

Physical Therapist Education Programs 2021 ANNUAL ACCREDITATION REPORT – With Instructions

DUE DATE: Monday, 11/15/2021

Submitted on CAPTE Accreditation Portal (revised 9/17/2021)

Instructions:

1. **This document must be used to collect the requested data as it contains instructions that are not found on the Portal.**
2. **YELLOW HIGHLIGHTED** items represent change in language from previous AAR; in some cases, changes represent an attempt to clarify and do not always represent a change in requested data.
3. **Key to Timeframe References:**

Term:	Refers to:
This Calendar Year	The 2021 calendar year
This Academic Year	The academic year of 2021-2022 (based on whenever that begins and ends for your institution)
Class of YYYY	Graduating class for year indicated. For example, class of 2021 refers to the class that graduated in 2021 .

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 YEAR, RESPONSES SHOULD REFLECT THE PROGRAM TO BE EXPERIENCED BY CURRENTLY ENROLLED STUDENTS.

4. **For programs with multiple cohorts:** Responses should reflect aggregate data for all cohorts, unless otherwise directed.
5. **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. Portal access to each AAR requires a separate login; these have been provided to the program.
6. **Technical questions** about the use of the Portal should be sent to accreditation@apta.org
7. It is the program's responsibility to download and save the AAR once it is submitted. It is suggested that you convert the downloaded report to a PDF.
8. Before starting the AAR on the Portal, review **Instructions for Using the Portal** for important information regarding compatible web browsers, pop-up blocker settings and compatibility settings. This document can be accessed at: <http://www.capteonline.org/AAR/>
9. **A signature page is NOT required.**

Definitions

Admitted Student:

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

Enrolled Student:

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

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.

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.

Full Time Equivalent Calculations:

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

<u>Full-Time Appointments</u>	FTE for PT and PTA Programs
<u>12 month appointment or 10 month appointment with routine additional 2 month summer appointment</u>	1.33
<u>11 month appointment or 9 to 9.5 month full-time appointment with routine additional 2-month summer appointment</u>	1.22
<u>10 month appointment</u>	1.11
<u>9 to 9.5 month appointment</u>	1.0
<u>8 month appointment</u>	.80
<u>7 month appointment</u>	.78
<u>6 month appointment</u>	.67
<u>5 month appointment</u>	.56
<u>4.5 month appointment</u>	.5
<u>4 month appointment</u>	.45
<u>3 month appointment</u>	.34

<p align="center"><u>Part-Time Appointments</u></p> <p>Calculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution.</p>	<p align="center">FTE</p>
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
	<p>General Information (Portal Page 1)</p>		
	<p>CONFIRMATION OF CONTACT AND OTHER INFORMATION</p>		
<p>1.1.</p>	<p>Verify that the following URL is correct and points directly to the required accreditation statement. If not, replace with corrected URL before moving to question 1.1b.</p> <p>[The Portal will pull in the URL previously provided to the Accreditation Department]</p>	<p>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 Accreditation Handbook.</p> <p>[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 Direct Program Phone Number] or email [INSERT Direct Program Email Address]. If needing to contact the program/institution directly, please call [INSERT ONE Direct Program Phone Number] or email [INSERT ONE Direct Program Email Address].</p> <p>Please refer to Part 8 of the Accreditation Handbook or 8.2(a)(3) of the Rules of Practice and Procedure for the required statement if a program is on probation.</p>	<p>Once a program has been accredited, and for as long as it remains accredited, the program must publicly disclose its accreditation status. The following 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.</p>
<p>1.1b.</p>	<p>Verify that the following URL is correct and points directly to the program's main web page. If not, replace with corrected URL.</p> <p>[The Portal will pull in the URL previously provided to the Accreditation Department]</p>	<p>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.</p>	

Question #	PT Questions	Instructions	Options
1.2.	Is the information on the program's contact info page on the CAPTE Portal correct?	From program's home page on CAPTE Portal, click on View Program Contacts to review contact information. If not accurate, email corrections to accreditation@apta.org .	Yes/No
	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 2021	Yes/No
1.4.	Month of graduation:	If there are no graduates this year, indicate the month when students normally graduate. Programs with MULTIPLE ADMISSION DATES: Enter the month the first group of students will graduate this calendar year.	MM:
	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.	This Year refers to the calendar year 2021	
	PROGRAM LENGTH: (Portal Page 2)		
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 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.	

