Physical Therapist Assistant Education Programs

2024 ANNUAL ACCREDITATION REPORT Instructions

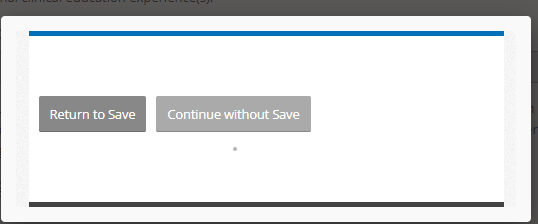
DUE DATE: December 2, 2024

Submit on CAPTE Accreditation Portal

(Instructions revised: July 2024)

**Instructions:**

1. **Use this document 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, 2024  Admission: Students admitted and enrolled in the program between Jan. 1 – Dec. 31, 2024.  Total enrollment: All students enrolled in the program at the start of first cohort in 2024.  Students who graduated in 2024.  Budget that aligns with your fiscal year that started in 2024.  Faculty and FTEs when the first cohort begins in 2024. |
| Class of YYYY | Graduating class for year indicated. For example, class of 2024 refers to the class that graduated in 2024. |

UNLESS OTHERWISE INSTRUCTED, ALL RESPONSES TO THE FOLLOWING QUESTIONS SHOULD REFLECT THE PROGRAM EXPERIENCED BY STUDENTS THAT HAVE GRADUATED OR WILL GRADUATE DURING THE 2024 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**

**Academic General Education:**  
Academic general education courses place an emphasis on principles and theory not associated with a particular occupation or profession. Academic general education courses are those in written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning.

**Admitted Student:**

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

**Applied General Education:**   
Applied general education courses rely on technical course content to teach or demonstrate, what should be broader examination of concepts and ideas in a “true” general education course. Examples of applied general education might include: Pharmacology for the PTA (rather than Introduction to Pharmacology) or Applied Physics for the PTA (instead of Introduction or General Physics I).

**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. Faculty who are not core faculty and are involved in 50% or more of the contact hours of a course are associated faculty. Lab Assistants in courses where they are responsible for working with students 50% or more of lab contact hours are considered associated faculty. 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 academic coordinator of clinical education (ACCE) or 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 physical therapist assistants and may include others with expertise to meet specific curricular needs. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty may hold tenured, tenure track, or non-tenure track positions.

**Curriculum Models:**

* Case-Based: The curriculum utilizes patient cases as unifying themes throughout the curriculum.
* 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.

**Delivery Models:**

* **Face-to face**: The primary mode of instruction occurs in-person where faculty have direct contact with students.
* Hybrid: The curriculum is designed as a combination of two or more of the above models.
* **Distance Education**: Education that uses one or more of the technologies listed in items (a) through (d) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:
  + The internet.
  + One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.
  + Audioconferencing.
  + Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c). [CFR\_602.3]
* **Online with limited in-person instruction:** A significant portion of the curriculum is delivered online through technology platforms combined with required bouts of in-person sessions.

**Decelerating 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 PTA 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 caregiver 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 using the below tables.

|  |  |
| --- | --- |
| **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 |
| 4 month appointment | .45 |
| 3 month appointment | .34 |

|  |  |
| --- | --- |
| **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 | .15  (0.5 x 0.3) |

