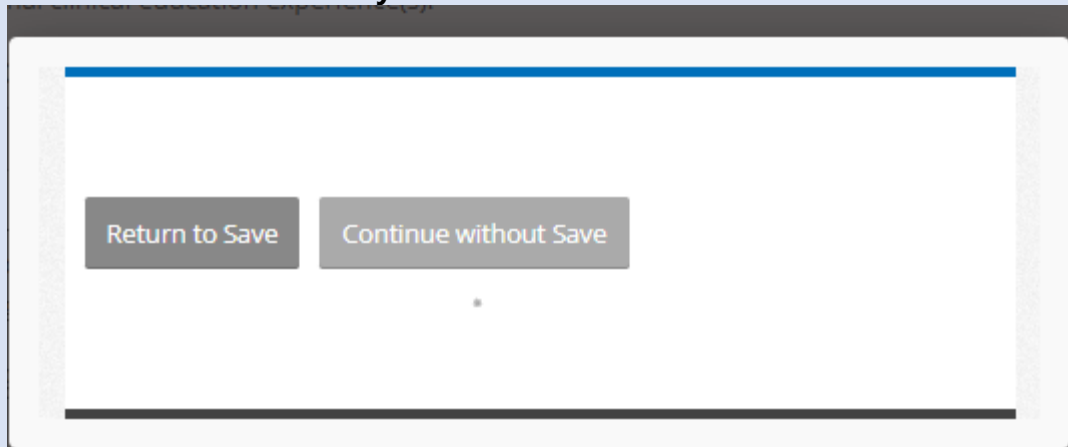


**Physical Therapist Education Programs
2025 ANNUAL ACCREDITATION REPORT Instructions**

**DUE DATE: December 1, 2025
Submit on CAPTE Accreditation Portal
(Instructions revised: July 2025)**

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 changed from 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:**
 - a. 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.

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

4. Key to Timeframe References:

Term:	Refers to:
This Year	This year refers to any event that begins or ends between January 1-December 31, 2025 Admission: Students admitted and enrolled in the program between Jan. 1 – Dec. 31, 2025. Total enrollment: All students enrolled in the program at the start of first cohort in 2025. Students who graduated in 2025. Budget that aligns with your fiscal year that started in 2025. Faculty and FTEs when the first cohort begins in 2025.
Class of YYYY	Graduating class for year indicated. For example, class of 2025 refers to the class that graduated in 2025.

UNLESS OTHERWISE INSTRUCTED, ALL RESPONSES TO THE FOLLOWING QUESTIONS SHOULD REFLECT THE PROGRAM EXPERIENCED BY STUDENTS THAT HAVE GRADUATED OR WILL GRADUATE DURING THE 2025 CALENDAR YEAR. IF THERE ARE NO GRADUATES THIS CALENDAR YEAR, RESPONSES SHOULD REFLECT THE PROGRAM TO BE EXPERIENCED BY CURRENTLY ENROLLED STUDENTS.

- 5. For programs with multiple cohorts:** Responses should reflect aggregate data for all cohorts, unless otherwise directed.
- 6. 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.
- 7. Technical questions** about the use of the Portal should be sent to: accreditation@apta.org
- 8. 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.
- 9. A signature page is NOT required.**

Glossary

Admitted Student:

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

Associated Faculty:

Associated Faculty are those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty (ie clinical instructors). The associated faculty may include individuals with full-time appointments in the unit

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

Curriculum Models:

- **Case-Based:** The curriculum utilizes patient cases as unifying themes throughout the curriculum.
- **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.
- **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 in-person instruction:** A significant portion of the curriculum is delivered online through technology platforms combined with required bouts of in-person sessions.

Decelerated Student:

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

Enrolled Student:

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

Non-Academic Reasons:

A basis for making a decision that is not related to school or one's formal education (examples: a student experiencing a personal illness or becoming a 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 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>Part-Time Appointments</u>	FTE
Calculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution.	
Half time for 12 months	0.67
Half-time for 9 months	0.5 (1.00 x 0.5)
One course in a semester	.15 (0.5 x 0.3)

Part 1: Vital Statistics/General Information

Question #	PT Questions	Instructions	Options
	CONFIRMATION OF CONTACT AND OTHER INFORMATION		
1.1. Slide 3	<p>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.</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 CAPTE Rules of Practice and Procedure.</p> <div> <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 ONE Direct Program Phone Number] or email [INSERT ONE Direct Program Email Address].</p> </div> <p>Please refer to Part 8 of the CAPTE Rules of Practice and Procedure or 8.21(a)(3) of the Rules of Practice and Procedure for the required statement if a program is on probation.</p> <p>All programs with the status of Candidate for Accreditation are required to use the following statement in its entirety; this statement is found in Part 7.22 of the CAPTE Rules of Practice and Procedure.</p> <div> <p>Effective (insert date), (insert Name of Program/Institution) has been granted Candidate for Accreditation status by the</p> </div>	<p>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.</p> <p>Once a program is granted Candidate for Accreditation status, the institution/program MUST indicate such on its website and in publications, recruitment</p>

Question #	PT Questions	Instructions	Options
		<p>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. If needing to contact the program/institution directly, please call [INSERT Direct Program Phone Number] or email [INSERT Direct Program Email Address].</p> <p>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.</p> <p>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.</p>	<p>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.</p>

Question #	PT Questions	Instructions	Options
1.1b. Slide 3	<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>	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. Slide 3	<p>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.</p>	<p>The Student Financial Fact Sheet posted by the program should reflect the program experienced by students between Jan. 1, 2025 – Dec. 31, 2025. See blank Student Financial Fact Sheet and instructions on the CAPTE Faculty Resource Page.</p>	
1.1d. Slide 3	<p>Verify the following URL is correct and points directly to the program's web posting of graduation, licensure, and employment rates. If not, replace or add correct URL.</p> <p>Candidacy programs, write www.n/a.com</p>	<p>CAPTE expects accurate outcome data to be posted and that the URL provided is a direct link to this information.</p> <p>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).</p> <p>Outcome data must be no more than one (1) click from the program home page.</p> <p>Programs with Candidacy status should respond to this question by writing www.n/a.com</p>	Yes No N/A

