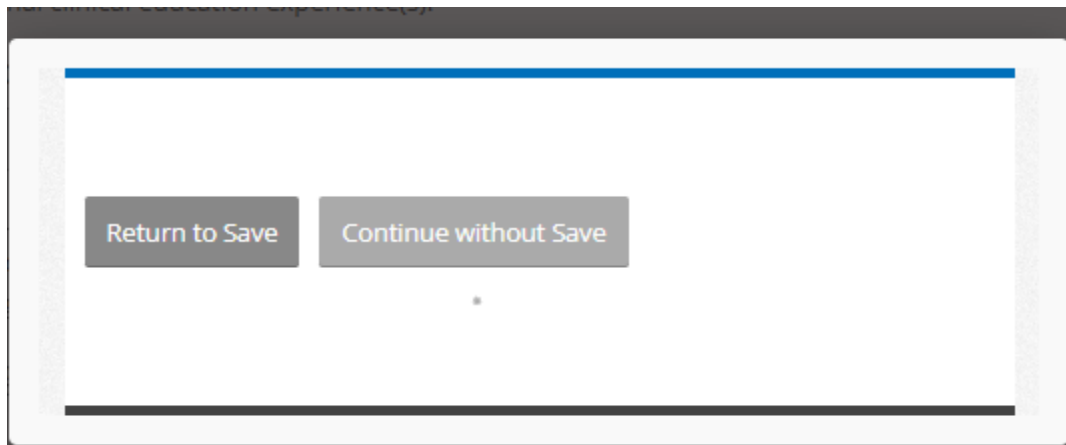


**Physical Therapist Assistant Education Programs
2025 ANNUAL ACCREDITATION REPORT Instructions**

**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:5

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.**
- 10.

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.
- **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.

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 Calculated 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.a 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 Direct Program Phone Number] or email [INSERT Direct Program Email Address]. If needing to contact the program/institution directly, please call [INSERT ONE Direct Program Phone Number] or email [INSERT ONE Direct Program Email Address].</p> </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>

Q #	PTA Questions	Instructions	Options
		<p>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.</p> <p>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.</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 section 7.22 of the CAPTE Rules of Practice and Procedure.</p> <div data-bbox="787 894 1606 1442" style="border: 1px solid black; padding: 10px;"> <p>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). 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.</p> </div>	<p>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.</p>

Q #	PTA Questions	Instructions	Options
		<p>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>	
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 the correct 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	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 between Jan. 1, 2025 – Dec. 31, 2025. See blank Student Financial Fact Sheet and instructions on the CAPTE Faculty Resource Page .	
1.1d. Slide 3	Verify that the following URL is correct and points directly to the program's web posting of graduation, licensure	CAPTE expects accurate outcome data to be posted and that the URL provided is a direct link to this information.	Yes No N/A

Q #	PTA Questions	Instructions	Options
	and employment rates. If not, replace or add correct URL. Candidacy programs write www.n/a.com.	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.	
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 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	

Q #	PTA Questions	Instructions	Options
		(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	

Q #	PTA Questions	Instructions	Options
	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 in 2025?	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.	<p>If there are no graduates in 2025, indicate the date when students normally graduate.</p> <p>Programs with MULTIPLE ADMISSION DATES: Enter the date the first group of students graduated or will graduate in 2025.</p> <p>Programs with Candidacy Status: For programs with Candidacy Status enter the planned graduation month for your first cohort.</p>	MM/DD/YYYY
1.4a. Slide 4	<p>FOR PROGRAMS WITH CANDIDACY STATUS:</p> <p>Has the graduation date for the first graduating class that you entered on your application for candidacy changed?</p>	<p>Candidacy programs select Yes or No. If Yes, identify the new graduation date for the first graduating class.</p> <p>All programs that hold accreditation status <u>other than Candidacy</u> status select N/A</p>	<p>Yes No N/A</p> <p>Candidacy programs responding yes: Enter new graduation date of the first graduating class. [insert month/year]</p>

Q #	PTA Questions	Instructions	Options
1.5. Slide 4	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.	<p>Candidacy programs respond Yes or No. All other programs write N/A.</p> <p>Candidacy programs responding Yes, identify the new start date and end date of the penultimate term for the first graduating class.</p>	<p>Yes No N/A</p> <p>Candidacy programs responding yes: Start date: [insert month/year] End date: [insert month/year]</p>
	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 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 calendar year 2025.	
	PROGRAM LENGTH:	Program responses should reflect business as usual. The AAR should represent business as usual.	
2.1a-d. Slide 5	Overall format of the program	<p>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.</p> <ul style="list-style-type: none"> 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]. 	.5 + 2, 1+1, Integrated 2-year (0+2)