Part 1: Vital Statistics/General Information

| **Q #** | **PTA 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 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].  Please refer to section 8.21(a)(3) of CAPTE’s Rules of Practice and Procedure for the required statement if a program is on probation.  **Programs with Candidacy Status:**  If 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 statement below on all materials promoting the program, including on each webpage that includes program information.  All programs with the status of **Candidate for Accreditation** are **required** to use the following statement in its entirety; this statement is found in section 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 the correct 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 that 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).  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, submit a notification through the [CAPTE portal](https://capteportal.capteonline.org/Login.aspx?ReturnUrl=/Login.aspx). | If not accurate, submit corrections in the [CAPTE portal.](https://capteportal.capteonline.org/Login.aspx?ReturnUrl=/Login.aspx) | | | 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 admissions  (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 I 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 Institution | | |  |
|  | **DEGREE TO BE AWARDED, PROGRAM LENGTH, AND CURRICULUM MODEL** |  | | |  |
|  | **DEGREE TO BE AWARDED:** |  | | |  |
| 1.3. | Did a cohort of students graduate or is a cohort of students scheduled to graduate this year? | **See definition of cohort. ‘This Year’ refers to the calendar year 2024.** | | | Yes No |
| 1.4. | Indicate when the graduating Class of 2024 graduated or is 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.  **Programs with Candidacy Status:**  For programs with Candidacy Status enter the planned graduation month for your first cohort. | | | MM/DD/YYYY |
| 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:**  Enter new graduation date of the first graduating class. [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 2024. IF THERE ARE NO GRADUATES IN THE 2024 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.** | | |  |
| 2.1a-d. | Overall format of the program | All program formats assume students will be entering the program from high school. Select the option that most closely represents the format of the program curriculum.   * In a 1+1 model, students complete pre-requisites and general education courses in the first year before enrolling in the technical/professional education courses. * In a .5 + 2 model, students complete a semester of prerequisites and then complete two years of integrated coursework [general education and technical/professional courses]. * In an integrated two-year (0+2) design, students are enrolled in prerequisite, general education and technical/professional education courses in the first year and may be enrolled in general education and technical/professional education courses during part or all of the second year. | | | .5 + 2,  1+1,  Integrated 2-year (0+2) |
| 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 10-12 weeks each. May range from 10-15 weeks; may have additional summer quarter.  **Trimesters** = calendar system with 3 terms of about 15 weeks each.  **Term =** calendar system with 2 terms of 7-8 weeks within a 16 week period. | | | Semesters  Quarters  Trimesters  Term |
| 2.3. | Number of terms (semesters, quarters, trimesters) required for completion of the professional/technical phase of the program: | INCLUDE **all terms** required for the typical student to complete professional education courses required in the degree plan.  Identify the length of the program in semesters (or equivalent).  Programs that deliver the program in modules or other non-traditional formats should report the length of the program in semesters (or equivalent). Response must be a valid number. | | | # |
| 2.4. | Total length (in weeks) to complete program (including general education, pre-requisite and technical/professional education courses) either academic weeks or calendar weeks. | 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. Response must be a valid number. | | | Example:  Year 1 =Fall: 16 weeks,  Spring: 16 weeks,  Summer: 10 weeks  Year 2 = Fall: 16 weeks,  Spring: 16 weeks  Total program = 74 weeks |
| 2.5. | Number of CREDITS required for completion of the program. | **All programs are to enter the number of credits as if the program was on semester system. Convert quarter or term credits to semester credits.**  Quarter credit conversion: 180 quarter credits divided by 1.5 equals 120 semester credits.  180/1.5=120  **Response must be a valid whole number.** | | | # |
| 2.5a. | General education / prerequisite credits (both types of courses): | If students are required to take courses prior to admission to the institution, those credits must be included here unless all students entering the institution, not the program, are required to take similar courses. Response must be a valid number.  **All programs are to enter the number of credits as if the program was on semester system. Convert quarter or term credits to semester credits.**  Quarter credit conversion: 180 quarter credits divided by 1.5 equals 120 semester credits.  180/1.5=120  **Response must be a valid whole number.** | | | # |
| 2.5b. | Technical/professional education credits: Classroom/Laboratory courses (including independent study, distance learning courses, etc.) | **All programs are to enter the number of credits as if the program was on semester system. Convert quarter or term credits to semester credits.**  Quarter credit conversion: 180 quarter credits divided by 1.5 equals 120 semester credits.  180/1.5=120  **Response must be a valid whole number.** | | | # |