Question #	PT Questions	Instructions	Options
1.2. Slide 3	Is the information on the program's contact info page on the CAPTE Portal correct? If NO, submit a notification through the CAPTE portal .	If not accurate, submit corrections in the CAPTE portal .	Yes No
1.2a. Slide 3	Select the key codes that apply to your program. Uncheck any key code that no longer applies.	(A1) Program has multiple matriculation dates [A2] Program offers early assurance admission (A3) Program accepts credit for military experience (A4) Program requires Bachelor's degree for admission (A5) Majority of courses are offered in a distance education/online format (A6) Program is designed for PTAs to become PTs (D1) Program culminates in academic Associate degree (e.g., AA, AS) (D2) Program culminates in occupational Associate degree (e.g., AAS, AOS) (D6) Program has option of DPT combined with other degree (e.g., MBA, PhD) (E1) Program is offered at multiple sites (E5) Institution offers both PT and PTA programs (F1) Program is offered in full-time day format (F2) Program is offered in full-time evening format (F3) Program is offered in week-end format (F4) Program is offered in part-time day format (F5) Program is offered in part-time evening format (F6) Program is offered in a language other than English	

Question #	PT Questions	Instructions	Options
		(PR) Private not-for-profit institution (PRP) Private for-profit institution (PU) Public	
	DEGREE TO BE AWARDED, PROGRAM LENGTH, AND CURRICULUM MODEL		
	DEGREE TO BE AWARDED:		
1.3. Slide 4	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 2025	Yes No
1.4. Slide 4	Indicate when the graduating Class of 2025 graduated or is scheduled to graduate.	If there are no graduates in 2025, indicate the date when students normally graduate. Programs with MULTIPLE ADMISSION DATES: Enter the date the first group of students graduated or will graduate in 2025. For programs with Candidacy Status enter the planned graduation date for your first cohort.	MM/DD/YYYY
1.4a. Slide 4	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 <u>other than</u> 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. Slide 4	FOR PROGRAMS WITH CANDIDACY STATUS: Has the start date of the penultimate term for the first graduating class that you entered on	Candidacy programs respond Yes or No. All other programs write N/A.	Yes No N/A

Question #	PT Questions	Instructions	Options
	your Application for Candidacy changed? If Yes, enter the new date.	Candidacy programs responding Yes , identify the new start date and end date of the penultimate term for the first graduating class.	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 IN THE CALENDAR YEAR 2025. IF THERE ARE NO GRADUATES IN THE 2025 CALENDAR YEAR, RESPONSES SHOULD REFLECT THE PROGRAM TO BE EXPERIENCED BY CURRENTLY ENROLLED STUDENTS.	This Year refers to the <u>calendar year 2025</u>	
	PROGRAM LENGTH:	Program responses should reflect business as usual. The AAR should represent business as usual.	

Question #	PT Questions	Instructions	Options
2.1. Slide 5	Overall format (pre-professional years + professional years) of the program:	Pre-professional years are those in which the student obtains general education and prerequisite courses. Professional years are those devoted to the professional phase of the program. When the curricular format is slightly different than the options provided, pick the closest option. Programs with FIRST YEAR UNDERGRADUATE ADMISSION should determine the distribution of years as follows: include as professional time those terms in which the student takes one or more professional courses; all other time should be considered pre-professional.	
2.1a. Slide 5	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. Slide 5	Does the program have an alternative format?		Yes No
2.1c. Slide 5	If yes, what is the alternative format?	If there are multiple alternative formats, enter the most prevalent alternate format experienced. Select N/A if you selected 'No' in 2.1b	3+2.5-2.8, 3+3, 3+3.5-3.8, 3+4, 4+2, 4+2.5/2.8, 4+3, 4+3.5/3.8, 4+4
2.1d. Slide 5	If yes, what percent of students graduating in the 2025 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,	#

Question #	PT Questions	Instructions	Options
		enter the total % of students who enrolled in all alternate format options.	
2.2. Slide 6	The institutional academic calendar is based on:	<p>Semesters = calendar system with 2 semesters during academic year with about 16 weeks for each semester of instruction; may have additional summer term.</p> <p>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.</p> <p>Trimesters = calendar system with 3 terms of about 15 weeks each.</p> <p>Term = calendar system with 2 terms of 7-8 weeks within a 16 week period.</p>	Quarter Semester Trimester Term
2.3. Slide 6	Number of terms (semesters, quarters, trimesters) required for completion of the PROFESSIONAL PHASE of the program:	<p>INCLUDE all terms required for the typical student to complete professional education courses required in the degree plan.</p> <p>Identify the length of the program in semesters</p> <p>Programs that deliver the program in modules or other non-traditional formats should report the length of the program in semesters</p> <p>Response must be a valid number.</p>	#
2.4. Slide 6	Total length (in weeks) of the professional component of the program:	<p>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.</p>	Example: Year 1 = Fall: 16 weeks, Spring: 16 weeks, Summer: 12 weeks Year 2 = Fall: 16 weeks, Spring: 16 weeks, Summer: 12 weeks

Question #	PT Questions	Instructions	Options
			Year 3= Fall: 16 weeks Total program = 104 weeks
2.5. Slide 7	Number of CREDITS required for completion of the program:	<p>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.</p> <p>Quarter credit conversion: 180 quarter credits divided by 1.5 equals 120 semester credits. 180/1.5=120</p> <p>Response must be a valid whole number.</p>	#
2.5a. Slide 7	Pre-professional phase: For programs with two routes of entry select the one that the majority of students follow.	<p>If your program requires a baccalaureate degree at admission, enter 120 credits.</p> <p>Otherwise, enter the number of credits required prior to entry into the program including general education, prerequisite courses, and electives, if any. Convert quarter or term credits to semester credits.</p>	#
2.5b. Slide 7	Professional phase: Classroom/Laboratory courses (including independent study courses, 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.	#
2.5c. Slide 7	Professional phase: 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.	#
2.6. Slide 7	Length of full-time Clinical Education (answered in 2.6a and 2.6b)		