Question #	PT Questions	Instructions	Options
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.	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 this 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.	

Question #	PT Questions	Instructions	Options
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.	
2.5.	Number of CREDITS required for completion of the program:	If program is on the quarter system, enter quarter credits.	
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	

Question #	PT Questions	Instructions	Options
		<p>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.</p> <p>Note: Portal requires whole number; it will not accept decimals.</p>	
	<p>SCHEDULING FORMAT and CURRICULUM MODEL (Portal Page 3)</p>		
3.1.	<p>Indicate which one of the following most closely describes the curriculum model:</p>		<p>Case-based; Lifespan-based; Problem-based; Modified Problem-based; Systems-based; "Guide"-based; Traditional; Hybrid</p>
	<p>FINANCES: COST TO STUDENT (Portal Page 4)</p>	<p>Enter number, do not include \$ sign.</p>	
4.1.	<p>Indicate the ANNUAL TUITION (excluding fees) for a full-time student enrolled in the professional phase of the program, utilizing September 1 through August 31 timeframe to calculate the annual tuition; enter 0 if not applicable:</p>	<p>Provide costs for the cohort that has or is expected to graduate this calendar year.</p> <p>If costs are different for each year of the program, provide the average amount.</p> <p>Do not enter total tuition costs for the program; only provide the annual tuition.</p>	
4.1a.	<p>Public institution, in-state student:</p>		
4.1b.	<p>Public institution, out-of-state student:</p>		
4.1c.	<p>Private institution:</p>		
4.2.	<p>Indicate the annual institutional fees for a full-time student enrolled in the program:</p>	<p>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.</p>	

Question #	PT Questions	Instructions	Options																																								
		DO NOT INCLUDE: Program specific fees, laboratory fees. Enter 0 (zero) if appropriate.																																									
4.3.	Indicate the expected total cost of other program-related expenses:	<p>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.</p> <p>DO NOT INCLUDE: Meals, housing, clinical education travel.</p>																																									
4.4.	Indicate the expected total cost of the program for students scheduled to graduate this year:	<p>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.</p> <p>DO NOT INCLUDE: Meals, housing, clinical education travel.</p> <p>EXAMPLE to determine the total costs of the program:</p> <table border="1" data-bbox="949 919 1558 1205"> <thead> <tr> <th>Term</th> <th>Tuition</th> <th>General Fees</th> <th>Program-related Expenses</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1: Fall</td> <td>3000</td> <td>500</td> <td>800</td> <td>4300</td> </tr> <tr> <td>2: Spring</td> <td>3000</td> <td>500</td> <td>400</td> <td>3900</td> </tr> <tr> <td>3: Summer</td> <td>1500</td> <td>250</td> <td>0</td> <td>1750</td> </tr> <tr> <td>4: Fall</td> <td>3200</td> <td>500</td> <td>450</td> <td>4150</td> </tr> <tr> <td>5: Spring</td> <td>3200</td> <td>500</td> <td>300</td> <td>4000</td> </tr> <tr> <td>6: Summer</td> <td>3200</td> <td>500</td> <td>50</td> <td>3750</td> </tr> <tr> <td>TOTAL</td> <td>17100</td> <td>2750</td> <td>2000</td> <td>21850</td> </tr> </tbody> </table>	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	
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4.4c.	Private institution:																																										
	FINANCES: PROGRAM BUDGET (Portal Page 5)																																										
5.1.	Is this an AAR for an expansion program?	If no, skip to question 5.2.	Yes / No																																								
5.1a.	Does the expansion program have a separate	If yes, continue with 5.2. If no, skip to question 6.1.	Yes / No																																								