| 2.5c. | Technical/professional education credits: Clinical Education courses | **All programs are to enter the number of credits as if the program was on semester system. Convert quarter or term credits to semester credits.**  Quarter credit conversion: 180 quarter credits divided by 1.5 equals 120 semester credits.  180/1.5=120  **Response must be a valid whole number.** | | | # |
| 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 (32 or more hours per week) clinical education: | Note: Portal requires; any number to be entered in the following format 0.00, or the system will not save the page. (examples: 0.95, 1.00) Response must be a valid number. | | | # |
| 2.6b. | Length (in weeks) of the terminal clinical education experience(s): | 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 two 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 length in weeks of the terminal clinical education experiences is 16 weeks.  Note: Portal requires; any numbers must be entered in the following format 0.00, or system will not save the page. (examples: 0.95, 1.00) | | | # |
| 2.6c. | Alternative housing or travel required for clinical education attendance | Indicate whether all students in the program are required to complete at least one clinical education experience for which the student would be required to seek alternative housing or travel accommodations to attend. Alternative housing or travel accommodations to be considered here are those other than the student’s housing ad travel during other parts of the technical/professional program.  Example: A student lives 40 miles from campus and commutes each day. The student is assigned a clinical site 85 miles from campus. The clinical site is 40 miles from the student’s home from which the student will commute. **Answer No for this type of scenario.**  A student lives in Lexington, KY and attends a hybrid program where on-site attendance is required twice a month in Florida. The student is assigned a full-time clinical site in Michigan. The student in this case must find alternative housing. **Answer Yes for this type of scenario.** | | | Yes No |
|  | **SCHEDULING FORMAT and CURRICULUM MODEL** |  | | |  |
| 3.1. | Indicate which one of the following most closely describes the program’s primary curriculum model: |  | | | Case-based;  Lifespan-based;  Problem-based;  Modified Problem-based; Systems-based;  Traditional |
| 3.1a. | Indicate whether the physical therapy program curriculum design involves more than one curricular model. | Hybrid: The curriculum is designed as a combination of two or more of the curriculum models listed in question 3.1 | | | Yes No |
| 3.1b. | Secondary curricular model(s) applied to the physical therapy curriculum. | If the program’s response to question 3.1a. was yes, select up to two secondary curricular models used in the program’s curricular design. | | | Case-based;  Lifespan-based;  Problem-based;  Modified Problem-based;  Systems-based;  Traditional |
| 3.1c Mode of Delivery | Indicate the primary mode by which the program delivers its curriculum. The mode of delivery selected should best describe how the program’s curriculum is taught. | * **Face-to face**: The primary mode of instruction occurs in-person where faculty have direct contact with students. * **Distance Education**: Education that uses one or more of the technologies listed in items (a) through (d) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:   + The internet.   + One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices.   + Audioconferencing.   + Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (a) through (c). [CFR\_602.3] * **Online with limited in-person instruction:** A significant portion of the curriculum is delivered online through technology platforms combined with required bouts of in-person sessions. | | | Select one:  Face-to face  Distance Education  Online with limited in-person instruction |
|  | **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 technical/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 average annual tuition by taking total cost of tuition and divide by length of program in years.  For 1+1 programs this would be only the one year of professional phase tuition.  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-district or in-state student: | If not applicable, enter 0 (zero). | | | # |
| 4.1b. | Public institution, out-of-district or out-of-state student: | If not applicable, enter 0 (zero). | | | # |
| 4.1c. | Private institution: | If not applicable, enter 0 (zero). | | | # |
| 4.2. | Indicate the annual institutional fees for a full-time student enrolled in the technical/professional phase of 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. **Include health insurance even if the institution waives the cost for those students showing proof of other health insurance.**  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 technical/professional program. 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: Meals, housing, clinical education travel. | | | # |
| 4.4. | Indicate the total cost of the program for students who graduated or are scheduled to graduate in 2024: | INCLUDE: Tuition, fees, other program costs for the ENTIRE technical/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-district/in-state student (lowest rate): | Provide in-district or in-state tuition, whichever is lower. All others enter 0 (zero). | | | # |
| 4.4b. | Public institution, out-of-district/out-of-state student (highest rate): | Provide out-of-district or out-of-state tuition, whichever is higher. 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 PTA students? | Identify whether the institution offers financial assistance for which only PTA students are eligible. | | | Yes No |