Question #	PT Questions	Instructions	Options
2.6a. Slide 7	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. Slide 7	Length (in weeks) of the terminal clinical education experience(s): Total number of weeks spent in final clinical experience (even if more than two terms)	INCLUDE: ALL experiences that occur at, or near, the end of the curriculum, regardless of number of sites to which students are assigned or number of courses included in the final clinical education series. For example, students complete three 8-week clinical experiences near the end of the curriculum and then return to campus for a final course, complete exit surveys and take a comprehensive exam. In this case, the NUMBER OF WEEKS IN THE FINAL clinical education experience is 24 weeks. Note: Portal requires any number to be entered in the following format 0.00, or system will not save the page. (examples: 0.95, 1.00)	#
2.6c. Slide 7	Does this program have a requirement for all students to complete at least one clinical education experience for which the students would be required to seek alternative housing or travel accommodations to attend. Alternative housing or travel accommodations are those other than the student's housing during other parts of the professional program.	Indicate if alternative housing or travel accommodations are required for clinical education experiences	Yes No

Question #	PT Questions	Instructions	Options
	SCHEDULING FORMAT and CURRICULUM MODEL		
3.1. Slide 8	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. Slide 8	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. Slide 8	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

Question #	PT Questions	Instructions	Options
3.1c Mode of Delivery Slide 9	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.	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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 scheduled 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 scheduled in-person instruction
	COST TO STUDENT	Enter number, do not include \$ sign.	

Question #	PT Questions	Instructions	Options
4.1. Slide 11	Indicate the average ANNUAL TUITION (excluding fees) for a full-time student enrolled in the professional phase of the program. Enter 0 if not applicable:	<p>Provide average costs for the cohort that has or is expected to graduate this calendar year. This calendar year refers to 2025.</p> <p>Do not enter average total tuition costs for the program; only provide the average annual tuition for the cohort that has or is expected to graduate this calendar year. (Determine annual tuition by taking total cost of tuition and dividing by length of program (in years)).</p> <p>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.</p>	#
4.1a. Slide 11	Public institution, in-state student:	Programs housed in public institutions should enter annual tuition costs for in-state students. All others enter 0 (zero).	#
4.1b. Slide 11	Public institution, out-of-state student:	Programs housed in public institutions should enter annual tuition costs for out-of-state students. All others enter 0 (zero).	#
4.1c. Slide 11	Private institution:	Programs housed in private institutions should enter annual tuition costs. All others enter 0 (zero).	#
4.2. Slide 11	Indicate the annual institutional fees for a full-time student enrolled in the program:	INCLUDE: General institutional fees (health insurance, recreation, etc.). If applicable, use fees for in-state students. If costs are different for each year of the program, provide the average annual costs related to the cohort that has or is expected to graduate this calendar	#

Question #	PT Questions	Instructions	Options
		<p>year. Include health insurance even if the institution waives this cost for those students showing proof of other health insurance.</p> <p>DO NOT INCLUDE: Program specific fees, laboratory fees. Enter 0 (zero) if appropriate.</p>	
4.3. Slide 11	Indicate the 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>	#

Question #	PT Questions	Instructions	Options																																								
4.4. Slide 11	Indicate the total cost of the program for students who graduated or are scheduled to graduate in 2025.	<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><tr><th>Term</th><th>Tuition</th><th>General Fees</th><th>Program-related Expenses</th><th>Total</th></tr><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></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	
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. Slide 11	Public institution, in-state student:	Programs housed in public institutions should enter total costs for in-state students. All others enter 0 (zero).	#																																								
4.4b. Slide 11	Public institution, out-of-state student:	Programs housed in public institutions should enter total costs for out-of-state students. All others enter 0 (zero).	#																																								

Question #	PT Questions	Instructions	Options
4.4c. Slide 11	Private institution:	Programs housed in private institutions should enter total costs. All others enter 0 (zero).	#
4.5.	Financial Assistance to Students		
4.5a. Slide 12	Does the institution offer <u>financial assistance</u> specific to DPT students?	Identify whether the institution offers financial assistance for which only DPT students are eligible.	Yes No
4.5b. Slide 12	Does the program/institution offer <u>scholarships</u> specific to DPT students?	Identify whether the program or the institution offer scholarships for which only DPT students are eligible	Yes No
4.5c. Slide 12	Does the program offer graduate assistantships specific to DPT students?		Yes No
4.6. Slide 12	STUDENT DEBT SUMMARY	<p>Answers to questions 4.6a, 4.6b, and 4.6c apply to students who graduated anytime from Sept. 1, 2024 to Aug. 31, 2025.</p> <p>Indicate the average student debt for the students who graduated anytime from Sept. 1, 2024 to Aug. 31, 2025. Programs may want to exclude outliers.</p> <p>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.</p> <p>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."</p> <p>CAPTE recommends using data reported to the National Student Loan Data System at https://nsldsfp.ed.gov/login.</p>	

Question #	PT Questions	Instructions	Options
4.6a. Slide 12	Ten or less students graduated or are expected to graduate between Jan. 1, 2025 and Dec. 31, 2025.	Programs enrolling ten or less students in this cohort should respond by indicating Yes	Yes No
4.6b. Slide 12	Indicate the average student debt from DPT program attendance for students who graduated or are expected to graduate between Jan. 1, 2025 and Dec. 31, 2025.	Programs enrolling ten or less students in this cohort should respond by indicating "0" zero.	
4.6c. Slide 12	Indicate the average total student higher education debt upon DPT program graduation for students who graduated or are expected to graduate between Jan. 1, 2025 and Dec. 31, 2025.	<p>Programs enrolling ten or less students in this cohort should respond by indicating "0" zero.</p> <p>The response here is to be the average overall debt held by all DPT students graduating or expected to graduate between Jan. 1, 2025 and Dec. 31, 2025. Overall debt includes loan balance from undergraduate and graduate education.</p> <p>e.g. Average total higher education debt upon graduation. This includes federal loan debt for all post-secondary education (undergraduate and graduate), including the DPT program.</p>	
	PROGRAM BUDGET		
5.1. Slide 14	Is this an AAR for an expansion program?	If no, respond No to question 5.1a.	Yes No
5.1a. Slide 14	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. Slide 14	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)?	<i>Respond "yes" if either situation has occurred.</i>	Yes No