Question #	PT Questions	Instructions	Options
	budget?		
5.2	Has there been a decrease (10% or more) in the past year in the total program budgeted salary expenses (excluding benefits)?		Yes No
5.2a	Has there been a decrease (25% or more) in the past three years in the total program budgeted salary expenses (excluding benefits)?		
5.2b.	If yes to either 5.2 and/or 5.2a, indicate the impact of the change on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
5.2c.	If yes to either 5.2 or 5.2a, list the budgeted amounts for the last 3 years (19, 20, 21), describe the change, the reason for the change, the effect of the change. If the impact is adverse, describe the program's response to the change.		
5.3.	Has there been a decrease (10% or more) in the past year 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
5.3a	Has there been a decrease (25% or more) in the past three years in the total program budgeted operating expenses (excluding salary and benefits)?		
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 either 5.3 or 5.3a, list the budgeted amounts for the last 3 years (19, 20, 21), 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.		

Question #	PT Questions	Instructions	Options
	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 (Will Auto-Calculate)	The percentage of full-time or part-time CORE faculty that have an academic doctoral degree: # core faculty with doctoral degree/# total core faculty – This will auto-calculate.		
6.2b.	If percentage is below 50%, describe process(es) and timeline for coming into compliance.		
	SPACE ALLOCATION (Portal Page 7)		
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, 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. Indicate the the current square footage and previous square footage.		

Question #	PT Questions	Instructions	Options
	CLINICAL EDUCATION INFORMATION (Portal Page 8)	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 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 of this year:		
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?		Yes No
8.2a.	If the response is "No" to the above question, indicate the impact on the program and explain how it is being addressed.		
8.3.	Were students placed in clinical education experiences during the last academic year?	IF no, go to question 9.0.	Yes No
8.4.	Of the clinical instructors who worked with your students during the last academic year, 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	
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	
8.6.	Since October of 2020...		
8.6a.	Are you experiencing difficulty in maintaining access to sufficient part time and/or full time clinical education sites for student placements?		Yes No
8.6b.	Have students been placed in clinical sites for which they have not had prior didactic instruction		Yes No

Question #	PT Questions	Instructions	Options
	regardless of part time or full time assignment?		
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?		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?		Yes No
8.6e.	Have you delayed any student(s) graduation due to cancellation or difficulty in making clinical education placements?		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.		
	ADMISSION INFORMATION (Portal Page 9)		
9.0.	Is a baccalaureate degree required for admission to or matriculation in 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.	How many times per year do you matriculate a new cohort of students in the PROFESSIONAL PHASE of the program?	See Definitions Section for the definition of cohort.	#
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 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	MM #
9.3.	Has the CAPTE set class size for any cohort of new students increased more than 10% from the last academic year?		Yes No

Question #	PT Questions	Instructions	Options
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, continue with question 9A.1. If no, skip to question 10.	Yes No
	First year undergraduate ADMISSION INFORMATION (Portal Page 9A)	For the first year undergraduate students who MATRICULATED IN THE PRE-PROFESSIONAL PHASE OF THE PROGRAM this year, indicate the following: Note: Enter zero (0) if none for any item.	
9A.1	Number of first year undergraduate applicants:	Enter number who applied for first year undergraduate entry this year.	
9A.2	Number of applicants who enrolled as first year undergraduates this year:	Enter number of students enrolled at the first year undergraduate level this year.	
9A.3	Does the program have a process for admitting students other than those admitted as first year undergraduates (e.g., transfer students)?		Yes No
	APPLICANT ADMISSION INFORMATION (Portal Page 10)	If multiple cohorts are admitted, data will need to be provided for EACH cohort. As indicated in question 9.2, portal page 10 is accessed by clicking the Enter Data 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.	
10.	For the class of students admitted to the professional phase of the program this calendar year, indicate the following:		
10.1.	Number of applicants:	For programs with FIRST YEAR UNDERGRADUATE	#

