - saves entered data and remains on the current page.**
  2. **Submit and Validate – saves data and returns user to the main menu page.**

1. **Key to Timeframe References:**

|  |  |
| --- | --- |
| **Term:** | **Refers to:** |
| This Year | This year refers to any event that begins or ends between January 1-December 31, 2023  Admission: Students admitted and enrolled in the program in 2023.  Total enrollment: All students enrolled in the program at the start of first cohort in 2023.  Students who graduated in 2023.  Budget that aligns with your fiscal year that started in 2023.  Faculty and FTEs when the first cohort begins in 2023. |
| Class of YYYY | Graduating class for year indicated. For example, class of 2023 refers to the class that graduated in 2023. |

UNLESS OTHERWISE INSTRUCTED, ALL RESPONSES TO THE FOLLOWING QUESTIONS SHOULD REFLECT THE PROGRAM EXPERIENCED BY STUDENTS THAT HAVE GRADUATED OR WILL GRADUATE THIS CALENDAR YEAR. IF THERE ARE NO GRADUATES THIS CALENDAR YEAR, RESPONSES SHOULD REFLECT THE PROGRAM TO BE EXPERIENCED BY CURRENTLY ENROLLED STUDENTS.

1. **For programs with multiple cohorts:** Responses should reflect aggregate data for all cohorts, unless otherwise directed.
2. **For programs with accredited expansions**: A separate AAR has been created for the parent program and each expansion program. Responses should reflect only the program identified in the individual AAR unless otherwise directed. Program directors access parent and expansion programs’ annual accreditation report using the same login. Each program’s annual accreditation report will display in the Program Reports tile of the portal.
3. **Technical questions** about the use of the Portal should be sent to: [accreditation@apta.org](mailto:accreditation@apta.org)
4. **It is the program’s responsibility to download and save the AAR once it is submitted**. A downloadable copy of the submitted annual accreditation report can be accessed by clicking the “View history for [program name]” in the Program Reports tile.
5. **A signature page is NOT required.**

**Glossary**

**Admitted Student:**

An individual who has been offered a seat in the incoming class of an institution or program after meeting the admissions requirements.

**Associated Faculty:**

Associated Faculty are those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty (ie clinical instructors). The associated faculty may include individuals with full-time appointments in the unit in which the professional program resides or in other units of the institution, but who have primary responsibilities in programs other than the professional program. Adjuncts are considered associated faculty. Guest lecturers teaching 30% or more of a course should be considered associated faculty.

**Cohort:**

A group of students who matriculate at the same time with the expectation that they will also complete the program at the same time.

**Core Faculty:**

Core faculty are those individuals appointed to and employed primarily in the program, including the program director, the director of clinical education (DCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and may include others with expertise to meet specific curricular needs. The core faculty may hold tenured, tenure track, or non-tenure track positions. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. Any question as to whether faculty is core or not, use Core Faculty Determination Table to help determine, <https://www.capteonline.org/faculty-and-program-resources/core-faculty-determination-table>.

**Curriculum Models:**

* Case-Based: The curriculum utilizes patient cases as unifying themes throughout the curriculum.
* Hybrid: The curriculum is designed as a combination of two or more of the above models.
* Lifespan-based: The curriculum is built around the physical therapy needs of individuals throughout the lifespan (basic and clinical sciences and patient management skills, etc., related to the neonate are presented together, followed by those of childhood, adolescence, early adulthood, middle age and old age).
* Modified Problem-based: The curriculum uses the problem-based model in the later stages, but the early courses (primarily basic sciences) are presented in the more traditional format of lecture and laboratory.
* Problem-based: The entire curriculum (including basic and clinical science content) is built around patient problems that focus on student-centered learning through the tutorial process and independent activities.
* Systems-based: The curriculum is built around physiological systems (musculoskeletal, neuromuscular, cardiopulmonary, etc.).
* Traditional: The curriculum begins with basic science, followed by clinical science and then by physical therapy science.

**Decelerated Student:**

Students for whom their rate of progression through the curriculum is slower than that of an admitted cohort of students (example: a student who fails a course and must successfully complete that course prior to continuing to the next set of courses as outlined in the curriculum).

**Enrolled Student:**

An admitted student who registers for, and begins, program courses identified in the established DPT program of study.

**Non-Academic Reasons:**

A basis for making a decision that is not related to school or one’s formal education (examples: a student experiencing a personal illness or becoming a caregive of another person; inadequate housing or support; insufficient finances; pregnancy or child-birth).

**Re-entry Student:**

A student who returns from an absence from the program for at least one semester, term, or quarter and resumes the program with a subsequent cohort of students.

**Full Time Equivalent Calculations:**

In order to foster consistency of data, the Commission requires that FTE allocations be calculated based on the following schedule:

|  |  |
| --- | --- |
| **Full-Time Appointments** | FTE for PT and PTA Programs |
| **12 month appointment or 10 month appointment with routine additional 2 month summer appointment** | 1.33 |
| **11 month appointment or 9 to 9.5 month full-time appointment with routine additional 2-month summer appointment** | 1.22 |
| **10 month appointment** | 1.11 |
| **9 to 9.5 month appointment** | 1.0 |
| **8 month appointment** | .80 |
| **7 month appointment** | .78 |
| **6 month appointment** | .67 |
| **5 month appointment** | .56 |
| **4.5 month appointment** | .5 |

|  |  |
| --- | --- |
| **Part-Time Appointments**  **C**alculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution. | **FTE** |
| Half time for 12 months | 0.67 |
| Half-time for 9 months | 0.5  (1.00 x 0.5) |
| One course (determined to be 30% contribution) in a semester | .15  (0.5 x 0.3) |