Question #	PT Questions	Instructions	Options
5.2b. Slide 14	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. Slide 14	If yes to 5.2a, list the budgeted amounts for the last 3 years (2023, 2024, 2025), 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. Slide 14	Has there been a decrease of 10% or more in the past year or 25% or more in the past three years in the total program budgeted operating expenses (excluding salary and benefits)?	INCLUDE all budgeted expenses related to the program (overhead, equipment, travel, compensation for associated faculty, etc.), other than salary and benefits.	Yes No
5.3b. Slide 14	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. Slide 14	If yes to 5.3a, list the budgeted amounts for the last 3 years (2023, 2024, 2025), 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. Slide 14	Total budgeted core faculty and staff salary expenses for the academic year that began in 2025 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.	\$

Question #	PT Questions	Instructions	Options
5.5. Slide 14	Total budgeted operating expenses for the academic year starting in 2025 year, excluding core faculty and staff salary and benefits:	<p>INCLUDE all budgeted expenses related to the program (overhead, equipment, travel, compensation for associated faculty, etc.), other than salary and benefits.</p> <p>Only candidacy programs should include faculty and staff salary expenses.</p>	
	50/50 FACULTY RULE		
6.1. Slide 15	What is the number of full-time or part-time CORE faculty who have an academic doctoral degree?	<p>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.</p> <p>Definition adapted from IPED definition found at https://nces.ed.gov/programs/raceindicators/glossary.asp last accessed 7/21/2025.</p>	#
6.1a Slide 15	What number of full-time or part-time CORE faculty are enrolled in an academic doctoral degree program?		
6.2. Slide 15	What is the total number of full-time or part-time CORE faculty?		#
6.2a. Slide 15	The percentage of full-time or part-time CORE faculty that have an academic doctoral degree:	# core faculty with doctoral degree/# total core faculty.	#
6.2b. Slide 15	<p>If percentage is below 50%, describe process(es) and timeline for coming into compliance.</p> <p>If percentage is equal to or greater than 50%, enter N/A.</p>		
	SPACE ALLOCATION		

Question #	PT Questions	Instructions	Options
7.1a. Slide 16	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. Slide 16	If yes, indicate the impact of the change on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
7.1c. Slide 16	If Yes, indicate the current square footage and previous square footage. If No, write N/A.		
	CLINICAL EDUCATION INFORMATION	The following questions refer to clinical education sites, not the number of slots available or used by the program. Include sites that provide both part-time and full-time experiences. When calculating clinical education sites for corporate clinical education agreements where there is the potential to utilize multiple sites, include only the clinical education sites typically used by the program and NOT the total number of all possible clinical education sites. Provide information for the 2022 calendar year, regardless of the reason.	
8.1.	Number of active clinical education sites with which the program had a clinical education agreement as of September 1, 2025:		#
8.1a Slide 17	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, 2025 and Dec. 31, 2025.	#
8.2. Slide 17	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

Question #	PT Questions	Instructions	Options
8.2a. Slide 17	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. Slide 17	Were students placed in clinical education experiences between Jan. 1, 2025 and Dec. 31, 2025?	If answer is No, enter 0 "zero" for question 8.4 and 8.5, select No for questions 8.6a. through 8.6e.	Yes No
8.3a. Slide 17	If you answered No to 8.3 explain why students were not placed in clinical education experiences.	If answered Yes to 8.3, write N/A.	
8.4. Slide 17	Of the clinical instructors who worked with your students between Jan. 1, 2025 and Dec. 31, 2025?, what percent (%) were Credentialed Clinical Instructors?	<p>Include any formal credentialing program. Enter percentage as whole number (i.e., "25", not "0.25").</p> <p>Do Not Enter % Sign</p> <p>If answer is No, enter 0 "zero" for question 8.4 and 8.5</p> <p>Candidacy programs with no students in clinical education yet should insert zero (0).</p>	#
8.5. Slide 17	Of the clinical instructors who worked with your students between Jan. 1, 2025 and Dec. 31, 2025, what percent (%) held some type of certification of advanced clinical skill (e.g., ABPTS, FAAOMPT, other; but not first aid/CPR)?	<p>Enter percentage as whole number (i.e., "25", not 0.25").</p> <p>Do Not Enter % Sign</p> <p>If answer is No, enter 0 "zero" for question 8.4 and 8.5</p> <p>Candidacy programs with no students in clinical education yet should insert zero (0).</p>	#
8.6. Slide 17	Since Jan. 1, 2025.....	If answer was No to 8.3, select No for questions 8.6a. through 8.6e.	
8.6a. Slide 17	Are you experiencing difficulty in maintaining access to sufficient part-time and/or full-time clinical education sites for student placements?	If answer was No to 8.3, select No for questions 8.6a. through 8.6e.	Yes No

Question #	PT Questions	Instructions	Options
8.6b. Slide 17	Have students been placed in clinical sites for which they have not had prior didactic instruction regardless of part-time or full-time assignment?	If answer was No to 8.3, select No for questions 8.6a. through 8.6e.	Yes No
8.6c. Slide 17	Have any students had a clinical instructor who has had less than one year of clinical experience regardless of part-time or full-time assignment?	If answer was No to 8.3, select No for questions 8.6a. through 8.6e.	Yes No
8.6d. Slide 17	Have any students been assigned a clinical instructor of record who is not a PT regardless of part-time or full-time assignment?	If answer was No to 8.3, select No for questions 8.6a. through 8.6e.	Yes No
8.6e. Slide 17	Have you delayed any student(s) graduation due to cancellation or difficulty in making clinical education placements?	If answer was No to 8.3, select No for questions 8.6a. through 8.6e.	Yes No
8.6f. Slide 17	If yes to any of the above questions in Section 8, identify the question # and provide specific information regarding the extent of the problem and the impact on the program.	If Yes to any 8.6a - 8.6e question, identify the question # and provide specific information regarding the problem and the impact on the program. If all responses are No, enter N/A.	
	ADMISSION INFORMATION		
9.0. Slide 18	Is a baccalaureate degree required for admission to or matriculation into the PROFESSIONAL PHASE of the program?		Yes No
9.0a. Slide 18	If yes, is there a mechanism for early entry (e.g., pre-baccalaureate) in the program?		Yes No
9.1. Slide 18	According to CAPTE data, your program matriculates a new cohort of students in the PROFESSIONAL PHASE of the program for the following number of times in a calendar year. If number is incorrect, please contact accreditation staff. doreenstiskal@apta.org or michaelchevalier@apta.org .	See Definitions Section for the definition of cohort.	Verify the number of cohorts: #