Question #	PT Questions	Instructions	Options
		<p>ADMISSION: enter the number of students previously admitted as first year undergraduate students, 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. (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 applicants requested to transfer into the program= 65).</p> <p>For programs that have both first year UG and GR admission (i.e., 3+3 and 4+3) options admitted into the same cohort, enter the total number of applicants.</p>	

Question #	PT Questions	Instructions	Options
10.2.	Number of applicants who met all admission requirements, including timely submission of required documentation:	<p>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 10 transfer applicants met all admission requirements = 55).</p> <p>For programs that have both first year UG and GR admission (i.e., 3+3 and 4+3) options admitted into the same cohort, enter the total number of applicants who met all admission requirements, including timely submission of required documentation.</p>	#
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:	<p>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 transfer students who were offered a place in the class. (Example: 45 (admitted as first year undergraduates) met the requirements to enter the professional phase of the program this year PLUS 8 transfer applicants offered a place in the class = 53).</p> <p>For programs that have both first year UG and GR admission (i.e., 3+3 and 4+3) options admitted into the same cohort, enter the total number of applicants offered a place in the class.</p>	#

Question #	PT Questions	Instructions	Options
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:	<p>For programs with FIRST YEAR UNDERGRADUATE ADMISSION: enter the number of students previously admitted as first year undergraduates who enrolled in the professional phase of the program this year PLUS the number of transfer students who enrolled in the professional phase of the program. (Example: 45 (admitted as first year undergraduates) met the requirements, but 44 enrolled in the professional phase of the program this year PLUS 6 transfer applicants enrolled in the professional phase of the program = 50 students enrolled in the professional phase of the program).</p> <p>For programs that have both first year UG and GR admission (i.e., 3+3 and 4+3) options admitted into the same cohort, enter the total number of new students who enrolled in the professional phase of the program.</p>	#
10.5.	<p>For this cohort, is the number of enrolled new students (Q10.4) more than 10% higher than CAPTE set class size (Q9.2)?</p> <p>Note: CAPTE does not round up.</p>		YES/NO
10.5a.	If yes, indicate the impact of the change on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
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.		
10A.1	For new students starting in the PROFESSIONAL PHASE of the program this calendar year, indicate the	Note: Enter zero (0) if none for any item, including if no cohort was admitted this year.	#

Question #	PT Questions	Instructions	Options
	following:		
10A.1a	Number of new minority students who enrolled in the professional phase of the program AFTER INITIAL DROP/ADD PERIOD:	Only exclude from the number those students who are "White (not of Hispanic origin)."	#
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.	
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.	
10A.1d	Average age of new students (Q10.4) who enrolled in the professional phase of the program:	Note: Portal requires whole number; it will not accept decimals. 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.	

Question #	PT Questions	Instructions			Options
	<p>ENROLLMENT INFORMATION AS OF OCTOBER 1 OF THIS CALENDAR YEAR (Portal Page 11)</p> <p>Suggestion made by a PD regarding collecting information on collecting data related to students with known disabilities.</p>	<p>FOR ALL ENROLLMENT QUESTIONS:</p> <p>If there are multiple cohorts admitted in a year, include all cohorts.</p> <p>Data for expansion programs are entered in Expansion Program AAR.</p> <p>A response will be required for each item; therefore, enter zero (0) if none for any item.</p> <p>INCLUDE: All students enrolled in the professional phase of the program.</p> <p>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.</p>			
11.1.	<p>Indicate the enrollment as of October 1 of this calendar year for each class of students IN THE PROFESSIONAL PHASE of the program. Note that there is now a third gender choice for those who do not identify with an existing option or choose not to answer:</p> <p>GRAND TOTAL Q 11.1 MUST EQUAL TOTAL FOR Q 11.2</p>		Men	Women	Other/Choose not to Answer
		Senior			
		Grad 1			
		Grad 2			
		Grad 3			
		Grad 4			
		Total			
		Grand Total			
11.2.	<p>Indicate the total number of students enrolled IN THE PROFESSIONAL PHASE OF THE PROGRAM (as of October 1 of this calendar year) who are of the following race or ethnic origin:</p> <p>GRAND TOTAL Q 11.1 MUST EQUAL TOTAL FOR Q 11.2</p>	<p>Hispanic/Latino of any race</p> <p>American Indian/Alaskan Native</p> <p>Asian</p> <p>Black or African-American</p> <p>Native Hawaiian or other Pacific Islander</p> <p>White (not of Hispanic/Latino race)</p>			