| 4.5b. | Does the program/institution offer scholarships **specific** to PTA students? | Identify whether the program or the institution offers scholarships for which only PTA students are eligible | | | Yes No |
| 4.5c. | Does the program/institution offer federal work-study positions **specific** to PTA students? |  | | | Yes No |
| 4.6. | **STUDENT DEBT SUMMARY** | Answers to questions 4.6a, 4.6b, and 4.6c apply to students who graduated anytime from Sept. 1, 2023 to Aug. 31, 2024.  Indicate the average student debt for the students who graduated anytime from Sept. 1, 2023 to Aug. 31, 2024. 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 should write “No data provided due to less than 10 graduating students.”** | | |  |
| 4.6a. | Ten or less students who graduated or are expected to graduate between Jan. 1, 2024 to Dec. 31, 2024. | Programs enrolling ten or less students in this cohort should respond by indicating Yes | | | Yes No |
| 4.6b. | Indicate the average student educational debt accumulated during the PTA program for students who graduated or are expected to graduate between Jan. 1, 2024 to Dec. 31, 2024. This is debt from attendance in the PTA program | Programs enrolling ten or less students in this cohort should respond by indicating  "0" zero. | | | Yes or # |
| 4.6c. | Indicate the average total student educational debt upon PTA program graduation for students who graduated or are expected to graduate between Jan. 1, 2024 to Dec. 31, 2024. | 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 PTA students graduating or expected to graduate between Jan. 1, 2024 to Dec. 31, 2024.  e.g. Average total higher education debt upon graduation. This includes federal loan debt for all post-secondary education, including the DPT program. | | | Yes or # |
|  | **PROGRAM BUDGET** | **Program responses should reflect finances related to the program’s fiscal year.** | | |  |
| 5.1. | Is this an AAR for an expansion program? | If no, answer No for 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 years in the total program budgeted salary expenses (excluding benefits)? | Respond yes if either situation has occurred in the question 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 (2022, 2023, 2024), 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-year 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 (2022, 2023, 2024), 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 academic year that began in 2024 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 the academic year starting in 2024 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 include faculty and staff salary expenses.** | | |  |
|  | **PROGAM LEADERSHIP AND SPACE ALLOCATION** |  | | |  |
|  | **PROGRAM DIRECTOR QUALIFIERS** |  | | |  |
| 6.1. | Does the Program Director have a minimum of a master’s degree? |  | | | Yes No |
| 6.2. | Does the Program Director have a current license/certification to practice as a PT or PTA in any US jurisdiction? |  | | | Yes No |
| 6.2a. | Does the Program Director have a minimum of five years (or equivalent), full-time, post licensure experience that includes a minimum of three years (or equivalent) of full-time clinical experience? |  | | | Yes No |
| 6.2b. | Does the Program Director have didactic and/or clinical teaching experience? |  | | | Yes No |
| 6.2c. | Does the Program Director have experience in administration/management? |  | | | Yes No |
| 6.3a. | Does the Program Director have coursework in educational theory and methodology, instructional design, student evaluation and outcome assessment, equivalent to nine credits of coursework in these educational foundations? |  | | | Yes No |
| 6.3b. | If any answer in section 6 is no, list the question number(s) and describe the process(es) and timeline to come into compliance. | If all answers in section 6 are YES, write N/A. | | |  |
|  | **SPACE ALLOCATION** |  | | |  |
| 7.1. | Square Footage: |  | | |  |
| 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. If no, select No Perceivable Impact |  | | | Highly Beneficial;  Slightly Beneficial;  No Perceivable Impact;  Slightly Adverse;  Extremely Adverse |
| 7.1c. | If Yes, indicate the current square footage and previous square footage. If No, write N/A. |  | | |  |
|  | **CLINICAL EDUCATION** | 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 2023 unless otherwise specified, **regardless of the reason.** | | |  |
| 8.1. | Number of active clinical education sites with which the program had a clinical education agreement as of September 1 of this calendar year: September 1, 2024 |  | | | # |
| 8.1a | Number of clinical sites where students were placed. | Indicate the number of clinical sites where at least one of the program’s students experienced clinical education between Jan. 1, 2024 and Dec. 31, 2024. | | | # |
| 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 between Jan. 1, 2024 and Dec. 31, 2024? | IF no, go to question 9.0. | | | Yes No |
| 8.3a. | If you answered No to question 8.3, explain why students were not placed in clinical education experiences in 2023. | If no, explain why in question 8.3a and enter “0” zero for questions 8.4 and 8.5.  If answered Yes, write N/A. | | |  |
| 8.4. | Of the clinical instructors who worked with your students between Jan. 1, 2024 and Dec. 31, 2024?, 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 between Jan. 1, 2024 and Dec. 31, 2024, 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 Jan. 1, 2024)…: | **If response to 8.3 was No that no students were placed in clinical education experiences during 2024, 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? |  | | | Yes No |