Question #	PT Questions	Instructions	Options
9.2. Slide 18	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. doreenstiskal@apta.org or michaelchevalier@apta.org .	Your response to Question 9.1 will be used to validate the number of cohorts for which a response will be required. Use the Enter Data link on the right side of the grid to provide responses to Questions 10.1-10.A.1d ('9.2 – Month Admitted' will be entered in this grid)	MM #
9.3. Slide 18	Has any cohort admitted in 2025 exceeded the CAPTE set class size by 10% or more?		Yes No
9.3a. Slide 18	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. Slide 19	Is the program a FIRST YEAR UNDERGRADUATE ADMISSION program?	This is defined as when students are admitted to the physical therapy program as first year undergraduate students and are "guaranteed" a place in the professional phase unless they change majors or do not meet requirements such as a specified GPA. If the response to question 9.4 is 'Yes', respond to question 9.4a-9.4c. If 'No', respond N/A to 9.4a – 9.4c.	Yes No

Question #	PT Questions	Instructions	Options
	FIRST YEAR UNDERGRADUATE ADMISSION INFORMATION	For the first-year undergraduate students who MATRICULATED IN THE PRE-PROFESSIONAL PHASE OF THE PROGRAM in 2025, indicate the following:	
9.4a. Slide 19	Number of freshman applicants:	Enter number who applied for first year undergraduate entry in 2025. If response to 9.4 is 'No', enter zero (0).	#
9.4b. Slide 19	Number of applicants who enrolled as freshman in 2025:	Enter number of students enrolled at the first-year undergraduate level in 2025. If response to 9.4 is 'No', enter zero (0).	#
9.4c. Slide 19	Does the program have a process for admitting students other than those admitted as freshman (e.g., transfer students)?	Enter number of students enrolled at the first-year undergraduate level in 2025. If response to 9.4 is 'No', enter zero (0).	Yes No

Question #	PT Questions	Instructions	Options
	MATRICULATING COHORT	<p>If multiple cohorts are admitted, <u>data will need to be provided for EACH cohort.</u> For responses to questions 10.1 – 10.A.1d, response options are accessed by clicking the Edit link at the end of the row for each cohort.</p> <p>Data for expansion programs are entered in Expansion Program AAR.</p> <p>This section only pertains to NEW students and not decelerating or re-entry students. See glossary for definitions for decelerating and re-entry students.</p>	
	For the class of students admitted to the professional phase of the program in 2025, indicate the following:	This pertains to questions 10.1-10A.1d.	
10.1. Slide 20	Number of applicants:	<p>For programs with FIRST YEAR UNDERGRADUATE ADMISSION: enter the number of students previously admitted as first year undergraduate students , PLUS the number of applicants requesting to transfer into the program, if any. (Example: 80 were admitted as first year undergraduates, PLUS 20 applicants requested to transfer into the program= 100).</p> <p>For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of applicants.</p>	#

Question #	PT Questions	Instructions	Options
10.2. Slide 20	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 20 transfer applicants met all admission requirements = 65).</p> <p>For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of applicants who met all admission requirements, including timely submission of required documentation.</p>	#
10.3. Slide 20	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 offered a place in the class including previously admitted as first year undergraduates PLUS the number of transfer students.(Example: 45 admitted as first year undergraduates PLUS 8 transfer applicants offered a place in the class = 53).</p> <p>For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of applicants offered a place in the class.</p>	#

Question #	PT Questions	Instructions	Options
10.4. Slide 20	From the applicants who were offered a place in the class (Q10.3), what is the number of new students who enrolled in the professional phase of the program:	For programs that have both first year UG and GR admission options admitted into the same cohort, enter the total number of new students who enrolled in the professional phase of the program. Enter the number of students enrolled after the add/drop period.	#
10.5. Slide 20	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. Slide 20	If 'Yes', indicate the impact of the change on the program. If 'No', write N/A.	If no, write N/A.	Yes No N/A
10.5b. Slide 20	If 'Yes', state the percentage of increase, the number enrolled over the set class size, identify if the change is temporary or permanent, and describe how the program is addressing the impact of increased enrollment on faculty workload, faculty numbers, classroom and laboratory resources (space, equipment, supplies) and clinical education sites. If 'No', write N/A.		
10A.1. Slide 21	For new students starting in the PROFESSIONAL PHASE of the program in 2025, indicate the following:	Note: Enter zero (0) if none for any item, including if no cohort was admitted in 2025.	
10A.1a.1 Slide 21	Number of new students who enrolled in the professional phase of the program AFTER INITIAL DROP/ADD PERIOD differentiated by race/ethnicity:	(10A.1a.1) Hispanic/Latino of any race	#
		(10A.1a.2) American Indian/Alaskan Native	#
		(10A.1a.3) Asian	#
		(10A.1a.4) Black or African American	#
		(10A.1a.5) Native Hawaiian or other Pacific Islander	#

Question #	PT Questions	Instructions	Options
		(10A.1a.6) White (not of Hispanic/Latino race)	#
		(10A.1a.7) Two or more races	#
		(10A.1a.8) Unknown	#
10A.1b. Slide 21	Average over-all GPA (on a 4.0 scale) of new students who enrolled in the professional phase of the program:	If you use a different grading scale, please convert to the 4.0 scale. May enter whole number or number to two decimal places. (ex. 4; 3.15)	#
10A.1c. Slide 21	Average prerequisite GPA (on a 4.0 scale) of new students who enrolled in the professional phase of the program:	If you use a different grading scale, please convert to the 4.0 scale. May enter whole number or number to two decimal places. (ex. 4; 3.15)	#
10A.1d. Slide 21	Average age of new students (Q10.4) who enrolled in the professional phase of the program:	Note: While your institution may not collect this information, programs are expected to provide this data as it can be obtained in a manner that does not identify individuals.	#