Question #	PT Questions	Instructions	Options
		Two or more races	
		Unknown	
		TOTAL	
11.3.	Indicate the total number of students enrolled in the professional program (as of October 1 of this calendar year) 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 of this calendar year) who are Physical Therapist Assistants (PTAs):		#
	PROGRAM GRADUATES (Portal Page 12)	Provide the data for expansion programs in the separate Expansion Program AAR.	
	For the class graduating this calendar year, indicate the following:	Enter zero (0) if "none" for any item. Totals are auto-calculated after all fields have values. 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 this calendar year:	This number must equal total for the next question.	#
12.2.	Number of students who graduated or are expected to graduate this calendar year who are of the following race or ethnic origin:	12.2a Hispanic/Latino of any race	
		12.2b American Indian/Alaskan Native	
		12.2c Asian	
		12.2d Black or African-American	
		12.2e Native Hawaiian or other Pacific Islander	
		12.2f White (not of Hispanic/Latino race)	
		12.2g Two or more races	
		12.2h Unknown	
		TOTAL (auto calculate on Portal; must equal number of grads in previous question)	

Question #	PT Questions	Instructions	Options
12.3.	Based on current enrollments and average attrition rates to date, and in consideration of changes in applicant pools, please estimate the number of graduates expected over the next five calendar years. (If No graduates in a given year, enter "0" (zero):	12.3a. 2021 12.3b. 2022 12.3c. 2023 12.3d. 2024 12.3e. 2025	
	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 2018 and 2019 . If complete data is available for 2020 enter that as well.	
	Graduation Rate Instructions		Program Response
G1.1	Was there a graduating cohort in calendar year [year being requested]	Response should be Yes or 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 [year being reported on]:		
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:		
G1.5a	Academic or Clinical Deficit		
G1.5b	For any reason that is ot related to academic or clinical expectations.		

Question #	PT Questions	Instructions	Options
G1.6 Calculation	GRADUATION RATE	CALCULATION (G1.3 + G1.4) / (G1.2 – G1.5b)	
	EMPLOYMENT RATES (Portal Page 14)	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 – either instructions to provide best estimate and provide update if below threshold... ACTUALLY SHOULD PROVIDE UPDATE – AS #S USED IN 2 YR RATE SO MIGHT NEED TO KNOW IT LATER! or need way for them to say no data yet – but then we lose #s.	
14.1.	Did the program have graduates in calendar year 2020? If no, skip to Question 14.4.		YES NO
14.2.	If yes, what percentage of those who graduated in calendar year 2020 and who sought employment were employed in physical therapy (full-time or part-time) within one year of graduation?	Enter percentage as whole numbers (i.e., “25”, not “0.25”); do NOT enter a % sign.	
14.3.	What data is used to determine employment rate (for example, graduate surveys)?		
	PUBLICATION OF OUTCOME DATA	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.	
14.4.	Is the following URL the correct, 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.		

Question #	PT Questions	Instructions	Options
	FACULTY INFORMATION (Portal Page 15)	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.	
15.1.	Regarding the core faculty allocation for this academic year:		
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.	