**Part 1: Vital Statistics/General Information**

| **Question #** | **PT Questions** | | | **Instructions** | **Options** | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **CONFIRMATION OF CONTACT AND OTHER INFORMATION** | | |  |  | |
| 1.1. | Verify that the following URL is correct and points **directly** to the program’s **required** accreditation statement. If not, replace with corrected URL before moving to question 1.1b.  [The Portal will pull in the URL previously provided to the Accreditation Department] | | | All programs with the status of Accreditation are **required** to use the following statement in its entirety; this statement is found in Part 8 of the CAPTE Rules of Practice and Procedure.  [INSERT Name of Program] at [INSERT Name of Institution] is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: http://www.capteonline.org. If needing to contact the program/institution directly, please call [INSERT ONE Direct Program Phone Number] or email [INSERT ONE Direct Program Email Address].  Please refer to Part 8 of the CAPTE Rules of Practice and Procedure or 8.20(a)(3) of the Rules of Practice and Procedure for the required statement if a program is on probation.  All programs with the status of **Candidate for Accreditation** are **required** to use the following statement in its entirety; this statement is found in Part 7.22 of the CAPTE Rules of Practice and Procedure.  Effective (insert date), (insert Name of Program/Institution) has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org). If needing to contact the program/institution directly, please call [INSERT Direct Program Phone Number] or email [INSERT Direct Program Email Address].  Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.  Candidacy is considered to be an accredited status, as such the credits and degree earned from a program with Candidacy status are considered, by CAPTE, to be from an accredited program. Therefore, students in the charter (first) class should be eligible to take the licensure exam even if CAPTE withholds accreditation at the end of the candidacy period. That said, it is up to each state licensing agency, not CAPTE, to determine who is eligible for licensure. Information on licensing requirements should be directed to the Federation of State Boards of Physical Therapy (FSBPT;www.fsbpt.org) or specific state boards (a list of state boards and contact information is available on FSBPT's website. | Once a program has been accredited, and for as long as it remains accredited, the program must publicly disclose its accreditation status. The statement must be used on the institution/program website in a place easily located by the public, as well as be included in any other educational and promotional materials in which the program’s accreditation status is disclosed.  Once a program is granted Candidate for Accreditation status, the institution/program MUST indicate such on its website and in publications, recruitment materials, and correspondence. The institution/program MUST use the required CAPTE statement on all materials promoting the program, including on each webpage that includes program information. | |
| 1.1b. | Verify that the following URL is correct and points directly to the program's main web page. If not, replace with corrected URL.  [The Portal will pull in the URL previously provided to the Accreditation Department] | | | A current working link to the program’s main/home web page. If the program's main web page also displays the accreditation statement, this URL may be the same as the URL in question 1.1. |  | |
| 1.1c. | Verify that the following URL is correct and points directly to the program’s Student Financial Fact Sheet. If not, replace or add correct URL. | | | The Student Financial Fact Sheet posted by the program should reflect the program experienced by students during 2023. See blank Student Financial Fact Sheet and instructions on the [CAPTE Faculty Resource Page](https://www.capteonline.org/faculty-and-program-resources/resource_documents). |  | |
| 1.1d. | Verify the following URL is correct and points directly to the program’s web posting of graduation, licensure, and employment rates. If not, replace or add correct URL.  **Candidacy programs, write www.n/a.com** | | | CAPTE expects accurate outcome data to be posted and that the URL provided is a **direct** link to this information.  At a minimum, information about outcomes must (1) include graduation rate, first time exam pass rate, ultimate licensure exam pass rate, and employment rate, all averaged over the most recent two years, (2) identify the years being reported, and (3) be updated annually at the time that the program submits its Annual Accreditation Report (AAR).  2022-2023 data should be used (most recent two years)  Outcome data must be no more than one (1) click from the program home page.  **Programs with Candidacy status should respond to this question by writing www.n/a.com** | Yes No N/A | |
| 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 | | | If not accurate, email corrections to [accreditation@apta.org](mailto:accreditation@apta.org). | Yes No | |
| 1.2a. | Select the key codes that apply to your program. Uncheck any key code that no longer applies. | | | (A1) Program has multiple matriculation dates  [A2) Program offers early assurance admission  (A3) Program accepts credit for military experience  (A4) Program requires Bachelor’s degree for admission  (A5) Majority of courses are offered in a distance education/online format  (A6) Program is designed for PTAs to become PTs  (D1) Program culminates in academic Associate degree (e.g., AA, AS)  (D2) Program culminates in occupational Associate degree (e.g., AAS, AOS)  (D6) Program has option of DPT combined with other degree (e.g., MBA, PhD)  (E1) Program is offered at multiple sites  (E5) Institution offers both PT and PTA programs  (F1) Program is offered in full-time day format  (F2) Program is offered in full-time evening format  (F3) Program is offered in week-end format  (F4) Program is offered in part-time day format  (F5) Program is offered in part-time evening format  (F6) Program is offered in a language other than English  (PR) Private not-for-profit institution  (PRP) Private for-profit institution  (PU) Public |  | |
|  | **DEGREE TO BE AWARDED, PROGRAM LENGTH, AND CURRICULUM MODEL** | | |  |  | |
|  | **DEGREE TO BE AWARDED:** | | |  |  | |
| 1.3. | Is a cohort of students scheduled to graduate this year? | | | **See definition of cohort. ‘This Year’ refers to the calendar year 2023** | Yes No | |
| 1.4. | When is the graduating Class of 2023 scheduled to graduate? | | | If there are no graduates this year, indicate the date when students normally graduate.  Programs with MULTIPLE ADMISSION DATES: Enter the date the first group of students will graduate this calendar year.  For programs with **Candidacy Status** enter the planned graduation date for your first cohort. | MMDDYYYY | |
| **1.4a.** | FOR PROGRAMS WITH CANDIDACY STATUS:  Has the graduation date for the first graduating class that you entered on your Application for Candidacy changed? | | | **Candidacy programs** select Yes or No, if Yes, identify the new graduation date for the first graduating class.  All programs that hold accreditation status **other than Candidacy** status select N/A | Yes No N/A  **Candidacy programs responding yes:**  Start date: [insert month/year]  End date: [insert month/year] | |
| **1.5.** | Has the start date of the penultimate term for the first graduating class that you entered on your Application for Candidacy changed? If Yes, enter the new date. | | | **Candidacy programs** respond Yes or No. All other programs write N/A.  **Candidacy programs** responding **Yes**, identify the new start date and end date of the penultimate term for the first graduating class. | **Yes No N/A**  **Candidacy programs responding yes:**  Start date: [insert month/year]  End date: [insert month/year] | |
|  | UNLESS OTHERWISE INSTRUCTED, ALL RESPONSES TO THE FOLLOWING QUESTIONS SHOULD REFLECT THE PROGRAM EXPERIENCED BY STUDENTS THAT HAVE GRADUATED OR WILL GRADUATE THE CALENDAR YEAR 2023. IF THERE ARE NO GRADUATES IN THE 2023 CALENDAR YEAR, RESPONSES SHOULD REFLECT THE PROGRAM TO BE EXPERIENCED BY CURRENTLY ENROLLED STUDENTS. | | | This Year refers to the **calendar year 2023** |  | |
|  | **PROGRAM LENGTH:** | | | **Program responses should reflect business as usual. The AAR should represent business as usual.** |  | |
| 2.1. | Overall format (pre-professional years + professional years) of the program: | | | Pre-professional years are those in which the student obtains general education and prerequisite courses. Professional years are those devoted to the professional phase of the program. When the curricular format is slightly different than the options provided, pick the closest option. Programs with FIRST YEAR UNDERGRADUATE ADMISSION should determine the distribution of years as follows: include as professional time those terms in which the student takes one or more professional courses; all other time should be considered pre-professional. |  | |
| 2.1a. | Format experienced by all or the majority of students who enter the program: | | |  | 3+2.5-2.8,  3+3,  3+3.5-3.8,  3+4,  4.2,  4+2.5/2.8,  4+3,  4+3.5/3.8, 4+4 | |
| 2.1b. | Does the program have an alternative format? | | |  | Yes No | |
| 2.1c. | If yes, what is the alternative format? | | | If there are multiple alternative formats, enter the most prevalent alternate format experienced.  Select N/A if you selected ‘No’ in 2.1b | 3+2.5-2.8,  3+3,  3+3.5-3.8,  3+4,  4.2,  4+2.5/2.8,  4+3,  4+3.5/3.8,  4+4 | |
| 2.1d. | If yes, what percent of students graduating in the 2023 calendar year enrolled in the program through the alternative format? | | | Enter percentage as whole number (i.e., “25”, not “0.25”). If there are multiple alternative formats, enter the total % of students who enrolled in all alternate format options. | # | |
| 2.2. | The institutional academic calendar is based on: | | | Semesters = calendar system with 2 semesters during academic year with about 16 weeks for each semester of instruction; may have additional summer term.  Quarters = calendar system with 3 sessions called quarters of about 12 weeks each. May range from 10-15 weeks; may have additional summer quarter.  Trimesters = calendar system with 3 terms of about 15 weeks each. | Quarter  Semester  Trimester  Term | |
| 2.3. | Number of terms (semesters, quarters, trimesters) required for completion of the PROFESSIONAL PHASE of the program: | | | Programs that deliver the curriculum in modules, other non-traditional formats, or terms that are shorter than the format reported in the previous question should report the number of “traditional” terms required for completion of the program. | # | |
| 2.4. | Total length (in weeks) of the professional component of the program: | | | INCLUDE: all weeks that students participate in class/laboratory/distance learning/independent study, exam weeks, and clinical education. Please review this response to ensure that it corresponds to the response to the previous questions regarding number of terms and type of academic calendar. | Example:  Year 1 =Fall: 16 weeks, Spring: 16 weeks, Summer: 12 weeks  Year 2 = Fall: 16 weeks, Spring: 16 weeks, Summer: 12 weeks  Year 3= Fall: 16 weeks  Total program = 104 weeks | |
| 2.5. | Number of CREDITS required for completion of the program: | | | **If program is on the quarter system, enter quarter credits. If the program is on a term system, enter term credits. Response must be a valid number.** | # | |