Question #	PT Questions	Instructions	Options
11.1. Slide 22	APPLICANT ADMISSION INFORMATION STATISTICS – ENROLLMENT BY CLASS/GENDER	<p>Enrollment information as of October 1, 2025.</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> <p>Should use 'Senior' through 'Grad 4' fields as applicable.</p>	
11.2. Slide 22	APPLICANT ADMISSION INFORMATION STATISTICS – ENROLLMENT BY ETHNICITY	<p>Total Students need to match Student – Enrollment by Ethnicity and Student – Enrollment by Class/Gender (previous page)</p>	

Question #	PT Questions	Instructions	Options
11.3. Slide 22	APPLICANT ADMISSION AND PROGRAM GRADUATE OUTCOMES Indicate the total number of students enrolled in the professional program (as of October 1, 2025) who, upon entering the program, held the following highest earned degree:		
11.3a. Slide 22	Baccalaureate degree		#
11.3b. Slide 22	Master's degree		#
11.3c. Slide 22	Doctoral degree		#
11.4. Slide 22	Indicate the total number of students enrolled in the professional program (as of October 1, 2025) who are Physical Therapist Assistants (PTAs):		#
	For the class graduating in 2025 indicate the following:	Enter zero (0) if "none" for any item. The total for question 12.1. MUST equal the total for question 12.2.	#
12.1. Slide 23	Number of students who graduated or are expected to graduate in 2025:	This number must equal total for the next question.	#
	PROGRAM GRADUATES BY ETHNICITY	Provide the data for expansion programs in the separate Expansion Program AAR.	
12.2. Slide 23	Number of students who graduated or are expected to graduate in 2025 who are of the following race or ethnic origin:	Hispanic/Latino of any race	#
		American Indian/Alaskan Native	#
		Asian	#
		Black or African American	#
		Native Hawaiian or other Pacific Islander	#
		White	#
		Two or more races	#
		Unknown	#
			#

Question #	PT Questions	Instructions	Options
		Total (total will auto-calculate; total must equal # of graduates in 12.1.)	
	GRADUATING COHORTS		
	Graduation Rate Calculation Form PROGRAMS CAN CONTINUE TO NOT COUNT STUDENTS WHO DROP FOR NON-ACADEMIC REASONS	Select 'View' to access graduation rate questions. Data will not pre-populate for any years and should be entered for 2023 and 2024. If complete data is available for 2025 enter that as well. See glossary for definition of Non-Academic Reason.	
	Graduation Rate Instructions		Program Response
G1.1. Slide 23	Was there a graduating cohort in calendar year being reported?	Response should be Yes or No.	Yes No
G1.1a. Slide 23	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. Slide 23	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 2025 (pertains to questions G1.3. and G1.4.)		

Question #	PT Questions	Instructions	Options
G1.3. Slide 23	Number of students who graduated or are expected to graduate at the Normally Expected Time.		#
G1.4. Slide 23	Number of students who graduated or are expected to graduate within 101% to 150% of Program Length.		#
	NUMBER OF STUDENTS IN ORIGINAL COHORT WHO DID NOT COMPLETE THE PROGRAM WITHIN 150% OF PROGRAM LENGTH DUE TO (pertains to questions G1.5a. and G1.5b.)		
G1.5a. Slide 23	Academic or Clinical Deficit		#
G1.5b. Slide 23	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. Slide 23	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: doreenstiskal@apta.org and michaelchevalier@apta.org .	
14.1. Slide 24	Did the program have graduates in calendar year 2024?	Candidacy programs select 'No'	YES NO

Question #	PT Questions	Instructions	Options
14.2. Slide 24	If yes, what percentage of those who graduated in 2024 and who sought employment were employed in physical therapy (full-time or part-time) within one year of graduation?	Enter as whole numbers (i.e., "25", not "0.25"); do NOT enter a % sign. Candidacy programs respond by writing "0" (zero) Include all students who sought employment regardless of licensure status.	#
14.3. Slide 24	What data is used to determine employment rate (for example, graduate surveys, exit interviews, phone or email communications)?	Candidacy programs respond by writing N/A	
	PUBLICATION OF OUTCOME DATA	CAPTE expects 2-year outcome data posted on the program's webpage to identify the timeframe(s) being reported. Annual rates are expected to be determined as follows: (i) Graduation rate: use the formula required in the AAR; New Students only – re-entry/decelerated students do not count. (ii) Licensure examination pass rate: consistent with the information published by the Federation of State Boards of Physical Therapy (If this is not the case, an appropriate explanation must be provided.) (iii) Employment rate: % of graduates who sought employment and were employed as PTs 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.	

Question #	PT Questions	Instructions				Options
		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=88.8 8	
	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	<p>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.</p> <p>Should you have questions as to whether a faculty is a core faculty member, refer to the Core Faculty Determination Table.</p>				
15.1.	Regarding the core faculty allocation for 2025 :					

Question #	PT Questions	Instructions	Options
15.1a. Slide 25	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. Slide 25	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 associated faculty and should be reported in a later question.)	#
15.1c. Slide 25	Total number of FULL-TIME core faculty positions allocated (budgeted) to the program that are filled by a non-physical therapist:	INCLUDE: Full-time positions that are currently filled (including positions held by faculty members on sabbatical leave) or are currently vacant or filled with temporary personnel.	#
15.1d. Slide 25	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. Slide 25	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.	#

Question #	PT Questions	Instructions	Options
15.1f. Slide 25	The program director attests that all core faculty teaching clinical PT content hold an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state's jurisdiction.	By selecting Yes the program director attests that the program core faculty adhere to their jurisdiction's PT Practice Act for licensure.	Yes No
15.2.	Regarding vacancies (2025)		
15.2a. Slide 26	Number of vacancies (2025) in currently allocated (budgeted) positions:	Include the program administrator and ACCE/DCE if applicable.	#
15.2b. Slide 26	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. Slide 26	If 'Yes', indicate the impact of the vacancy on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
15.2d. Slide 26	If 'Yes', describe how the program is addressing the impact of the vacancies:		
15.2e. Slide 26	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. Slide 26	If 'Yes', indicate the impact of the FTE decrease on the program.		Highly Beneficial; Slightly Beneficial; No Perceivable Impact; Slightly Adverse; Extremely Adverse
15.2g. Slide 26	If 'Yes', identify the FTEs represented by the core faculty positions for each academic year (2023, 2024, 2025). Describe how the program is addressing the impact of the FTE decrease.		