Question #	PT Questions	Instructions	Options
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? Suggestion: highlight (bold or underline) in the next column use of table to determine the FTE calculation or give an example of the 12-month faculty as a 1.33 FTE.	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 to determine the FTE calculation provided earlier in instructions. Note this table was updated for 2018 – use only the table in this instruction set. (See page 2 of Instructions)	
15.2.	Regarding vacancies (this academic year) in currently allocated faculty positions:		
15.2a.	Number of vacancies (this academic year) 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 academic 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;

Question #	PT Questions	Instructions	Options
			Slightly Adverse; Extremely Adverse
15.2g.	If yes, identify the FTEs represented by the core faculty positions for each academic year (19-20, 20-21, 21-22). 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 Clin Ed Coordinator (ACCE/DCE)?		YES NO
15.2j.	Faculty Turnover: What percent (%) of core faculty positions have turned over since October of last year?	Enter percentage as whole number (i.e., "25", not "0.25").	%
15.3.	Regarding projected vacancies:		
15.3a.	For the next academic year, 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 the next academic year, 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 this academic year?		YES NO Don't know
15.3d.	Is the position of Clin Ed Coordinator (ACCE/DCE) projected to be vacant at the end of this academic year?		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: If the ratio is 1:20, enter 20	
15.4b.	What is the AVERAGE faculty to student ratio during laboratory experiences?	Do not include a percent sign. Example: If the ratio is 1:20, enter 20.	

Question #	PT Questions	Instructions	Options
	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. 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 this academic year :		
15.5a.	Number of associated faculty for this academic year 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 this academic year represent?	For the sake of consistency, please determine this number based on the following: 1 contact hour= 0.003 FTE, or 1 credit =0.033 FTE, or One (1) 3 credit course = 0.1 FTE.	
15.5c.	Number of other associated faculty for this academic year 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.	
	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 calendar year:	Scholarly activities that have multiple authors/investigators should be included only once; scholarly products that are expected to be published by December 31st of this year 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):		

Question #	PT Questions	Instructions	Options
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 this academic year (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.	
15.7c.	If any of the above funding comes from NIH, please indicate amount:		
15.7d.	Number of grant proposals submitted that were not funded or are not yet funded:		
15.8.	Does the program participate in any of the following federal programs?		
15.8a.	Health Careers Opportunities Program		Yes No
15.8b.	Long-term Rehabilitation Training Grants		Yes No
15.8c.	Scholarships for Disadvantaged Students		Yes No
15.8d.	Individuals with Disabilities Education Improvement Act (IDEIA) Grants		Yes No

Part 2: Faculty Information: Faculty List (Portal Page 16)

DATA FOR INDIVIDUAL CORE & ASSOCIATED FACULTY MEMBERS FOR CURRENT ACADEMIC YEAR

To obtain a printed copy of what the program submitted for each faculty member in the last Annual Accreditation Report (AAR):

- From the Home Page, click on the validate/preview/print button that is under the Annual Report Grid.
- On the Annual Report Validation Page, scroll down to the bottom and click the preview/print preview button.
- Click the Download Annual Report button.
- Either print entire report, OR save as a PDF, and print relevant pages.

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

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

- The Portal will show data entered last year.
- Delete any individuals that are no longer core faculty (or if status has changed to Associated Faculty).
- Add new core faculty members, if any.
- **Update previously entered data as appropriate.**
- **Use the following Core Faculty Data Sheet to collect information prior to data entry if applicable; make copies of this sheet as needed.**

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: While this information is not required, we strongly urge you to provide it as it allows us to provide programs with important data to use in hiring. Enter salary data for the current academic year **ONLY** for those full-time core faculty members who have an institutional FTE of .75 or greater; provide the annual salary regardless of time devoted to the professional program. Once saved, salary data shows on the Portal only as asterisks (*****) to ensure confidentiality.