Q #	PTA Questions	Instructions	Options
		<ul style="list-style-type: none"> 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. 	
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>	Semesters Quarters Trimesters Term
2.3. Slide 6	Number of terms (semesters, quarters, trimesters) required for completion of the professional/technical 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. Response must be a valid number.</p>	#
2.4. Slide 6	Total length (in weeks) to complete program (including general education, pre-requisite and technical/professional education	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	Example: Year 1 =Fall: 16 weeks, Spring: 16 weeks, Summer: 10 weeks

Q #	PTA Questions	Instructions	Options
	courses) either academic weeks or calendar weeks.	questions regarding number of terms and type of academic calendar. Response must be a valid number.	Year 2 = Fall: 16 weeks, Spring: 16 weeks Total program = 74 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	General education / prerequisite credits (both types of courses):	<p>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.</p> <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>	#

Q #	PTA Questions	Instructions	Options
2.5b. Slide 7	Technical/professional education credits: Classroom/Laboratory courses (including independent study, distance learning courses, etc.)	<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>	#
2.5c. Slide 7	Technical/professional education credits: Clinical Education courses	<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>	#
2.6. Slide 7	Length of full-time Clinical Education (answered in 2.6a and 2.6b)		#
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):	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	#

Q #	PTA Questions	Instructions	Options
		<p>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.</p> <p>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)</p>	
2.6c. Slide 7	Alternative housing or travel required for clinical education attendance	<p>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 and travel during other parts of the technical/professional program.</p> <p>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.</p> <p>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.</p>	Yes No

Q #	PTA 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

<p>3.1c Mode of Delivery Slide 9</p>	<p>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.</p>	<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. 	<p>Select one: Face-to face Distance Education Online with scheduled in-person instruction</p>
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Q #	PTA Questions	Instructions	Options
	COST TO STUDENT	Enter number, do not include \$ sign.	
4.1. Slide 11	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:	<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 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.</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-district or in-state student:	If not applicable, enter 0 (zero).	#
4.1b. Slide 11	Public institution, out-of-district or out-of-state student:	If not applicable, enter 0 (zero).	#
4.1c. Slide 11	Private institution:	If not applicable, enter 0 (zero).	#
4.2. Slide 11	Indicate the annual institutional fees for a full-time student enrolled in the technical/professional phase of the program:	<p>INCLUDE: General institutional fees (health insurance, recreation, etc.). If applicable, use fees for in-state students. If costs are different for each year of the program, provide the average annual costs related to the cohort that has or is expected to graduate this calendar year. Include health insurance even if the institution waives the cost for those students showing proof of other health insurance.</p>	#

Q #	PTA Questions	Instructions	Options																														
		DO NOT INCLUDE: Program specific fees, laboratory fees. Enter 0 (zero) if appropriate.																															
4.3. Slide 11	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. Slide 11	Indicate the total cost of the program for students who graduated or are scheduled to graduate in 2025:	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: <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></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	
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																													

Q #	PTA Questions	Instructions					Options										
		<table border="1"> <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>					6: Summer	3200	500	50	3750	TOTAL	17100	2750	2000	21850	
6: Summer	3200	500	50	3750													
TOTAL	17100	2750	2000	21850													
4.4a. Slide 11	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. Slide 11	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. 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 PTA students?	Identify whether the institution offers financial assistance for which only PTA students are eligible.					Yes No										
4.5b. Slide 12	Does the program/institution offer <u>scholarships</u> specific to PTA students?	Identify whether the program or the institution offers scholarships for which only PTA students are eligible					Yes No										
4.5c. Slide 12	Does the program/institution offer federal work-study positions specific to PTA students?						Yes No										
4.6.	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. 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>															

Q #	PTA Questions	Instructions	Options
		<p>CAPTE recommends using data reported to the National Student Loan Data System at https://nsldsfa.ed.gov/login.</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>	
4.6a. Slide 12	Ten or less students who graduated or are expected to graduate between Jan. 1, 2025 to 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 educational debt accumulated during the PTA program for students who graduated or are expected to graduate between Jan. 1, 2025 to Dec. 31, 2025. 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. Slide 12	Indicate the average total student educational debt upon PTA program graduation for students who graduated or are expected to graduate between Jan. 1, 2025 to 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 PTA students graduating or expected to graduate between Jan. 1, 2025 to Dec. 31, 2025.</p> <p>e.g. Average total higher education debt upon graduation. This includes federal loan debt for all post-secondary education, including the PTA program.</p>	Yes or #