Question #	PT Questions	Instructions	Options
15.2h. Slide 26	Is the position of program director currently vacant or occupied by an interim or acting director?		Yes No
15.2i. Slide 26	Is the position of clin ed coordinator (ACCE/DCE) currently vacant or occupied by an interim or acting ACCE/DCE?		Yes No
	TURNOVER, PROJECTED VACANCIES AND FACULTY TO STUDENT RATIOS		
15.2j. Slide 27	Faculty Turnover: What percent (%) of core faculty positions have turned over since October 2024?	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. Slide 27	For 2025, provide the number of vacancies in currently allocated (budgeted) positions:	Include the program administrator and Clin Ed Coordinator (ACCE/DCE) if applicable.	#
15.3b. Slide 27	For 2025, provide the number of vacancies due to new core faculty positions, if any:		#
15.3c. Slide 27	Is the position of program director projected to be vacant at the end of the current academic year?		Yes No Don't know
15.3d. Slide 27	Is the position of clin ed coordinator (ACCE/DCE) projected to be vacant at the end of the current academic year?		Yes No Don't know
15.4.	Regarding faculty to student ratios :		

Question #	PT Questions	Instructions	Options
15.4a.	What is the core faculty to student ratio?	<p>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.</p> <p>Example: Seven faculty, 140 students; the ratio is 1:20, enter 20</p>	#
15.4b.	What is the AVERAGE faculty to student ratio during laboratory experiences?	Do not include a percent sign. 4	#
	ASSOCIATED FACULTY AND GRANTS	<p>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.</p>	

Question #	PT Questions	Instructions	Options
15.5.	Regarding associated faculty for 2025 :		
15.5a. Slide 28	Number of associated faculty for 2025 who are involved with one-half, or more, of the contact hours of at least one course:		#
15.5b. Slide 28	How many FTEs do the above number of associated faculty for 2025 represent?	For the sake of consistency, please determine this number based on the following: Calculated based on the length of the appointment and the extent of contribution to the program; program determines the extent of contribution. <u>Use tables on pages 4 and 5 of these instructions to determine the FTE calculation</u>	#
15.5c. Slide 28	Number of other associated faculty for 2025 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. Slide 28	The program director attests that all associated faculty teaching clinical PT content hold an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state's jurisdiction.	By selecting Yes the program director attests that the program associated faculty adhere to their jurisdiction's PT Practice Act for licensure.	Yes No
	SCHOLARLY PRODUCTIVITY	If the program admits multiple cohorts, provide the response for all core faculty, regardless of the number of cohorts.	

Question #	PT Questions	Instructions	Options
15.6.	Regarding scholarly productivity of ALL CORE faculty for the 2025 calendar year:	Scholarly activities that have multiple authors/investigators should be included only once; scholarly products that are expected to be published by December 31, 2025 should be included. Please include all core faculty, regardless of how long they have been at the program.	
15.6a. Slide 29	Number of peer-reviewed articles published (excluding abstracts):		#
15.6b. Slide 29	Number of other articles accepted and/or published:		#
15.6c. Slide 29	Number of peer-reviewed presentations (e.g., platform, poster, invited, etc.):		#
15.6d. Slide 29	Number of books or book chapters published:		#
15.6e. Slide 29	Number of papers, proposals for presentations, etc. submitted but not yet accepted or published:		#
15.6f. Slide 29	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 2025 (include internal and external funding):		
15.7a. Slide 30	Number of physical therapy core faculty with funded grants:		#
15.7b. Slide 30	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	#

Question #	PT Questions	Instructions	Options
		entire amount awarded, even if reported in a previous Annual Accreditation Report. Do not include the \$ symbol.	
15.7c. Slide 30	If any of the above funding comes from NIH, please indicate amount:	Indicate how much of the above amount includes NIH funding.	#
15.7d. Slide 30	Number of grant proposals submitted that were not funded or are not yet funded:		#
15.8.	Provide information in 15.8a-j on the program's participation in any federally funded programs?	CAPTE collects the information in questions 15.8a-15.8j to determine the federal link between CAPTE programs and the U.S. Education Department	
15.8a. Slide 31	Does your program currently receive Health Career Opportunities Grants?		Yes No
15.8b. Slide 31	Does your program currently receive Long-term Rehabilitation Training Grants?		Yes No
15.8c. Slide 31	Does your program currently receive Scholarships for Disadvantaged Students (SDS) funds from the Health Resources and Services Administration?		Yes No
15.8d. Slide 31	Does your program currently receive Individuals with Disabilities Education Improvement Act (IDEIA) Grants?		Yes No
15.8e. Slide 31	Does your program currently receive Research Enhancement Award Program (REAP) grant funding?		Yes No
15.8f. Slide 31	Name any other federally funded grant program in which your program receives funding and eligibility requires CAPTE accreditation.	Insert name of grant program	
15.8g. Slide 31	Did your program apply for Scholarship for Disadvantaged Students (SDS) funds for the current cycle?		Yes No

Question #	PT Questions	Instructions	Options
15.8h. Slide 31	If response in 15.8g was 'Yes", did your program receive SDS funds for the current cycle? If 15.8g was 'No', respond No		Yes No
15.8i. Slide 31	If response in 15.8g was 'No', was the primary reason your program did not apply for SDS funds because three other programs within your intuition received funds? If 15.8g was 'Yes', respond No		Yes No
15.8j. Slide 31	Did your program apply for Health Career Opportunity Program (HCOP) funds in the current cycle?		Yes No

Faculty Information: Faculty List

DATA FOR INDIVIDUAL CORE & ASSOCIATED FACULTY MEMBERS THIS YEAR. THIS YEAR REFERS TO THE ACADEMIC YEAR IN WHICH THE FIRST COHORT OF STUDENTS BEGAN THE DPT PROGRAM IN 2025.