| 2.5a. | Pre-professional phase:  For programs with two routes of entry select the one that the majority of students follow. | | | If on the quarter system, and require completion of a baccalaureate degree at admission, enter 180 quarter credits.  If on semester/trimester system and require completion of a baccalaureate degree at admission, enter 120 semester/trimester credits.  Otherwise, enter the number of credits required prior to entry into the program including general education, prerequisite courses, and electives, if any. | # | |
| 2.5b. | Professional phase: Classroom/Laboratory courses (including independent study courses, distance learning courses, etc.) | | | If on the quarter system, enter quarter credits. | # | |
| 2.5c. | Professional phase: Clinical Education courses | | | If on the quarter system, enter quarter credits. | # | |
| 2.6. | Length of full-time Clinical Education (answered in 2.6a and 2.6b) | | |  |  | |
| 2.6a. | Total number of weeks spent in FULL-TIME (35 or more hours per week) clinical education: | | |  | # | |
| 2.6b. | Length (in weeks) of the terminal clinical education experience(s):  Total number of weeks spent in final clinical experience (even if more than two terms) | | | INCLUDE: ALL experiences that occur at, or near, the end of the curriculum, regardless of number of sites to which students are assigned or number of courses included in the final clinical education series. For example, students complete three 8-week clinical experiences near the end of the curriculum and then return to campus for a final course, complete exit surveys and take a comprehensive exam. In this case, the NUMBER OF WEEKS IN THE FINAL clinical education experience is 24 weeks.  Note: Portal requires any number to be entered in the following format 0.00, or system will not save the page. (examples: 0.95, 1.00) | # | |
| 2.6c. | Does this program have a requirement for all students to complete at least one clinical education experience for which the students would be required to seek alternative housing or travel accommodations to attend. Alternative housing or travel accommodations are those other than the student’s housing during other parts of the professional program. | | | Indicate if alternative housing or travel accommodations are required for clinical education experiences | Yes No | |
|  | **SCHEDULING FORMAT and CURRICULUM MODEL** | | |  |  | |
| 3.1. | Indicate which one of the following most closely describes the curriculum model: | | |  | Case-based;  Lifespan-based;  Problem-based;  Modified Problem-based;  Systems-based;  Traditional;  Hybrid | |
|  | **COST TO STUDENT** | | | **Enter number, do not include $ sign.** |  | |
| 4.1. | Indicate the average ANNUAL TUITION (excluding fees) for a full-time student enrolled in the professional phase of the program. Enter 0 if not applicable: | | | Provide average costs for the cohort that has or is expected to graduate this calendar year. This calendar year refers to 2023.  Do **not** enter average total tuition costs for the program; only provide the average annual tuition for the cohort that has or is expected to graduate this calendar year. (Determine annual tuition by taking total cost of tuition and dividing by length of program (in years)).  For questions 4.1 through 4.4, enter ‘0’ (zero) if the response does not apply to your program. (e.g Your program is housed in a private institution. Put ‘0’ for the public institution questions. | # | |
| 4.1a. | Public institution, in-state student: | | | Programs housed in public institutions should enter annual tuition costs for in-state students. All others enter 0 (zero). | # | |
| 4.1b. | Public institution, out-of-state student: | | | Programs housed in public institutions should enter annual tuition costs for out-of-state students. All others enter 0 (zero). | # | |
| 4.1c. | Private institution: | | | Programs housed in private institutions should enter annual tuition costs. All others enter 0 (zero). | # | |
| 4.2. | Indicate the annual institutional fees for a full-time student enrolled in the program: | | | INCLUDE: General institutional fees (health insurance, recreation, etc.). If applicable, use fees for in-state students. If costs are different for each year of the program, provide the average annual costs related to the cohort that has or is expected to graduate this calendar year.  DO NOT INCLUDE: Program specific fees, laboratory fees. Enter 0 (zero) if appropriate. | # | |
| 4.3. | Indicate the total cost of other program-related expenses: | | | INCLUDE: Required texts, laboratory fees, other program costs for the entire professional program. If costs are different for each year of the program, provide the costs related to the cohort that has or is expected to graduate this calendar year.  DO NOT INCLUDE: Meals, housing, clinical education travel. | # | |
| 4.4. | Indicate the total cost of the program for students who graduated or are scheduled to graduate in 2023. | | | INCLUDE: Tuition, fees, other program costs for the entire professional program. If costs are different for each year of the program, provide the costs related to the cohort that has or is expected to graduate this calendar year. See Example.  DO NOT INCLUDE: Meals, housing, clinical education travel.  **EXAMPLE** to determine the total costs of the program:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Term | Tuition | General Fees | Program-related Expenses | Total | | 1: Fall | 3000 | 500 | 800 | 4300 | | 2: Spring | 3000 | 500 | 400 | 3900 | | 3: Summer | 1500 | 250 | 0 | 1750 | | 4: Fall | 3200 | 500 | 450 | 4150 | | 5: Spring | 3200 | 500 | 300 | 4000 | | 6: Summer | 3200 | 500 | 50 | 3750 | | **TOTAL** | 17100 | 2750 | 2000 | **21850** | |  | |
| 4.4a. | Public institution, in-state student: | | | Programs housed in public institutions should enter total costs for in-state students. All others enter 0 (zero). | # | |
| 4.4b. | Public institution, out-of-state student: | | | Programs housed in public institutions should enter total costs for out-of-state students. All others enter 0 (zero). | # | |
| 4.4c. | Private institution: | | | Programs housed in private institutions should enter total costs. All others enter 0 (zero). | # | |
| 4.5. | Financial Assistance to Students | | |  |  | |
| 4.5a. | Does the institution offer financial assistance specific to DPT students? | | | Identify whether the institution offers financial assistance for which only DPT students are eligible. | Yes No | |
| 4.5b. | Does the program/institution offer scholarships specific to DPT students? | | | Identify whether the program or the institution offer scholarships for which only DPT students are eligible | Yes No | |
| 4.5c. | Does the program offer graduate assistantships specific to DPT students? | | |  | Yes No | |
| 4.6. | STUDENT DEBT SUMMARY | | | Answer to questions 4.6a, 4.6b, and 4.6c apply to students who graduated in 2023. These are students who graduated between January 1, 2023 to December 31, 2023. Indicate the average student debt for the students who graduated between between January 1, 2023 to December 31, 2023. Programs may want to exclude outliers.  Student financial debt related to a student’s post-secondary education can be viewed in the National Student Loan Data System. Work with the financial aid office to gather the data.  **All student debt calculations should be aggregate data for that cohort. Programs with less than 10 students in a cohort may leave these answers blank. State no data provided due to ten or less graduating students.** |  | |
| 4.6a. | Ten or less students graduated or expected to graduate between January 1, 2023 to December 31, 2023. | | | Programs enrolling ten or less students in this cohort should respond by indicating Yes | Yes No | |
| 4.6b. | Indicate the average student debt from DPT program attendance for students who graduated or are expected to graduate between January 1, 2023 to December 31, 2023. | | | Programs enrolling ten or less students in this cohort should respond by indicating  "0" zero. |  | |
| 4.6c. | Indicate the average total student higher education debt upon DPT program graduation for students who graduated or are expected to graduate between January 1, 2023 to December 31, 2023. | | | Programs enrolling ten or less students in this cohort should respond by indicating "0" zero.  The response here is to be the average overall debt held by all DPT students graduating or expected to graduate between January 1, 2023 to December 31, 2023.  e.g. Average total higher education debt upon graduation. |  | |
|  |  | | |  |  | |
|  | **PROGRAM BUDGET** | | |  |  | |
| 5.1. | Is this an AAR for an expansion program? | | | If no, respond N/A to question 5.1a. | Yes No | |
| 5.1a. | If yes, does the expansion program have a separate budget? | | | If you answered no to 5.1, answer No for this question. | Yes No | |
| 5.2a. | Has there been a decrease of 10% or more in the past year or 25% or more in the past three year years in the total program budgeted salary expenses (excluding benefits)? | | | *Respond “yes” if either situation has occurred.* | Yes No | |
| 5.2b. | If yes to 5.2a, indicate the impact of the change on the program. If no to 5.2a select No Perceivable Impact. | | |  | Highly Beneficial;  Slightly Beneficial;  No Perceivable Impact;  Slightly Adverse;  Extremely Adverse | |
| 5.2c. | If yes to 5.2a, list the budgeted amounts for the last 3 years (2021, 2022, 2023), 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, write N/A. | | |  |  | |
| 5.3a. | Has there been a decrease of 10% or more in the past year or 25% or more in the past three years in the total program budgeted operating expenses (excluding salary and benefits)? | | | INCLUDE all budgeted expenses related to the program (overhead, equipment, travel, compensation for associated faculty, etc.), other than salary and benefits. | Yes No | |
| 5.3b. | If yes to either 5.3 or 5.3a, indicate the impact of the change on the program. | | |  | Highly Beneficial;  Slightly Beneficial;  No Perceivable Impact; Slightly Adverse;  Extremely Adverse | |
| 5.3c. | If yes to 5.3a, list the budged amounts for the last 3 years (2021, 2022, 2023), 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, write N/A. | | |  |  | |
| 5.4. | Total budgeted core faculty and staff salary expenses for the 2023, excluding benefits: | | | INCLUDE compensation for core faculty and staff.  **Only candidacy programs should insert faculty and staff salary expenses. All other programs insert "0" zero.** | $ | |
| 5.5. | Total budgeted operating expenses for 2023 year, excluding core faculty and staff salary and benefits: | | | INCLUDE all budgeted expenses related to the program (overhead, equipment, travel, compensation for associated faculty, etc.), other than salary and benefits.  **Only candidacy programs should insert faculty and staff salary expenses. All other programs insert "0" zero.** |  | |
|  | **50/50 FACULTY RULE** | | |  |  | |
| 6.1. | What is the number of full-time or part-time CORE faculty who have an academic doctoral degree? | | | **Academic doctoral degree:** A PhD or other doctoral degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial scholarly achievement.  Definition adapted from IPED definition found at <http://nces.ed.gov/ipeds/glossary/?charindex=D>; last accessed 9/7/2021. [Footnote in the Standards and Required Elements for Accreditation of Physical Therapist Education Programs] | # | |
| 6.2. | What is the total number of full-time or part-time CORE faculty? | | |  | # | |
| 6.2a. | The percentage of full-time or part-time CORE faculty that have an academic doctoral degree: | | | # core faculty with doctoral degree/# total core faculty. | # | |
| 6.2b. | If percentage is below 50%, describe process(es) and timeline for coming into compliance. | | |  |  | |
|  | **SPACE ALLOCATION** | | |  |  | |
| 7.1a. | Has there been a decrease in the square footage of laboratory space routinely used by the program of 25% or more | | |  | Yes/No | |
| 7.1b. | If yes, indicate the impact of the change on the program. | | |  | Highly Beneficial;  Slightly Beneficial;  No Perceivable Impact;  Slightly Adverse;  Extremely Adverse | |