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 Faculty Information Sheet (make copies as needed) Note this form is used by both PT and PTA programs)

Name			Faculty Type	Core	
Credentials (eg, PT, PhD, FAPTA)			Sex		
Position	Chair/Director Clin Ed Coordinator	Other Faculty Chair/Director & Clin Ed Coordinator	Race	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
# Months Appointed Per Academic Year			FTE (institution)	See instructions at beginning of AAR	
FTE (institution)	See instructions at beginning of AAR		FTE (program)	Do not include teaching or administrative responsibilities outside entry-level program	
Year of Birth			PT or PTA	PT	PTA Both Neither
Highest Earned Clinical (PT) Degree	1. Associate 2. Baccalaureate 3. Certificate 4. Masters 5. DPT	6. Bachelor + Transition DPT 7. Certificate + Transition DPT 8. Masters + Transition DPT 9. 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 Ex Physiology; Ex Science; Sports Med Gerontology Health Sciences; Allied Health Kinesiology; Biomechanics; Pathokinesiology	Medicine, Other Health Discipline Motor Learning Neuroscience; Neuroanatomy Pediatric PT; Special Ed Public Health Physical Therapy Physiology Other Not Applicable	Rank	Lecturer Instructor Assistant Professor Associate Professor Professor Graduate Research/TA	Administrative Appointment Clinical Assistant Professor Clinical Associate Professor Clinical Professor Other
Total Years as Core Faculty in any PT Program	Note: This field will automatically update based on previous year's data. Portal won't accept decimal; if less than 1 year, enter 1.		Total Yrs as Core Faculty in this Program	Note: This field will automatically update based on previous year's data. Portal won't accept decimal; if less than 1 year, enter 1.	
Primary Area of Expertise Taught in Program (choose one)	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular	Neuroscience Pathology Pediatrics Physiology Professional issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise Other None	Secondary Area of Expertise Taught in Program (choose one)	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular	Neuroscience Pathology Pediatrics Physiology Prof. issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise Other None
Enrolled in Degree Education	Yes, Baccalaureate Degree Yes, in tDPT program NEED DATE ENTERED AND DATE EXPECTED TO FINISH (4a) No	Yes, Masters Degree Yes, in other Doctoral program	Certified Clinical specialist	Yes No	
Scholarly productivity	Not involved in scholarship 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 Non-tenured (on tenure track)	Not eligible (on clinical track) Not eligible (for other reasons) No Tenure Track
Workload distribution:	% Teaching: Entry-level program % Service: Clinical Practice		% Teaching: Other programs % Service Committee Work, General Advising, etc		

% Time:	% Other: Administration	% Other: Scholarship	% Other: Enrolled in Degree Program (as part of workload)
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Associated 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	Associated
PT or PTA	PT Both PTA Neither	Sex	
Total Teaching Contact Hours Per Year		Highest Earned Clinical (PT) Degree	1. Associate 2. Baccalaureate 3. Certificate 4. Masters 5. DPT 6. Bachelor + Transition DPT 7. Certificate + Transition DPT 8. Masters + Transition DPT 9. Not Applicable 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 Ex Physiology; Ex Science; Sports Med Gerontology Health Sciences; Allied Health Kinesiology; Biomechanics; Pathokinesiology Medicine, Other Health Discipline Motor Learning Neuroscience; Neuroanatomy Pediatric PT; Special Ed Public Health Physical Therapy Physiology Other Not Applicable
Total Years as Faculty	Note: This field will automatically update based on previous year's data. Portal won't accept decimal; if less than 1 year, enter 1.	Total Yrs as Faculty in Program	Note: This field will automatically update based on previous year's data. Portal won't accept decimal; if less than 1 year, enter 1.
Primary Area of Expertise Taught in Program (choose one)	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular Neuroscience Pathology Pediatrics Physiology Professional issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise Other None	Secondary Area of Expertise Taught in Program (choose one)	Administration/Management Anatomy Cardiopulmonary Clinical Education Clinical Medicine Education Electrotherapy/Modalities Geriatrics Integumentary Musculoskeletal Neuromuscular Neuroscience Pathology Pediatrics Physiology Prof. issues, incl communications, ethics Psychosocial Aspects of Care Research Therapeutic Exercise Other None
Enrolled in Degree Education	Yes, Baccalaureate Degree Yes, in tDPT program No Yes, Masters Degree Yes, in other Doctoral program	Certified Clinical specialist	
Race	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	