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.*

- Add all core faculty members.
- **Use Core Faculty Data Sheet on pages 47-49 to collect information prior to data entry if applicable; make copies of this sheet as needed.**
- **Faculty data will NOT pre-populate from what was entered into the portal in previous year submissions. Edit faculty information for each faculty member. Delete faculty not employed in your program in 2025. 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 DPT is a clinical degree – and tDPT programs were designed to give an individual the knowledge and skills equivalent to the current entry-level DPT degree, the tDPT degree is being included in the *Entry Level PT Degree (clinical) category and NOT in the Highest Earned Academic Degree* category. Even if the tDPT program included content beyond entry-level, it is to be included in the entry level category. If a faculty member who is a physical therapist does not have an academic degree higher than an entry-level DPT or tDPT degree, please use the Not Applicable option in the *Highest Earned Academic Degree* category. **Please keep in mind that the purpose of collecting this data is to accurately report faculty degrees as part of the Fact Sheets.**
- (5) **Percent of workload for core faculty should be determined in a consistent manner.**
- (6) **FTE calculations: see instructions at the beginning of the AAR.**
- (7) **There is a new field on individual faculty pages called 'Faculty Member Not Yet Identified'. This field is not used for Annual Reports and MUST BE LEFT BLANK FOR ALL FACULTY RECORDS.**

SALARY DATA: This information is important as it allows us to provide programs with important data 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 Associate
Position	Chair/Director Other Faculty Clin Ed Coordinator Chair/Director & Clin Ed Coordinator N/A (select this for associated faculty)	Gender	
# Months Appointed Per Academic Year		Race	Hispanic/Latino of any race Native Hawaiian or other Pacific Islander American Indian/Alaskan Native White Asian Two or more races Black or African American Unknown
FTE (institution)	See instructions at beginning of AAR for calculating the FTE	FTE (program)	Do not include teaching or administrative responsibilities outside entry-level program
Year of Birth	This is required. Contributes to aggregate demographic data published in the annual fact sheet. Enter 2025 if the faculty member chooses not to provide this information.	PT or PTA	PT PTA Both Neither
Highest Earned Clinical (PT) Degree	1. Associate 6. Bachelor + Transition DPT 2. Baccalaureate 7. Certificate + Transition DPT 3. Certificate 8. Masters + Transition DPT 4. Masters 9. Not Applicable 5. DPT Please note: this category is to identify the highest earned clinical degree held by faculty who are PT or PTAs. Basic science faculty should choose Not Applicable.	Highest Earned Academic Degree (does NOT include any PT/PTA degrees)	1. Baccalaureate 2. Masters (advanced) 3. Professional Doctorate (EdD, DrPH, DSc, etc.) (NOT DPT or tDPT) 4. Doctor of Philosophy 5. Other (NOT DPT or tDPT) 6. Not Applicable (please use this option if no degree higher than entry level degree or tDPT has been earned)
Discipline of Highest	Administration Anatomy	Rank	Lecturer Administrative Appointment Instructor Clinical Assistant Professor

Core and Associate Faculty Information Sheet (make copies as needed) Note this form is used by both PT and PTA programs)					
Earned Degree	Education (adult ed, allied health, higher ed, higher ed admin, etc.) Ethics; Humanistic Studies Exercise Physiology; Ex Science; Sports Med Gerontology Health Sciences; Allied Health Kinesiology; Biomechanics; Pathokinesiology Medicine, Other Health Discipline Motor Learning Neuroscience; Neuroanatomy Not Applicable Other Pediatric PT; Special Ed Physical Therapy Physiology Public Health Not Applicable			Assistant Professor Associate Professor Professor Graduate Research/TA Clinical Associate Professor Clinical Professor Other (use 'Other' for faculty with a rank other than those listed)	
Total Years as Core Faculty in any PT Program	Portal will only allow a whole number; if less than one year enter "1".		Total Yrs as Core Faculty in this Program	Portal will only allow a whole number; if less than one year enter "1".	
Primary Area of Expertise Taught in Program (choose one)	Administration/Management Neuroscience Anatomy Pathology Cardiopulmonary Pediatrics Clinical Education Physiology Clinical Medicine Professional issues, incl communications, ethics Education Psychosocial Aspects of Care Electrotherapy/Modalities Research Geriatrics Therapeutic Exercise Integumentary Other Musculoskeletal None		Secondary Area of Expertise Taught in Program (choose one)	Administration/Management Neuroscience Anatomy Pathology Cardiopulmonary Pediatrics Clinical Education Physiology Clinical Medicine Prof. issues, incl communications, ethics Education Psychosocial Aspects of Care Electrotherapy/Modalities Research Geriatrics Therapeutic Exercise Integumentary Other Musculoskeletal None	

Core and Associate Faculty Information Sheet (make copies as needed) Note this form is used by both PT and PTA programs)			
	Neuromuscular		Neuromuscular
Enrolled in Degree Education	Yes, Baccalaureate Degree Yes, Masters Degree Yes, in tDPT program Yes, in other Doctoral program No N/A (select this for associated faculty) If enrolled in a degree program, indicate the expected date of degree attainment.	Certified Clinical specialist	Yes No
Scholarly productivity	Not involved in scholarship (select this for associated faculty) Actively engaged but product(s) not disseminated Actively engaged, <5 peer reviewed disseminated products Actively engaged, 5-10 peer-reviewed disseminated products in last 10 yrs Actively engaged, >10 peer-reviewed disseminated products in last 10 yrs	Tenure Status	Tenured Not eligible (on clinical track) Non-tenured (on tenure track) Not eligible (for other reasons) No Tenure Track
Workload distribution: % Time:	% Teaching: Entry-level program % Teaching: Other programs % Service: Clinical Practice % Service Committee Work, General Advising, etc % Other: Administration % Other: Scholarship % Other: Enrolled in Degree Program (as part of workload) Enter "0" zero (for associated faculty)		
Faculty Member Email Address:	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.	

	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	
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.	

	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	
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.	