| 7.1c. | If Yes, indicate the the current square footage and previous square footage. If No, write N/A. | | |  |  | |
|  | **CLINICAL EDUCATION INFORMATION** | | | The following questions refer to clinical education sites, not the number of slots available or used by the program. Include sites that provide both part-time and full-time experiences. When calculating clinical education sites for corporate clinical education agreements where there is the potential to utilize multiple sites, include only the clinical education sites typically used by the program and NOT the total number of all possible clinical education sites. Provide information for the 2022 calendar year, **regardless of the reason.** |  | |
| 8.1. | Number of clinical education sites with which the program had a clinical education agreement as of September 1, 2023: | | |  | # | |
| 8.2. | Is the depth and breadth of clinical education sites used by the program sufficient to provide every student with the experiences necessary to achieve entry-level competence? | | | **Candidacy programs respond with N/A.** | Yes No N/A | |
| 8.2a. | If the response is “No” to the above question, indicate the impact on the program and explain how it is being addressed. | | | Candidacy programs and other programs responding yes to 8.2 respond N/A to this question. |  | |
| 8.3. | Were students placed in clinical education experiences during 2023? | | | IF no, go to question 9.0. | Yes No | |
| 8.3a. | If you answered No to 8.3 explain why students were not placed in clinical education experiences. | | | If answered Yes to 8.3, write N/A. |  | |
| 8.4. | Of the clinical instructors who worked with your students during 2023, what percent (%) were Credentialed Clinical Instructors? | | | Include any formal credentialing program. Enter percentage as whole number (i.e., “25”, not “0.25”).  Do Not Enter % Sign  If answer is No, enter 0 "zero" for question 8.4 and 8.5  Candidacy programs with no students in clinical education yet should insert zero (0). | # | |
| 8.5. | Of the clinical instructors who worked with your students during the last academic year, what percent (%) held some type of certification of advanced clinical skill (e.g., ABPTS, FAAOMPT, other; but not first aid/CPR)? | | | Enter percentage as whole number (i.e., “25”, not  0.25”).  Do Not Enter % Sign  If answer is No, enter 0 "zero" for question 8.4 and 8.5  Candidacy programs with no students in clinical education yet should insert zero (0). | # | |
| 8.6. | Since October of 2022… | | | If answer was No to 8.3, select No for questions 8.6a. through 8.6e. |  | |
| 8.6a. | Are you experiencing difficulty in maintaining access to sufficient part-time and/or full-time clinical education sites for student placements? | | | If answer was No to 8.3, select No for questions 8.6a. through 8.6e. | Yes No | |
| 8.6b. | Have students been placed in clinical sites for which they have not had prior didactic instruction regardless of part-time or full-time assignment? | | | If answer was No to 8.3, select No for questions 8.6a. through 8.6e. | Yes No | |
| 8.6c. | Have any students had a clinical instructor who has had less than one year of clinical experience regardless of part-time or full-time assignment? | | | If answer was No to 8.3, select No for questions 8.6a. through 8.6e. | Yes No | |
| 8.6d. | Have any students been assigned a clinical instructor of record who is not a PT regardless of part-time or full-time assignment? | | | If answer was No to 8.3, select No for questions 8.6a. through 8.6e. | Yes No | |
| 8.6e. | Have you delayed any student(s) graduation due to cancellation or difficulty in making clinical education placements? | | | If answer was No to 8.3, select No for questions 8.6a. through 8.6e. | Yes No | |
| 8.6f. | If yes to any of the above questions in Section 8, identify the question # and provide specific information regarding the extent of the problem and the impact on the program. | | | If Yes to any 8.6a - 8.6e question, identify the question # and provide specific information regarding the problem and the impact on the program. If all responses are No, enter N/A. |  | |
|  | **ADMISSION INFORMATION** | | |  |  | |
| 9.0. | Is a baccalaureate degree required for admission to or matriculation into the PROFESSIONAL PHASE of the program? | | |  | Yes No | |
| 9.0a. | If yes, is there a mechanism for early entry (e.g., pre-baccalaureate) in the program? | | |  | Yes No | |
| 9.1. | According to CAPTE data, your program matriculates a new cohort of students in the PROFESSIONAL PHASE of the program for the following number of times in a calendar year. If number is incorrect, please contact accreditation staff. | | | See Definitions Section for the definition of cohort. | Verify the number of cohorts: # | |
| 9.2. | Provide the month (MM) of the year the cohort(s) matriculated into the program. If there are multiple cohorts, provide the information for each cohort. Planned Class Size will pre-populate from existing program data and cannot be changed on the Portal. If there have been changes to the class size, contact CAPTE staff, accreditation@apta.org, for further instructions. | | | Your response to Question 9.1 will be used to validate the number of cohorts for which a response will be required.  **Use the Enter Data link on the right side of the grid to provide responses to Questions 10.1-10.A.1d (‘9.2 – Month Admitted’ will be entered in this grid)** | MM  # | |
| 9.3. | Has the CAPTE set class size for any cohort of new students increased more than 10% from 2022? | | |  | Yes No | |
| 9.3a. | If ‘Yes” to 9.3 provide rationale. If ‘No’, put n/a | | | Respond to question 9.3a based on the program’s response to 9.3. If the response in 9.3 is yes, provide a rationale for the increased class size greater than 10%.  If response in 9.3 is no, respond n/a. |  | |
| 9.4. | Is the program a FIRST YEAR UNDERGRADUATE ADMISSION program? | | | This is defined as when students are admitted to the physical therapy program as first year undergraduate students and are ‘”guaranteed” a place in the professional phase unless they change majors or do not meet requirements such as a specified GPA.  If the response to question 9.4 is ‘Yes’, respond to question 9.4a-9.4c. If ‘No’, respond N/A to 9.4a – 9.4c. | Yes No | |
|  | **FIRST YEAR UNDERGRADUATE ADMISSION INFORMATION** | | | For the first-year undergraduate students who MATRICULATED IN THE PRE-PROFESSIONAL PHASE OF THE PROGRAM in 2023, indicate the following: |  | |
| 9.4a. | Number of freshman applicants: | | | Enter number who applied for first year undergraduate entry in 2023.  **If response to 9.4 is ‘No’, enter zero (0).** | # | |
| 9.4b. | Number of applicants who enrolled as freshman in 2023: | | | Enter number of students enrolled at the first-year undergraduate level in 2023.  **If response to 9.4 is ‘No’, enter zero (0).** | # | |
| 9.4c. | Does the program have a process for admitting students other than those admitted as freshman (e.g., transfer students)? | | | Enter number of students enrolled at the first-year undergraduate level in 2023.  **If response to 9.4 is ‘No’, enter zero (0).** | Yes No | |
|  | **MATRICULATING COHORT** | | | If multiple cohorts are admitted, **data will need to be provided for EACH cohort.** **For responses to questions 10.1 – 10.A.1d, response options are accessed by clicking the Edit link at the end of the row for each cohort.**  Data for expansion programs are entered in Expansion Program AAR.  **This section only pertains to NEW students and not decelerating or re-entry students. See glossary for definitions for decelerating and re-entry students.** |  | |
|  | For the class of students admitted to the professional phase of the program in 2023, indicate the following: | | |  |  | |
| 10.1. | Number of applicants: | | | For programs with FIRST YEAR UNDERGRADUATE ADMISSION: enter the number of students previously admitted as first year undergraduate students , PLUS the number of applicants requesting to transfer into the program, if any. (Example: 80 were admitted as first year undergraduates, PLUS 20 applicants requested to transfer into the program= 100).  For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of applicants. | # | |
| 10.2. | Number of applicants who met all admission requirements, including timely submission of required documentation: | | | For programs with FIRST YEAR UNDERGRADUATE ADMISSION: enter the number of students previously admitted as first year undergraduates who now meet the requirements to enter the professional phase of the program this year PLUS the number of applicants requesting to transfer into the program, if any, that met all admission requirements. (Example: although 80 were admitted as first year undergraduates, 45 met the requirements to enter the professional phase of the program this year PLUS 20 transfer applicants met all admission requirements = 65).  For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of applicants who met all admission requirements, including timely submission of required documentation. | # | |
| 10.3. | Number of applicants offered a place in the class; include both initial offers and offers to applicants on an "alternate" or "waiting" list: | | | For programs with FIRST YEAR UNDERGRADUATE ADMISSION: enter the number of students offered a place in the class including previously admitted as first year undergraduates PLUS the number of transfer students.(Example: 45 admitted as first year undergraduates PLUS 8 transfer applicants offered a place in the class = 53).  For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of applicants offered a place in the class. | # | |
| 10.4. | From the applicants who were offered a place in the class (Q10.3), what is the number of new students who enrolled in the professional phase of the program: | | | For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of new students who enrolled in the professional phase of the program. | # | |
| 10.5. | For this cohort, is the number of enrolled new students (Q10.4) more than 10% higher than CAPTE set class size (Q9.2)?  Note: CAPTE does not round up. | | |  | Yes No | |
| 10.5a. | If ‘Yes’, indicate the impact of the change on the program. If ‘No’, write N/A. | | |  |  | |
| 10.5b. | If ‘Yes’, state the percentage of increase, the number enrolled over the set class size, identify if the change is temporary or permanent, and describe how the program is addressing the impact of increased enrollment on faculty workload, faculty numbers, classroom and laboratory resources (space, equipment, supplies) and clinical education sites. If ‘No’, write N/A. | | |  |  | |
| 10A.1. | For new students starting in the PROFESSIONAL PHASE of the program in 2023, indicate the following: | | | Note: Enter zero (0) if none for any item, including if no cohort was admitted in 2023. |  | |
| 10A.1a.1 | Number of new students who enrolled in the professional phase of the program AFTER INITIAL DROP/ADD PERIOD differentiated by race/ethnicity: | | | (10A.1a.1) Hispanic/Latino of any race | # | |
| (10A.1a.2) American Indian/Alaskan Native | # | |
| (10A.1a.3) Asian | # | |
| (10A.1a.4) Black or African American | # | |
| (10A.1a.5) Native Hawaiian or other Pacific Islander | # | |
| (10A.1a.6) White (not of Hispanic/Latino race) | # | |
| (10A.1a.7) Two or more races | # | |
| (10A.1a.8) Unknown | # | |
| 10A.1b. | Average over-all GPA (on a 4.0 scale) of new students who enrolled in the professional phase of the program: | | | If you use a different grading scale, please convert to the 4.0 scale. May enter whole number or number to two decimal places.  (ex. 4; 3.15) | # | |