Q #	PTA Questions	Instructions	Options
	PROGRAM BUDGET	Program responses should reflect finances related to the program's fiscal year.	
5.1. Slide 14	Is this an AAR for an expansion program?	If no, answer No for 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)?	Respond yes if <u>either</u> situation has occurred in the question has occurred.	Yes No
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-year years in the total program budgeted operating	INCLUDE all budgeted expenses related to the program (overhead, equipment, travel, compensation for associated faculty, etc.), other than salary and benefits.	Yes No

Q #	PTA Questions	Instructions	Options
	expenses (excluding salary and benefits)?		
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 budged 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:	<p>INCLUDE compensation for core faculty and staff.</p> <p>Only candidacy programs should insert faculty and staff salary expenses. All other programs insert "0" zero.</p>	
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>	
	PROGAM LEADERSHIP AND SPACE ALLOCATION		
	PROGRAM DIRECTOR QUALIFIERS		
6.1. Slide 16	Does the Program Director have a minimum of a master's degree?		Yes No

Q #	PTA Questions	Instructions	Options
6.2. Slide 16	Does the Program Director have a current license/certification to practice as a PT or PTA in any US jurisdiction?		Yes No
6.2a. Slide 16	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. Slide 16	Does the Program Director have didactic and/or clinical teaching experience?		Yes No
6.2c. Slide 16	Does the Program Director have experience in administration/management?		Yes No
6.3a. Slide 16	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. Slide 16	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

Q #	PTA Questions	Instructions	Options
7.1b. Slide 17	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. Slide 17	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. Slide 19	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, 2025		#
8.1a Slide 19	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 19	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

Q #	PTA Questions	Instructions	Options
8.2a. Slide 19	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 19	Were students placed in clinical education experiences between Jan. 1, 2025 and Dec. 31, 2025?	IF no, go to question 9.0.	Yes No
8.3a. Slide 19	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. Slide 19	Of the clinical instructors who worked with your students between Jan. 1, 2025 and Dec. 31, 2025?, 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. Slide 19	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)?	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).	#

Q #	PTA Questions	Instructions	Options
8.6. Slide 19	Since Jan. 1, 2025)....:	If response to 8.3 was No that no students were placed in clinical education experiences during 2025, select No for questions 8.6a. through 8.6e.	
8.6a. Slide 19	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. Slide 19	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. Slide 19	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. Slide 19	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. Slide 19	Have you delayed any student(s) graduation due to cancellation or difficulty in making clinical education placements?		Yes No
8.6f. Slide 19	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	

Q #	PTA Questions	Instructions	Options
		<p>10 is accessed by clicking 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.</p>	
9.1. Slide 21	<p>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.</p> <p>sharanzirges@apta.org or teresaemmons@apta.org</p>	See Definitions Section for the definition of cohort.	Verify the number of cohorts #
9.2. Slide 21	<p>You will provide answer for 9.2 on the matriculating cohort page!</p> <p>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.</p>	<p>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).</p> <p>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).</p>	MM #

Q #	PTA Questions	Instructions	Options
	sharanzirges@apta.org or teresaemmons@apta.org		

Q #	PTA Questions	Instructions	Options
9.3. Slide 21	Has any cohort admitted in 2025 exceeded the CAPTE set class size by 10% or more?		Yes No
9.3a. Slide 21	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 21	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 2024 or, 2025 or both. If so, provide your reason for withholding a cohort.	If a cohort was withheld in 2024 or 2025, provide a reason why. If your program did not withhold a cohort in 2024 or 2025 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	This pertains to questions 10.1-10A.1d.	

Q #	PTA Questions	Instructions	Options
	program in 2025, indicate the following:		
10.1. Slide 22	Number of applicants	Indicate the total number of applicants.	#
10.2. Slide 22	Number of applicants who met all admission requirements, including timely submission of required documentation:		#
10.3. Slide 22	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. Slide 22	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. Enter the number of new students enrolled after the drop/add period.	#
10.5. Slide 22	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: Enrolled students are the number enrolled after the drop/add period.	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

Q #	PTA Questions	Instructions	Options
10.5b. Slide 22	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. Slide 23	For the class of students initially enrolled in the TECHNICAL/PROFESSIONAL PHASE of the program in 2025 after the drop/add period, indicate the following:	Note: Enter zero (0) if none for any item, including if no cohort was admitted in 2025.	
10A.1a. Slide 23	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. Slide 23	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.	#