| 8.6b. | Have students been placed in clinical sites for which they have not received prior didactic instruction regardless of part time or full-time assignment? |  | | | 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? |  | | | Yes No |
| 8.6d. | Have any students been assigned a clinical instructor of record who is not a PT or PTA 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 8.6a-8.6e question, identify the question # and provide specific information regarding 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** | 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 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. | | |  |
| 9.1. | According to CAPTE data your program matriculates a new cohort of students in the TECHNICAL/PROFESSIONAL PHASE OF THE PROGRAM for the following number of times within a calendar year. **If number is incorrect, please contact accreditation staff.**  [**sharanzirges@apta.org**](mailto:sharanzirges@apta.org) **or** [**teresaemmons@apta.org**](mailto:teresaemmons@apta.org) | See Definitions Section for the definition of cohort. | | | Verify the number of cohorts # |
| 9.2. | You will provide answer for 9.2 on the matriculating cohort page!  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 accreditation staff for further instructions.  [**sharanzirges@apta.org**](mailto:sharanzirges@apta.org) **or** [**teresaemmons@apta.org**](mailto:teresaemmons@apta.org) | Your response to Question 9.1 will be used to validate the number of cohorts for which a response will be required. (for a matriculation date in January, you should put 01).  **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 any cohort admitted in 2024 exceeded the CAPTE set class size by 10% or more? |  | | | 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.** | Indicate whether your program admits a cohort every year or every other year. | Select whether you admit a cohort each year or every other year. | | | Select one:  Every year  Every other year |
| **9.4a.** | Indicate if your program withheld a cohort in 2023 or 2024, or both. If so, provide your reason for withholding a cohort. | If a cohort was withheld in 2023 or 2024, provide a reason why.  If your program did not withhold a cohort in 2023 or 2024 answer N/A. | | |  |
|  | **MATRICULATING COHORTS** | 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 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) | | |  |
| 10. | For the class of students admitted into the technical/professional phase of the program in 2024, indicate the following: | This pertains to questions 10.1-10A.1d. | | |  |
| 10.1. | Number of applicants | Indicate the total number of applicants. | | | # |
| 10.2. | 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. | | | # |
| 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 technical/professional phase of the program: | Include only new students. | | | # |
| 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. | If No, write N/A: | | | Yes No N/A |
| 10.5a. | If yes, indicate the impact of the change on the program. | If no, write N/A. | | | Yes No 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 yes, provide an explanation. If No, write N/A. | | |  |
| 10A.1. | For the class of students initially enrolled in the TECHNICAL/PROFESSIONAL PHASE of the program in 2024, indicate the following: | Note: Enter zero (0) if none for any item, including if no cohort was admitted in 2024. | | |  |
| 10A.1a. | Enter the number of minority students who enrolled in the technical/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 | | | # |
| 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 technical/professional phase of the program: | If you use a different grading scale, please convert to the 4.0 scale. Programs may enter whole number or number to two decimal places. (ex. 4; 3.15)  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. | | | # |
| 10A.1c. | Average prerequisite GPA (on a 4.0 scale) of new students who enrolled in the technical/professional phase of the program: | If you use a different grading scale, please convert to the 4.0 scale. Programs may enter whole number or number to two decimal places. (ex. 4; 3.15)  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. | | | # |
| 10A.1d. | Average age of new students (Q10.4) who enrolled in the technical/professional phase of the program: | If you use a different grading scale, please convert to the 4.0 scale. Programs may enter whole number or number to two decimal places. (ex. 4; 3.15)  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. | | | # |
|  | **APPLICANT ADMISSION INFORMATION STATISTICS – ENROLLMENT BY CLASS/GENDER** |  | | |  |
|  | **ENROLLMENT INFORMATION AS OF OCTOBER 1, 2024**  A response will be required for each item; therefore, enter zero (0) if none for any item. | FOR ALL ENROLLMENT QUESTIONS:  INCLUDE: All students enrolled in the technical/professional phase of the program. If there are multiple cohorts admitted in a year, include all cohorts. Must only use freshman and sophomore fields.  Data for expansion programs are entered in Expansion Program AAR.  Application Admission Information Statistics – enrollment by class/gender. Total Students need to match Student - Enrollment by Ethnicity and Student. | | | # |
|  |  |  | | |  |
| 11.1. | Indicate the enrollment as of October 1, 2024 for each class of students IN THE TECHNICAL/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:  **GRAND TOTAL Q 11.1 MUST EQUAL TOTAL FOR Q 11.2**  **Click ‘Save’ then ‘Back’ to return to the previous page.** |  | **Men** | **Women** | **Other/Choose not to Answer** |
| Freshman |  |  |  |
| Sophomore |  |  |  |
| Total |  |  |  |
| **Grand Total** |  | |  |