| 10A.1c. | Average prerequisite GPA (on a 4.0 scale) of new students who enrolled in the professional phase of the program: | | | If you use a different grading scale, please convert to the 4.0 scale. May enter whole number or number to two decimal places.  (ex. 4; 3.15) | # | |
| 10A.1d. | Average age of new students (Q10.4) who enrolled in the professional phase of the program: | | | Note: While your institution may not collect this information, programs are expected to provide this data as it can be obtained in a manner that does not identify individuals. | # | |
| 11.1. | **APPLICANT ADMISSION INFORMATION STATISTICS – ENROLLMENT BY CLASS/GENDER** | | | **Enrollment information as of October 1, 2023.**  FOR ALL ENROLLMENT QUESTIONS:  If there are multiple cohorts admitted in a year, include all cohorts.  Data for expansion programs are entered in Expansion Program AAR.  A response will be required for each item; therefore, enter zero (0) if none for any item.  INCLUDE: All students enrolled in the professional phase of the program.  Programs with FIRST YEAR UNDERGRADUATE ADMISSION should include students only in the years in which they take professional courses. DO NOT INCLUDE: Students in a pre-professional program.  Should use ‘Senior’ through ‘Grad 4’ fields as applicable. |  | |
| 11.2. | **APPLICANT ADMISSION INFORMATION STATISTICS – ENROLLMENT BY ETHNICITY** | | | **Total Students need to match Student – Enrollment by Ethnicity and Student – Enrollment by Class/Gender (previous page)** |  | |
| 11.3. | **APPLICANT ADMISSION AND PROGRAM GRADUATE OUTCOMES**  Indicate the total number of students enrolled in the professional program (as of October 1, 2023) who, upon entering the program, held the following highest earned degree: | | |  |  | |
| 11.3a. | Baccalaureate degree | | |  | # | |
| 11.3b. | Master’s degree | | |  | # | |
| 11.3c. | Doctoral degree | | |  | # | |
| 11.4. | Indicate the total number of students enrolled in the professional program (as of October 1, 2023) who are Physical Therapist Assistants (PTAs): | | |  | # | |
|  | For the class graduating in 2023 indicate the following: | | | Enter zero (0) if "none" for any item. The total for question 12.1. MUST equal the total for question 12.2. | # | |
| 12.1. | Number of students who graduated or are expected to graduate in 2023: | | | This number must equal total for the next question. | # | |
|  | **PROGRAM** GRADUATES BY ETHNICITY | | | Provide the data for expansion programs in the separate Expansion Program AAR. |  | |
| 12.2. | Number of students who graduated or are expected to graduate in 2023 who are of the following race or ethnic origin: | | | Hispanic/Latino of any race | # | |
| American Indian/Alaskan Native | # | |
| Asian | # | |
| Black or African American | # | |
| Native Hawaiian or other Pacific Islander | # | |
| White | # | |
| Two or more races | # | |
| Unknown | # | |
| Total (total will auto-calculate; total must equal # of graduates in 12.1.) | # | |
|  | |
|  | |
|  | |
|  | |
|  | **GRADUATING COHORTS** | | |  |  | |
|  | **Graduation Rate Calculation Form**  **PROGRAMS CAN CONTINUE TO NOT COUNT STUDENTS WHO DROP FOR NON-ACADEMIC REASONS** | | | **Select ’View’ to access graduation rate questions.**  **Data will not pre-populate for any years and should be entered for 2021 and 2022. If complete data is available for 2023 enter that as well.**  **See glossary for definition of Non-Academic Reason.** |  | |
|  | **Graduation Rate Instructions** | | |  | Program Response | |
| G1.1. | Was there a graduating cohort in calendar year [year being requested] | | | Response should be Yes or No. | Yes No | |
| G1.1a. | If yes, how many cohorts graduated in the year being reported? | | | **FOR PROGRAMS WITH MULTIPLE COHORTS GRADUATING during the YEAR being reported, complete a separate form for each cohort.** | # | |
|  | If the program graduated more than 1 cohort, indicate which cohort this form is reporting on. | | | Will need to complete a separate form for each cohort**.** |  | |
| G1.2. | Number of Students Admitted to Original Cohort of the graduating Class of [year being reported on] who enrolled in the first term of the professional/technical program. | | | This number is to be based on the # of students who started the first term of the professional/technical program AFTER DROP/ADD. **NEW STUDENTS ONLY—DO NOT COUNT RE-ENTRY/DECELERATED STUDENTS** |  | |
|  | NUMBER OF STUDENTS IN ORIGINAL COHORT WHO GRADUATED IN CALENDAR YEAR 2023 (pertains to questions G1.3. and G1.4.) | | |  |  | |
| G1.3. | Number of students who graduated or are expected to graduate at the Normally Expected Time. | | |  | # | |
| G1.4. | Number of students who graduated or are expected to graduate within 101% to 150% of Program Length. | | |  | # | |
|  | NUMBER OF STUDENTS IN ORIGINAL COHORT WHO DID NOT COMPLETE THE PROGRAM WITHIN 150% OF PROGRAM LENGTH DUE TO (pertains to questions G1.5a. and G1.5b.) | | |  |  | |
| G1.5a. | Academic or Clinical Deficit | | |  | # | |
| G1.5b. | For any reason that is not related to academic or clinical expectations. | | |  | # | |
| G1.6. Calculation | GRADUATION RATE | | |  | # | |
|  | **EMPLOYMENT INFORMATION** | | | If there are multiple cohorts admitted in a year, include all cohorts; provide the data for expansion programs in the separate Expansion Program AAR.  Programs with Dec grad rates may not know #s yet –Provide your best estimate and provide accreditation staff an update once final graduation numbers are determined. Send updated information [accreditation@apta.org](mailto:accreditation@apta.org). |  | |
| 14.1. | Did the program have graduates in calendar year 2022? | | | **Candidacy programs select ‘No’** | YES NO | |
| 14.2. | If yes, what percentage of those who graduated in 2022 and who sought employment were employed in physical therapy (full-time or part-time) within one year of graduation? | | | Enter as whole numbers (i.e., “25”, not “0.25”); **do NOT enter a % sign.**  **Candidacy programs respond by writing “0” (zero)**  Include all students who sought employment regardless of licensure status. | # | |
| 14.3. | What data is used to determine employment rate (for example, graduate surveys, exit interviews, phone or email communications)? | | | **Candidacy programs respond by writing N/A** |  | |
|  | **PUBLICATION OF OUTCOME DATA** | | | CAPTE expects 2-year outcome data posted on the program’s webpage to identify the timeframe(s) being reported. Annual rates are expected to be determined as follows:  (i) Graduation rate: use the formula required in the AAR; New Students only – re-entry/decelerated students do not count.  (ii) Licensure examination pass rate: consistent with the information published by the Federation of State Boards of Physical Therapy (If this is not the case, an appropriate explanation must be provided.)  (iii) Employment rate: % of graduates who sought employment and were employed as PTAs within one year of graduation.  CAPTE expects 2-year outcome data posted on the program’s webpage. Programs are to clearly identify the timeframe(s) being reported.  Published data needs to utilize CAPTE’s graduation rate formula, employment rate definition, and the FSBPT weighted ultimate 2-year average.  Calculate the average data based on raw data not the average of the averages.  Example for 2-year average:   |  |  |  |  | | --- | --- | --- | --- | | **Year** | # Admitted | # Graduated | Percentage | | 2022 | 35 | 33 | 94.28 | | 2023 | 28 | 23 | 82.14 | | 2 yr avg | 63 | 56 | 56/63=88.88 | |  | |
| 14.4. | | Verify the following URL is correct and is a direct link to the program’s web posting of graduation, licensure and employment rates. | As previously informed, CAPTE expects accurate outcome data to be posted and that the URL provided is a **direct** link to this information.  Outcome data must be no more than one (1) click from the program home page. | | | YES NO |
|  | [Data from the Accreditation Database will pull into this response]  If 14.4 is NO, correct the URL in the field provided. | | |  |  | |
|  | **CORE FACLTY AND CURRENT VACANCIES** | | | If multiple cohorts are admitted, provide information for core faculty, regardless of the # of cohorts admitted. If program has expansion program(s) and faculty teach in more than one program, individual FTEs must be appropriately allocated to each program. |  | |
|  | **CORE FACULTY INFORMATION** | | | Core faculty are those individuals appointed to and employed primarily in the program, including the program director, the director of clinical education (DCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and may include others with expertise to meet specific curricular needs. The core faculty may hold tenured, tenure track, or non-tenure track positions. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty.  Should you have questions as to whether a faculty is a core faculty member, refer to the [Core Facuty Determination Table.](https://www.capteonline.org/faculty-and-program-resources/core-faculty-determination-table) |  | |
| 15.1. | Regarding the core faculty allocation for **2023:** | | |  |  | |
| 15.1a. | Total number of FULL-TIME core faculty positions allocated (budgeted) to the program that are filled by a physical therapist: | | | INCLUDE: Full-time positions that are currently filled (including positions held by faculty members on sabbatical leave) or are currently vacant or filled with temporary personnel. | # | |
| 15.1b. | Total number of PART-TIME core faculty positions allocated (budgeted) to the program that are filled by a physical therapist: | | | INCLUDE: Part-time positions that are currently filled or are currently vacant or filled with temporary personnel. (Most part-time faculty will be considered associate faculty and should be reported in a later question.) | # | |
| 15.1c. | Total number of FULL-TIME core faculty positions allocated (budgeted) to the program that are filled by a non-physical therapist: | | | INCLUDE: Full-time positions that are currently filled (including positions held by faculty members on sabbatical leave) or are currently vacant or filled with temporary personnel. | # | |
| 15.1d. | Total number of PART-TIME core faculty positions allocated (budgeted) to the program that are filled by a non-physical therapist: | | | INCLUDE: Part-time positions that are currently filled OR are currently vacant OR filled with temporary personnel. (Most part-time faculty will be considered associate faculty and should be reported in a later question.) | # | |
| 15.1e. | How many FTEs do the above number of core faculty (both full-time and part-time) represent? | | | If the program’s accreditation has been expanded to include additional program(s), include all core faculty only for the parent program. If a faculty member ROUTINELY has an appointment beyond the usual faculty appointment (e.g., summer or overload), include that time in the Full-Time Equivalency (FTE) calculation. **Use table on page 3 of these instructions to determine the FTE calculation**. | # | |
| 15.1f. | The program director attests that all core faculty teaching clinical PT content hold an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state’s jurisdiction. | | | By selecting Yes the program director attests that the program core faculty adhere to their jurisdiction’s PT Practice Act for licensure. | Yes No | |
| 15.2. | Regarding vacancies (2023**)** | | |  |  | |
| 15.2a. | Number of vacancies (2023) in currently allocated (budgeted) positions: | | | Include the program administrator and ACCE/DCE if applicable. | # | |
| 15.2b. | Are 30% or more of the core faculty positions allocated to the entry-level program vacant or filled temporarily with associated faculty? | | |  | Yes No | |
| 15.2c. | If ‘Yes’, indicate the impact of the vacancy on the program. | | |  | Highly Beneficial;  Slightly Beneficial;  No Perceivable Impact; Slightly Adverse;  Extremely Adverse | |
| 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? | | |  | Yes No | |