Q #	PTA Questions	Instructions			Options
10A.1c. Slide 23	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. Slide 23	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, 2025 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. Slide 24	Indicate the enrollment as of October 1, 2025 for each class of students IN THE TECHNICAL/PROFESSIONAL PHASE OF THE PROGRAM. Note that		Men	Women	Other/Choose not to Answer
		Freshman			

Q #	PTA Questions	Instructions			Options
	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.	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. Slide 24	Indicate the total number of students enrolled IN THE TECHNICAL/PROFESSIONAL PHASE OF THE PROGRAM (as of October 1, 2025) 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			

Q #	PTA Questions	Instructions	Options
	APPLICANT ADMISSIONS and PROGRAM GRADUATES	Provide the data for expansion programs in the separate Expansion Program AAR.	
11.3. Slide 24	Indicate the total number of students enrolled IN THE TECHNICAL/PROFESSIONAL PHASE OF THE PROGRAM (as of October 1, 2025) who, upon entering the program, held the following highest earned degree:		
11.3a. Slide 24	Baccalaureate degree		#
11.3b.	Master's degree		#
11.3c.	Doctoral degree		#
	For the class graduating in the 2025, 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. Slide 26	Number of students who graduated or are expected to graduate in 2025.	This number must equal the total for the next question.	#
	PROGRAM GRADUATE STATISTICS – BY ETHNICITY		
12.2. Slide 26	Number of students who graduated or are expected to graduate in 2025 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

Q #	PTA Questions	Instructions	Options
	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 2025, enter that as well. See glossary for definition of Non-Academic Reason.	
	Graduation Rate Instructions		Program Response
G1.1. Slide 26	Was there a graduating cohort in calendar year 2025?	Response should be Yes or No.	Yes No
G1.1a. Slide 26	If yes, how many cohorts graduated in the calendar year 2025?	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. Slide 26	Number of Students Admitted to Original Cohort of the graduating Class of 2025 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:	This pertains to questions G1.3 and G1.4.	
G1.3. Slide 26	Number of students who graduated or are expected to graduate at the Normally Expected Time.		#
G1.4. Slide 26	Number of students who graduated or are expected to graduate within 101% to 150% of Program Length.		#

Q #	PTA Questions	Instructions	Options
	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. Slide 26	Academic or Clinical Deficit		#
G1.5b. Slide 26	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 26	GRADUATION RATE	The Portal will Auto calculate and display the percentage in the Graduation Rate Grid	Auto calculate
	EMPLOYMENT INFORMATION	<p>If there are multiple cohorts admitted in a year, include all cohorts; provide the data for expansion programs in the separate Expansion Program AAR.</p> <p>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 and teresaemmons@apta.org.</p>	
14.1. Slide 27	Did the program have graduates in calendar year 2024?	Candidacy programs respond N/A.	Yes No N/A

Q #	PTA Questions	Instructions	Options
14.2. Slide 27	If yes, what percentage of those who graduated in 2024 and who sought employment in physical therapy (full-time or part-time) were employed within 1 year following graduation?	<p>Enter as whole numbers (i.e., "25", not "0.25"); do NOT enter a % sign.</p> <p>Candidacy programs respond "0" zero.</p> <p>Include all students who sought employment regardless of licensure status.</p>	# or No
14.3. Slide 27	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	<p>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:</p> <p>(i) Graduation rate: use the formula required in the AAR; New Students only – re-entry/decelerated students do not count.</p> <p>(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.)</p> <p>(iii) Employment rate: % of graduates who sought employment and were employed as PTAs within one year of graduation.</p> <p>CAPTE expects 2-year outcome data posted on the program's webpage. Programs are to clearly identify the timeframe(s) being reported.</p> <p>Published data needs to utilize CAPTE's graduation rate formula, employment rate definition, and the FSBPT weighted ultimate 2-year average.</p> <p>Calculate the average data based on raw data not the average of the averages.</p> <p>Example for 2-year average:</p>	

Q #	PTA Questions	Instructions				Options
		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. Slide 29	Regarding the core faculty allocation for 2025 :					
15.1a. Slide 29	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.				