|  | **APPLICANT ADMISSION INFORMATION STATISTICS – ENROLLMENT BY ETHNICITY** | Application Admission Information Statistics - Enrollment by Ethnicity. Total Students need to match Student - Enrollment by Class/Gender (previous page). | | |  |
| 11.2. | Indicate the total number of students enrolled IN THE TECHNICAL/PROFESSIONAL PHASE OF THE PROGRAM (as of October 1, 2024) who are of the following race or ethnic origin:  **GRAND TOTAL Q 11.1 MUST EQUAL TOTAL FOR Q 11.2**  **Click ‘Save’ then ‘Back’ to return to the previous page.** | 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** | | |  |
|  | **APPLICANT ADMISSIONS and PROGRAM GRADUATES** | Provide the data for expansion programs in the separate Expansion Program AAR. | | |  |
| 11.3. | Indicate the total number of students enrolled IN THE TECHNICAL/PROFESSIONAL PHASE OF THE PROGRAM (as of October 1, 2024) who, upon entering the program, held the following highest earned degree: |  | | |  |
| 11.3a. | Baccalaureate degree |  | | | # |
| 11.3b. | Master’s degree |  | | | # |
| 11.3c. | Doctoral degree |  | | | # |
|  | For the class graduating in the 2024, indicate the following: | Enter “0”zero 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 2024. | This number must equal the total for the next question. | | | # |
|  | **PROGRAM GRADUATE STATISTICS – BY ETHNICITY** |  | | |  |
| 12.2. | Number of students who graduated or are expected to graduate in 2024 who are of the following race or ethnic origin: | 12.2 Hispanic/Latino of any race | | | # |
| 12.2 American Indian/Alaskan Native | | | # |
| 12.2 Asian | | | # |
| 12.2 Black or African-American | | | # |
| 12.2 Native Hawaiian or other Pacific Islander | | | # |
| 12.2 White | | | # |
| 12.2 Two or more races | | | # |
| 12.2 Unknown | | | # |
| **TOTAL** (This number will auto-calculate on Portal grid; total must equal number of grads in 12.1) | | | Auto calculate |
|  | **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 2022 and 2023. If complete data is available for 2024, 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 being reported? | 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 one 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 the 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 and were still enrolled AFTER DROP/ADD. **NEW STUDENTS ONLY—DO NOT COUNT RE-ENTRY/DECELERATED STUDENTS** | | | # |
|  | NUMBER OF STUDENTS IN ORIGINAL COHORT WHO GRADUATED IN CALENDAR YEAR 2024: | This 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: | This 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. | Examples of non-academic or non-clinical expectations.  Died/Severely Disabled/Active Military Duty/Health/Family Issues/Other not related to academic or clinical deficit | | | # |
| G1.6. | GRADUATION RATE | The Portal will Auto calculate and display the percentage in the Graduation Rate Grid | | | Auto calculate |
|  | **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 to:  [sharanzirges@apta.org](mailto:sharanzirges@apta.org) and [teresaemmons@apta.org](mailto:teresaemmons@apta.org). | | |  |
| 14.1. | Did the program have graduates in calendar year 2023? | **Candidacy programs respond N/A.** | | | Yes No N/A |
| 14.2. | If yes, what percentage of those who graduated in 2023 and who sought employment in physical therapy (full-time or part-time) were employed within 1 year following graduation? | Enter as whole numbers (i.e., “25”, not “0.25”); **do NOT enter a % sign.**  **Candidacy programs respond “0” zero.**  **Include all students who sought employment regardless of licensure status.** | | | # or No |
| 14.3. | What data is used to determine employment rate (for example, graduate surveys, exit interviews, phone or email communication)? | **Candidacy programs respond N/A** | | | # or 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 | | | |  |
|  | **CORE FACULTY 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 academic coordinator of clinical education (ACCE)/ 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 physical therapist assistants and may include others with expertise to meet specific curricular needs. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty may hold tenured, tenure track, or non-tenure track positions. | | |  |
| 15.1. | Regarding the core faculty allocation for **2024**: |  | | |  |
| 15.1a. | Total number of FULL-TIME core faculty positions allocated (budgeted) to the program filled by a PT/PTA: | 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 filled by a PT/PTA: | INCLUDE: Part-time positions that are currently filled or are currently vacant or filled with temporary personnel. (Most part-time faculty will be considered associated faculty and should be reported in a later question.) | | |  |
| 15.1c. | Total number of Non-PT/PTA FULL-TIME positions allocated (budgeted) to the program | 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 Non-PT/PTA PART-TIME positions allocated (budgeted) to the program | INCLUDE: Part-time positions that are currently filled OR are currently vacant OR filled with temporary personnel. (Most part-time faculty will be considered associated 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 PTA content hold an active, unrestricted PT or PTA 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 Practice Act for PT or PTA licensure. | | | Yes No |
| 15.2. | Regarding vacancies (2024) in currently allocated faculty positions: |  | | |  |
| 15.2a. | Number of vacancies (2024) in currently allocated core faculty positions: | Include the program director 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. If No, select No Perceivable Impact. |  | | | 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. If No, select No Perceivable Impact. |  | | | 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 year (2022, 2023, 2024). 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 Program Director |  | | | Yes No |