| 15.2f. | If ‘Yes’, indicate the impact of the FTE decrease on the program. | | |  | Highly Beneficial;  Slightly Beneficial;  No Perceivable Impact; Slightly Adverse;  Extremely Adverse | |
| 15.2g. | If ‘Yes’, identify the FTEs represented by the core faculty positions for each academic year (2021, 2022, 2023). Describe how the program is addressing the impact of the FTE decrease. | | |  |  | |
| 15.2h. | Is the position of program director currently vacant or occupied by an interim or acting director? | | |  | Yes No | |
| 15.2i. | Is the position of clin ed coordinator (ACCE/DCE) currently vacant or occupied by an interim or acting lin ed coordinator (ACCE/DCE)? | | |  | Yes No | |
|  | **TURNOVER, PROJECTED VACANCIES AND FACULTY TO STUDENT RATIOS** | | |  |  | |
| 15.2j. | **Faculty Turnover:** What percent (%) of core faculty positions have turned over since October 2022? | | | Enter percentage as whole number (i.e., “25”, not “0.25”).  # has to be between 0-100  Do not enter the % sign. | # | |
| 15.3. | Regarding **projected vacancies**: | | |  |  | |
| 15.3a. | For 2023, provide the number of projected vacancies in currently allocated (budgeted) positions: | | | Include the program administrator and Clin Ed Coordinator (ACCE/DCE) if applicable. | # | |
| 15.3b. | For 2023, provide the number of projected vacancies due to new core faculty positions, if any: | | |  | # | |
| 15.3c. | Is the position of program director projected to be vacant at the end of 2023? | | |  | Yes No  Don’t know | |
| 15.3d. | Is the position of clin ed coordinator (ACCE/DCE) projected to be vacant at the end of the 2023? | | |  | Yes No  Don’t know | |
| 15.4. | Regarding **faculty to student ratios**: | | |  |  | |
| 15.4a. | What is the core faculty to student ratio? | | | When determining this value, use (1) the number of full-time and part-time core faculty positions allocated to the program (regardless of the number of cohorts) and (2) the total number of students in the professional phase of the program (regardless of the number of cohorts; includes decelerating and re-entry students. Portal will allow response to include a decimal. Do not include a percent sign.  Example: Seven faculty, 140 students; the ratio is 1:20, enter 20 | # | |
| 15.4b. | What is the AVERAGE faculty to student ratio during laboratory experiences? | | |  | # | |
|  | **ASSOCIATED FACULTY AND GRANTS** | | | Associated Faculty are those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the professional program resides, but who have primary responsibilities in programs other than the professional program. |  | |
| 15.5. | Regarding associated faculty **for 2023:** | | |  |  | |
| 15.5a. | Number of associated faculty **for 2023** who are involved with one-half, or more, of the contact hours of at least one course: | | |  | # | |
| 15.5b. | How many FTEs do the above number of associated faculty **for 2023** represent? | | | For the sake of consistency, please determine this number based on the following: Calculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution. **Use tables on page 3 and 4 of these instructions to determine the FTE calculation** | # | |
| 15.5c. | Number of other associated faculty **for 2023** who teach in the program: | | | Those that teach less than one-half of the contact hours of at least one course but more than 3 hours. |  | |
| 15.5d. | The program director attests that all associated faculty teaching clinical PT content hold an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state’s jurisdiction. | | | By selecting Yes the program director attests that the program associated faculty adhere to their jurisdiction’s PT Practice Act for licensure. | Yes No | |
|  | **SCHOLARLY PRODUCTIVITY** | | | If the program admits multiple cohorts, provide the response for all core faculty, regardless of the number of cohorts. |  | |
| 15.6. | Regarding scholarly productivity of ALL **CORE** faculty for this 2023 calendar year: | | | Scholarly activities that have multiple authors/investigators should be included only once; scholarly products that are expected to be published by December 31, 2023 should be included.  Please include all core faculty, regardless of how long they have been at the program. |  | |
| 15.6a. | Number of peer-reviewed articles published (excluding abstracts): | | |  | # | |
| 15.6b. | Number of other articles accepted and/or published: | | |  | # | |
| 15.6c. | Number of peer-reviewed presentations (e.g., platform, poster, invited, etc.): | | |  | # | |
| 15.6d. | Number of books or book chapters published: | | |  | # | |
| 15.6e. | Number of papers, proposals for presentations, etc. submitted but not yet accepted or published: | | |  | # | |
| 15.6f. | Number of other scholarly products that have been subjected to external review  and disseminated (excluding abstracts, books, and book chapters): | | |  | # | |
|  | **GRANTS AND FEDERAL PROGRAMS** | | |  |  | |
| 15.7. | Regarding grants and grant funding awarded to or available to the program in **2023** (include internal and external funding): | | |  |  | |
| 15.7a. | Number of physical therapy core faculty with funded grants: | | |  | # | |
| 15.7b. | Total amount of grant funding: | | | If the grant includes other departments or institutions, include the total amount of the award across all departments receiving money. If the grant is for multiple years, include the entire amount awarded, even if reported in a previous Annual Accreditation Report.  Do not include the $ symbol. | # | |
| 15.7c. | If any of the above funding comes from NIH, please indicate amount: | | | Indicate how much of the above amount includes NIH funding. | # | |
| 15.7d. | Number of grant proposals submitted that were not funded or are not yet funded: | | |  | # | |
| 15.8. | Provide information in 15.8a-j on the program’s participation in any federally funded programs? | | | CAPTE collects the information in questions 15.8a-15.8j to determine the federal link between CAPTE programs and the U.S. Education Department |  | |
| 15.8a. | Does your program currently receive Health Career Opportunities Grants? | | |  | Yes No | |
| 15.8b. | Does your program currently receive Long-term Rehabilitation Training Grants? | | |  | Yes No | |
| 15.8c. | Does your program currently receive Scholarships for Disadvantaged Students (SDS) funds from the Health Resources and Services Administration? | | |  | Yes No | |
| 15.8d. | Does your program currently receive Individuals with Disabilities Education Improvement Act (IDEIA) Grants? | | |  | Yes No | |
| 15.8e. | Does your program currently receive Research Enhancement Award Program (REAP) grant funding? | | |  | Yes No | |
| 15.8f. | Name any other federally funded grant program in which your program receives funding and eligibility requires CAPTE accreditation. | | | Insert name of grant program |  | |
| 15.8g. | Did your program apply for Scholarship for Disadvantaged Students (SDS) funds for the current cycle? | | |  | Yes No | |
| 15.8h. | If response in 15.8g was ‘Yes”, did your program receive SDS funds for the current cycle? If 15.8g was ‘No’, respond No | | |  | Yes No | |
| 15.8i. | If response in 15.8g was ‘No’, was the primary reason your program did not apply for SDS funds because three other programs within your intuition received funds? If 15.8g was ‘Yes’, respond No | | |  | Yes No | |
| 15.8j. | Did your program apply for Health Career Opportunity Program (HCOP) funds in the current cycle? | | |  | Yes No | |
| 15.9. | Minority Serving Status Information  Minority Serving Institution Status – | | | Section 15.9a-k focuses on DEI initiatives and student support services available to your students.  This information will help describe the most frequent types of student supports available and, those desired. This information will be used to identify potential opportunities to develop national resources that can be used by academic programs to support students in their development. |  | |
| 15.9a. | What is the MSI designation of your institution? (Select all that apply.) | | | Go to [Rutgers Graduate School of Education Center for MSIs](https://cmsi.gse.rutgers.edu/content/msi-directory). Download the list of minority serving institutions. Look under the tab labeled “2022 MSI Eligibility Matrix” in the Excel file or the MSI Type in the PDF to see if your institution is designated as a Minority Serving Institution (MSI).  Programs not listed in the 2022 MSI Eligibility Matrix should select N/A | (Select all that apply.)  ANNH AANAPISI HIS NASNTI PBI HBCU TCU  N/A | |
| 15.9b. | Does your institution acknowledge its identity as an MSI? | | | Programs not listed in the 2022 MSI Eligibility Matrix should select No | Yes No Don’t know | |
| 15.9c. | Does your program acknowledge being housed at an MSI? Didn’t know we were identified as such | | | Programs not listed in the 2022 MSI Eligibility Matrix should select N/A | Yes No Don’t know N/A | |
| 15.9d. | Does your program use a holistic review in admissions processes? | | | Holistic Review refers to mission-aligned admissions or selection processes that take into consideration applicants’ experiences, attributes, and academic metrics as well as the value an applicant would contribute to learning, practice, and teaching.  As a reference, visit [Holistic Review | AAMC](https://www.aamc.org/services/member-capacity-building/holistic-review) to review the Association of Medical College’s Core Principles for holistic admissions. | Yes No | |
| 15.9e. | Indicate which of these student support services are available to your DPT students. (Select all that apply.) | | | Indicate which of the following student support services are available to your students. Available means the services are offered on your campus. | * Academic counseling (not including program academic advising) * Tutoring * Student health services * Counseling services   Debt management counselingCareer services | |
| 15.9f. | Indicate which of these student support services your DPT students have adequate access. (Select all that apply.) | | | Indicate which of the following student support services are available to your students. Adequate access means the services are offered at a time your students need them, are offered at the appropriate level of student need, and are available at times your students can access them. | * Academic counseling (not including program academic advising) * Tutoring * Student health services * Counseling services * Debt management counseling   Career services | |
| 15.9g. | List student support services your students frequently access at your institution other than those listed in 15.9ee and 15.9fi. | | | List the frequently used student support services.  If none, write N/A. |  | |
| 15.9h. | List additional student support services that would be helpful to students in your program. | | | Indicate student support services that would be helpful to your students to successfully complete your program. These are student support services not currently available.  If none, write N/A. |  | |
| 15.9i. | Indicate whether your program has access to a Dean of Students, Vice-president of Student Affairs, or other student affairs support group to the health professions within your college or program. | | | Respond yes if a student affairs office exists in your program or college to which your graduate students have access. | Yes No | |
| 15.9j. | Indicate if your program offers any of following student support services specific to racial/ethnic minority DPT students? (Select all that apply.) | | | Indicate which of the following student support services are available specific to racial/ethnic minority students. | * Academic counseling (not including program academic advising) * Tutoring * Student health services * Counseling services * Debt management counseling * Career services * Not Available | |