Q #	PTA Questions	Instructions	Options
15.1b. Slide 29	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. Slide 29	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. Slide 29	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. Slide 29	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. <u>Use table on page 3 of these instructions to determine the FTE calculation.</u>	
15.1f. Slide 29	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. Slide 30	Regarding vacancies (2025) in currently allocated faculty positions:		
15.2a. Slide 30	Number of vacancies (2025) in currently allocated core faculty positions:	Include the program director and ACCE/DCE if applicable.	#
15.2b. Slide 30	Are 30% or more of the core faculty positions allocated to the entry-level		Yes No

Q #	PTA Questions	Instructions	Options
	program vacant or filled temporarily with associated faculty?		
15.2c. Slide 30	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. Slide 30	If yes, describe how the program is addressing the impact of the vacancies:		
15.2e. Slide 30	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 30	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. Slide 30	If yes, identify the FTEs represented by the core faculty positions for each year (2023, 2024, 2025). Describe how the program is addressing the impact of the FTE decrease.		
15.2h. Slide 30	Is the position of Program Director currently vacant or occupied by an interim or acting Program Director		Yes No
15.2i. Slide 30	Is the position of ACCE/DCE currently vacant or occupied by an interim or acting ACCE/DCE?		Yes No

Q #	PTA Questions	Instructions	Options
	TURNOVER, PROJECTED VACANCIES AND FACULTY TO STUDENT RATIOS		
	FACULTY TURNOVER		
15.2j. Slide 31	Faculty Turnover: What percent (%) of core faculty positions have turned over since October 2025?	Enter percentage as whole number (i.e., "25", not "0.25"). # has to be between 0-100 Do not enter the % sign.	#
15.3. Slide 31	Regarding projected vacancies:		
15.3a. Slide 31	For 2025, provide the number of vacancies in currently allocated (budgeted) core faculty positions:	Include the program director and ACCE/DCE if applicable.	#
15.3b. Slide 31	For 2025, provide the number of vacancies due to new core faculty positions, if any:		#
15.3c. Slide 31	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 31	Is the position of 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:		
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.	#

Q #	PTA Questions	Instructions	Options
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. Slide 32	Regarding associated faculty for 2025:		
15.5a. Slide 32	Number of associated faculty for 2025 who are involved in at least one-half, or more, of the contact hours of at least one course:		#
15.5b. Slide 32	How many FTEs do the above number of associated faculty for 2025?	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 FTE Calculation Tables on page 5 of these instructions to determine the FTE calculation.</u>	#
15.5c. Slide 32	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.	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	By selecting Yes the program director attests that the program associated faculty adhere to their jurisdiction's PT Practice Act for licensure.	Yes No

Q #	PTA Questions	Instructions	Options
	program is located, if required by that state's jurisdiction.		

	GRANTS AND FEDERAL PROGRAMS		
15.6 Slide 34	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. Slide 34	Does your program currently receive Health Career Opportunities Grants?		Yes No
15.6b. Slide 34	Does your program currently receive Long-term Rehabilitation Training Grants?		Yes No
15.6c. Slide 34	Does your program currently receive Scholarships for Disadvantaged Students (SDS) funds from the Health Resources and Services Administration?		Yes No
15.6d. Slide 34	Does your program currently receive Individuals with Disabilities Education Improvement Act (IDEIA) Grants?		Yes No
15.6e. Slide 34	Does your program currently receive Research Enhancement Award Program (REAP) grant funding?		Yes No
15.6f. Slide 34	Name any other federally funded grant program in which your program receives funding and	Insert name of grant program	

	eligibility requires CAPTE accreditation.		
15.6g. Slide 34	Did your program apply for Scholarship for Disadvantaged Students (SDS) funds for the current cycle?		Yes No
15.6h. Slide 34	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. Slide 34	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. Slide 34	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 FOR 2024-2025 ACADEMIC YEAR

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 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) **Percent of workload for core faculty should be determined in a consistent manner.**
- (5) **FTE calculations: see instructions at the beginning of this document (page 4).**
- (6) **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) 4. Doctor of Philosophy 5. Other (NOT PTA) 6. Not Applicable (please use this option if no degree higher than entry level degree 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	Rank	Lecturer Administrative Appointment Instructor Clinical Assistant Professor Assistant Professor Clinical Associate Professor Associate Professor Clinical Professor Professor Other Graduate Research/TA

Core and Associate Faculty Information Sheet (make copies as needed) Note this form is used by both PT and PTA programs)			
	Ex Physiology; Ex Science; Sports Med Physical Therapy Gerontology Physiology Health Sciences; Allied Health Other Kinesiology; Biomechanics; PathokinesiologyNot Applicable		
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, ethics Education psychosocial Electrotherapy/Modalities Psychosocial Aspects of Care Geriatrics Research Integumentary Therapeutic Exercise Musculoskeletal Other Neuromuscular None

Core and Associate Faculty Information Sheet (make copies as needed) Note this form is used by both PT and PTA programs)			
Enrolled in Degree Education	Yes, Baccalaureate Degree Yes, Masters Degree 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.	

	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	
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.	

	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	
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.	