| 15.2i. | Is the position of ACCE/DCE currently vacant or occupied by an interim or acting ACCE/DCE? |  | | | Yes No |
|  | **TURNOVER, PROJECTED VACANCIES AND FACULTY TO STUDENT RATIOS** |  | | |  |
|  | **FACULTY TURNOVER** |  | | |  |
| 15.2j. | **Faculty Turnover**: What percent (%) of core faculty positions have turned over since October 2023? | 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 2024, provide the number of vacancies in currently allocated (budgeted) core faculty positions: | Include the program director and ACCE/DCE if applicable. | | | # |
| 15.3b. | For 2024, provide the number of 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 2024? |  | | | Yes No  Don’t know |
| 15.3d. | Is the position of ACCE/DCE projected to be vacant at the end of 2024? |  | | | 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 ALL students enrolled in the technical/professional phase of the program (regardless of the number of cohorts; include decelerating and re-entry students). Portal will allow response to include a decimal. Do not include a percent sign.  Example: 2 faculty, 40 students, 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: 4 faculty, 40 students, the ratio is 1:10, enter 10. | | | # |
|  | **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 program resides or in other units of the institution, but who have primary responsibilities in programs other than the PTA program. | | |  |
| 15.5. | Regarding **associated faculty** for 2024: |  | | |  |
| 15.5a. | Number of associated faculty for 2024 who are involved in at least 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 2024? | 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 FTE Calculation Tables on page 5 of these instructions to determine the FTE calculation**. | | | # |
| 15.5c. | Number of other associated faculty for 2024 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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **GRANTS AND FEDERAL PROGRAMS** |  |  |
| 15.6 | Provide information in 15.6a-j on the program’s participation in any federally funded programs? | CAPTE collects the information in questions 15.6a-15.6j to determine the federal link between CAPTE programs and the U.S. Education Department |  |
| 15.6a. | Does your program currently receive Health Career Opportunities Grants? |  | Yes No |
| 15.6b. | Does your program currently receive Long-term Rehabilitation Training Grants? |  | Yes No |
| 15.6c. | Does your program currently receive Scholarships for Disadvantaged Students (SDS) funds from the Health Resources and Services Administration? |  | Yes No |
| 15.6d. | Does your program currently receive Individuals with Disabilities Education Improvement Act (IDEIA) Grants? |  | Yes No |
| 15.6e. | Does your program currently receive Research Enhancement Award Program (REAP) grant funding? |  | Yes No |
| 15.6f. | Name any other federally funded grant program in which your program receives funding and eligibility requires CAPTE accreditation. | Insert name of grant program |  |
| 15.6g. | Did your program apply for Scholarship for Disadvantaged Students (SDS) funds for the current cycle? |  | Yes No |
| 15.6h. | If response in 15.6g was yes, did your program receive SDS funds for the current cycle? If 15.6g was no, respond No |  | Yes No |
| 15.6i. | If response in 15.6g was no, was the primary reason your program did not apply for SDS funds because three other programs within your intuition received funds? If 15.6g was yes, respond No |  | Yes No |
| 15.6j. | Did your program apply for Health Career Opportunity Program (HCOP) funds in the current cycle? |  | Yes No |
| 15.7. | Minority Serving Status Information  Minority Serving Institution Status – | Section 15.7a-j focuses on DEI initiatives and student support services available to your students.  This information will help describe the most frequent types of student support 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. |  |
| 15.7a. | 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 “2023 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 2023 MSI Eligibility Matrix should select N/A | (Select all that apply.)  ANNH AANAPISI HIS NASNTI PBI HBCU TCU  N/A |
| 15.7b. | Does your institution acknowledge its identity as an MSI? | Programs not listed in the 2023 MSI Eligibility Matrix should select N/A | Yes No Don’t know |
| 15.7c. | Does your program acknowledge being housed at an MSI? Didn’t know we were identified as such? | Programs not listed in the 2023 MSI Eligibility Matrix should select N/A | Yes No Don’t know N/A |
| 15.7d. | 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 |
| 15.7e. | Indicate which of these student support services are available to your PTA 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 * Counseling * Career services. |
| 15.7f. | Indicate which of these student support services your PTA 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 |
| 15.7g. | List student support services your students frequently access at your institution other than those listed in 15.7e and 15.7f. | List the frequently used student support services.  If none, write NA. |  |
| 15.7h. | 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 NA. |  |
| 15.7i. | Indicate if your program offers any of following student support services specific to racial/ethnic minority PTA 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 43-46 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 from previous year submissions. Edit information for each faculty member. Delete faculty no longer employed in your program in 2023. Add new faculty not listed.**