Faculty Information: Faculty List

**DATA FOR INDIVIDUAL CORE & ASSOCIATED FACULTY MEMBERS FOR 2023-2024 ACADEMIC YEAR**

**Include core and associated faculty for the program represented in this AAR, regardless of the number of cohorts.**

**CORE FACULTY DATA**:Se*e Definitions at beginning of the document for a definition of core faculty.*

* Add all core faculty members.
* **Use Core Faculty Data Sheet on pages 41-44 to collect information prior to data entry if applicable; make copies of this sheet as needed.**
* **Faculty data will NOT pre-populate from what was entered into the portal in previous year submissions. Edit faculty information for each faculty member. Delete faculty not employed in your program in 2023. Add new faculty not listed in 2022.**

**IMPORTANT:**

1. The ONLY person(s) who should be designated as the Chair/Director must be the individual(s) who has been identified as the program administrator with the Accreditation Department.  **Regardless** of the titles used at your institution, all other individuals MUST be designated as either the Clin Ed Coordinator (ACCE/DCE) or Other Faculty.
2. Please use the Clin Ed Coordinator designation on the Portal for ACCE/DCEs.
3. If an individual’s status has changed from core to associated or vice versa, you will need to delete the faculty record and add a new faculty member for the appropriate classification in order for the relevant fields to show.
4. **Regarding Earned Degrees:** Since the DPT is a clinical degree – and tDPT programs were designed to give an individual the knowledge and skills equivalent to the current entry-level DPT degree, the tDPT degree is being included in the *Entry Level PT Degree (clinical) category and NOT in the Highest Earned Academic Degree* category. Even if the tDPT program included content beyond entry-level, it is to be included in the entry level category. If a faculty member who is a physical therapist does not have an academic degree higher than an entry-level DPT or tDPT degree, please use the Not Applicable option in the *Highest Earned Academic Degree* category. **Please keep in mind that the purpose of collecting this data is to accurately report faculty degrees as part of the Fact Sheets.**
5. **Percent of workload for core faculty should be determined in a consistent manner.**
6. **FTE calculations: see instructions at the beginning of the AAR.**
7. **There is a new field on individual faculty pages called 'Faculty Member Not Yet Identified'. This field is not used for Annual Reports and MUST BE LEFT BLANK FOR ALL FACULTY RECORDS.**