**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 PTA is a clinical degree – and tPTA programs were designed to give an individual the knowledge and skills equivalent to the current entry-level PTA degree, the tPTA degree is being included in the *Entry Level PT Degree (clinical) category and NOT in the Highest Earned Academic Degree* category. Even if the tPTA 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 PTA or tPTA 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 this document (page 4).**
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 they request. CAPTE only publishes aggregate salary data. Salary data will be reported in the annual Fact Sheet for those categories that contain 10 or more responses. We encrypt salary data. Only accreditation staff see the raw salary data. We highly encourage faculty to enter the salary data.**

**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 same form for Core and 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 |
| Position | Chair/Director Other Faculty  Clin Ed Coordinator Chair/Director & Clin Ed Coordinator | Sex |  |
| # 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 | FTE (program) | Do not include teaching or administrative responsibilities outside entry-level program |
| Year of Birth | This is required. Response 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 PTA  2. Baccalaureate 7. Certificate + Transition PTA  3. Certificate 8. Masters + Transition PTA  4. Masters 9. Not Applicable  5. PTA  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. Technical/professional Doctorate (EdD, DrPH, DSc, etc.) (**NOT PTA or tPTA)**  4. Doctor of Philosophy  **5. Other (NOT PTA or tPTA)**  6. Not Applicable (please use this option if no degree higher than entry level degree or tPTA has been earned) |
| Discipline of Highest Earned Degree | Administration Medicine, Other Health Discipline  Anatomy Motor Learning  Education (adult ed, allied health, Neuroscience; Neuroanatomy  higher ed, higher ed admin, etc.) Pediatric PT; Special Ed  Ethics; Humanistic Studies Public Health  Ex Physiology; Ex Science; Sports Med Physical Therapy  Gerontology Physiology  Health Sciences; Allied Health Other  Kinesiology; Biomechanics; Pathokinesiology Not Applicable | Rank | Lecturer Administrative Appointment  Instructor Clinical Assistant Professor  Assistant Professor Clinical Associate Professor  Associate Professor Clinical Professor  Professor Other  Graduate Research/TA |
| Total Years as Core Faculty in Any Program | Portal will not accept decimal, use only whole numbers; if less than 1 year, enter 1. | Total Yrs as Core Faculty in Program | Portal will not accept decimal, use only whole numbers; if less than 1 year, enter 1. |
| Primary Area of Expertise Taught in Program  (choose one) | Administration/Management Neuroscience  Anatomy Pathology  Cardiopulmonary Pediatrics  Clinical Education Physiology  Clinical Medicine Technical/professional issues, including  Education communications, ethics  Psychosocial Aspects of Care Research  Electrotherapy/Modalities Therapeutic Exercise  Geriatrics Other  Integumentary None  Musculoskeletal  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,  Education ethics  Electrotherapy/Modalities Psychosocial Aspects of Care  Geriatrics Research  Integumentary Therapeutic Exercise  Musculoskeletal Other  Neuromuscular None |
| Enrolled in Degree Education | Yes, Baccalaureate Degree Yes, Masters Degree  Yes, in tPTA program Yes, in other Doctoral program  No  **If enrolled in a degree program, indicated expected date of degree attainment.** | 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 (for other reasons)  No Tenure Track |
| Workload distribution:  % Time: | % Teaching: Entry-level program % Other: Administration  % Service: Clinical Practice % Other: Scholarship  % Teaching: Other programs % Other: Enrolled in Degree Program (as part of workload)  % Service Committee Work, General Advising, etc.  Enter “0” zero (select this for associated faculty) | | |
| Faculty Member Email: | Provide the work email address.  CAPTE will use this email address to distribute CAPTE news to faculty members. | | |

|  | **COMPLIANCE QUESTIONS.**  **All programs that hold Candidacy status MUST answer all questions in this section. All accredited programs other than those holding Candidacy status, SELECT NO then click “Submit and Validate” to complete this section in the portal.** | 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. |
| --- | --- | --- |
|  | **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.** |  |