**SALARY DATA: This information is important as it allows us to provide programs with important data to use in hiring. We highly encourage to enter salary data. A response to this question is not required.**

**ASSOCIATED FACULTY DATA FOR THOSE WHO TEACH IN 50% OR MORE OF AT LEAST ONE COURSE:** *See Definitions in the beginning of the document for a definition of Associated faculty.*

* The Portal will show data entered last year. Delete any individuals that are no longer associated faculty. If status has changed from Associated to Core Faculty, delete the associated record and add a new core faculty record.
* Add new associated faculty members, if any.
* **Update previously entered data as appropriate.**
* **Use the Associated Faculty Data Sheet to collect information prior to data entry; make copies as needed.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Core and Associate Faculty Information Sheet** (make copies as needed) **Note this form is used by both PT and PTA programs)** | | | |
| Name |  |  |  |
| Credentials  (eg, PT, PhD, FAPTA) |  | Faculty Type | Core  Associate |
| Position | Chair/Director Other Faculty  Clin Ed Coordinator Chair/Director & Clin Ed Coordinator  N/A (select this for associated faculty) | Gender |  |
| # Months Appointed Per Academic Year |  | Race | Hispanic/Latino of any race  Native Hawaiian or other Pacific Islander  American Indian/Alaskan Native  White  Asian  Two or more races  Black or African American  Unknown |
| FTE (institution) | See instructions at beginning of AAR for calculating the FTE | FTE (program) | Do not include teaching or administrative responsibilities outside entry-level program |
| Year of Birth | This is required. Contributes to aggregate demographic data published in the annual fact sheet. | PT or PTA | PT PTA Both Neither |
| Highest Earned Clinical (PT) Degree | 1. Associate 6. Bachelor + Transition DPT  2. Baccalaureate 7. Certificate + Transition DPT  3. Certificate 8. Masters + Transition DPT  4. Masters 9. Not Applicable  5. DPT  Please note: this category is to identify the highest earned clinical degree held by faculty who are PT or PTAs. Basic science faculty should choose Not Applicable. | Highest Earned Academic  Degree **(does NOT include any PT/PTA degrees)** | 1. Baccalaureate  2. Masters (advanced)  3. Professional Doctorate (EdD, DrPH, DSc, etc.) (**NOT DPT or tDPT)**  4. Doctor of Philosophy  **5. Other (NOT DPT or tDPT)**  6. Not Applicable (please use this option if no degree higher than entry level degree or tDPT has been earned) |
| Discipline of Highest Earned Degree | Administration  Anatomy  Education (adult ed, allied health, higher ed, higher ed admin, etc.)  Ethics; Humanistic Studies  Exercise Physiology; Ex Science; Sports Med  Gerontology  Health Sciences; Allied Health  Kinesiology; Biomechanics; Pathokinesiology  Medicine, Other Health Discipline  Motor Learning  Neuroscience; Neuroanatomy  Not Applicable  Other  Pediatric PT; Special Ed  Physical Therapy  Physiology  Public Health  Not Applicable | Rank | Lecturer Administrative Appointment  Instructor Clinical Assistant Professor  Assistant Professor Clinical Associate Professor  Associate Professor Clinical Professor  Professor Other  Graduate Research/TA  (use ‘Other’ for faculty with a rank other than those listed) |
| Total Years as Core Faculty in any PT Program | Portal will only allow a whole number; if less than one year enter “1”. | Total Yrs as Core Faculty in this Program | Portal will only allow a whole number; if less than one year enter “1”. |
| Primary Area of Expertise Taught in Program  (choose one) | Administration/Management Neuroscience  Anatomy Pathology  Cardiopulmonary Pediatrics  Clinical Education Physiology  Clinical Medicine Professional issues, incl communications, ethics  Education Psychosocial Aspects of Care  Electrotherapy/Modalities Research  Geriatrics Therapeutic Exercise  Integumentary Other  Musculoskeletal None  Neuromuscular | Secondary Area of Expertise Taught in Program  (choose one) | Administration/Management Neuroscience  Anatomy Pathology  Cardiopulmonary Pediatrics  Clinical Education Physiology  Clinical Medicine Prof. issues, incl communications, ethics  Education Psychosocial Aspects of Care  Electrotherapy/Modalities Research  Geriatrics Therapeutic Exercise  Integumentary Other  Musculoskeletal None  Neuromuscular |
| Enrolled in Degree Education | Yes, Baccalaureate Degree Yes, Masters Degree  Yes, in tDPT program Yes, in other Doctoral program  No  N/A (select this for associated faculty) | Certified Clinical specialist | Yes  No |
| Scholarly productivity | Not involved in scholarship (select this for associated faculty)  Actively engaged but product(s) not disseminated  Actively engaged, <5 peer reviewed disseminated products  Actively engaged, 5-10 peer-reviewed disseminated products in last 10 yrs  Actively engaged, >10 peer-reviewed disseminated products in last 10 yrs | Tenure Status | Tenured  Not eligible (on clinical track)  Non-tenured (on tenure track)  Not eligible (for other reasons)  No Tenure Track |
| Workload distribution:  % Time: | % Teaching: Entry-level program  % Teaching: Other programs  % Service: Clinical Practice  % Service Committee Work, General Advising, etc  % Other: Administration  % Other: Scholarship  % Other: Enrolled in Degree Program (as part of workload)  Enter “0” zero (for associated faculty) | | |

|  |  |  |
| --- | --- | --- |
|  | **COMPLIANCE QUESTIONS FOR CANDIDACY PROGRAMS ONLY.**  All programs that hold Candidacy status MUST answer all questions in this section. All accredited programs other than those holding Candidacy status, select “No”, and “Submit and Validate”. | All programs that hold Candidacy status MUST answer all questions in this section. Candidacy programs are to disregard the word “optional” for each question in this section.  All accredited programs other than those holding Candidacy status, DO NOT complete this section |
|  | **Describe any DEVIATION from what was reported in your Application for Candidacy OR what was reported in last year’s Candidacy Program Annual Accreditation Report** |  |
| CC1 | In the program’s assessment processes? If YES, describe below. If NO, write N/A. |  |
| CC2 | In the number of core faculty planned for the first year of the program or for subsequent years? If YES, describe below. If NO, write N/A. |  |
| CC3 | In the number of staff planned for the first year of the program or for subsequent years? If YES, describe below. If NO, write N/A. |  |
| CC4 | In the program director? If YES, describe below. If NO, write N/A. |  |
| CC5 | In the ACCE/DCE? If YES, describe below. If NO, write N/A. |  |
| CC6 | In the program budgeted salary expenses (excluding benefits)? If YES, describe below. If NO, write N/A. |  |
| CC7 | In the program budgeted operating expenses (excluding salary and benefits)? If YES, describe below. If NO, write N/A. |  |
| CC8 | in institutional or program policies that affect students? If YES, describe below. If NO, write N/A. |  |
| CC9 | In institutional or program policies that affect faculty and staff? If YES, describe below. If NO, write N/A. |  |
| CC10 | In the number of students admitted into a cohort? If YES, describe below. If NO, write N/A. |  |
| CC11 | In the number of times per year that a cohort is admitted? If YES, describe below. If NO, write N/A. |  |
| CC12 | In the admission criteria or procedures? If YES, describe below. If NO, write N/A. |  |
| CC13 | In the curriculum? If YES, describe below. If NO, write N/A. |  |
| CC14 | In the clinical education component of the program? NOTE: This includes, but is not limited to, sequencing of clinical education experiences; expectations of students during clinical education experiences; variety and number of clinical sites available to the program; timelines for continued development of the clinical education component. If YES, describe below. If NO, write N/A. |  |
| CC15 | In student services? If YES, describe below. If NO, write N/A. |  |
| CC16 | In the library or learning resources available to students? If YES, describe below. If NO, write N/A. |  |
| CC17 | In the allocation or quality of space available to the program? If YES, describe below. If NO, write N/A. |  |
| CC18 | In the equipment available to the program (both didactic and office)? If YES, describe below. If NO, write N/A. |  |