CAPTE 2025 Second Quarter Newsletter

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# News to Know

* **Notification Process Change**Remember to submit notifications through the CAPTE portal. Locate the link to the posted CAPTE Notification Training video on the [CAPTE Accreditation Resource](https://www.capteonline.org/faculty-and-program-resources/resource_documents) page.
* **CAPTE June Town Hall Notes**

CAPTE conducted virtual town hall sessions on June 11 for PT programs and June 10 for PTA programs. Highlights of the town hall discussion included:

* Participants asked CAPTE to explain the meaning of the May 30 announcement about the 2024 Standards and Required Elements and why CAPTE took this action. The commission took this action in response to the recent executive order and the Department of Education Dear Colleague letter. CAPTE has been watching other accreditors’ responses to these directives. While some accreditors are removing standards or eliminating language, CAPTE originally chose to put a stay on Standard 2B and will follow its Rules of Practice and Procedure for making changes to the CAPTE Standards and Required Elements. Since the town hall meetings, CAPTE sent programs a follow-up announcement on June 23. The follow-up announcement informed programs of additional Standards and Required Elements to which CAPTE decided to stay effective immediately.

During a stay, the language remains in the Standards and Required Elements. CAPTE will not consider any narrative response to the identified Standards and Elements in an accreditation review or decision while the stay is in effect. Programs submitting a self-study report or application for candidacy should write “No response required due to CAPTE stay.” If a program inserts other narrative, the commission will not consider the narrative in its accreditation decision. The commission will follow its Rules of Practice and Procedure as it determines next steps for review of all the 2024 Standards and Required Elements.

CAPTE is recognized by the Department of Education and the Council for Higher Education. As such, CAPTE is to apply its Standards and Required Elements equitably.

* Update on Application for Approval of Substantive Change forms. The CAPTE Board of Commissioners is reviewing recommendations by the AASC task force. CAPTE will provide an update once changes are complete. Programs are advised to use the forms listed on the [CAPTE Accreditation Resource Documents](https://www.capteonline.org/faculty-and-program-resources/resource_documents/accreditation-handbook/rules-of-practice-and-procedure) page.
* Programs should provide reference documents when responding to Standard 7 of the 2024 Standards and Required Elements. CAPTE advised programs to reference the "Guide to Physical Therapist Practice 4.0," which is referenced under Standard 7.

Items raised during the PT town hall:

* + Standard 7C requires that the curriculum provide “learning experiences in **lifelong learning***”* though lifelong learning language is not included in Standards 7C1-7C3. A participant asked if 7C3 was missing a bullet point and if the language in these 7Cs is correct.  
      
    The director of accreditation, provided the following response in a follow-up email communication:

"I understand that the phrase “lifelong learning” is not in 7C1-7C3 stem language. Lifelong learning is in the first bullet under the Evidence of Compliance."

**Describe where and how the physical therapist professional curriculum includes content and learning experiences in lifelong learning, teaching, and learning, and health care disparities in the ever-changing health care environment.**

"I argue that lifelong learning is in the 7C1, 7C2, and 7C3 standards, even with the absence of the actual phrase.

"7C1 — How does one demonstrate contemporary knowledge and practice if one is not continuing to learn about (at least in their professional lifetime) what the profession considers evidence-informed practice, evolving ways to interpret statistical evidence, and the trends in scholarly inquiry? Publications in our professional journals now go beyond strictly quantitative research to include qualitative research, perspective articles, and ethnographies.

Does one stop evolving in the ability to clinically reason or make decisions? Faculty should be providing students with experiences to consider a problem in multiple ways as one would do as one’s life experiences offer more context to situations. I contend that all of the bullets in 7C1 require lifelong learning if one is to grow as a professional; otherwise, one becomes stagnant and less effective as professional and societal trends evolve.

"7C2 expects the program to facilitate ways students can improve their skills and abilities to educate and communicate in a manner that meets the needs of the patient, caregiver, and other health care professionals. As an educator, I have seen many ways teaching and learning have evolved over the years. Examples include being the sage on the stage, interdisciplinary teaching, team teaching, active learning, universal design learning, online education, and competency-based education. Concepts on ways to communicate have also evolved. I recently had a conversation with an educator about learning to work with a student diagnosed as neurodivergent. Communicating effectively with this student requires a different approach. Lifelong learning is necessary if one is to meet the needs of the patient, caregiver, and other health care professionals. One should evolve with the times, people, and situations in which one finds themselves.

7C3 — I agree that the bullet point is unnecessary. As for the content, lifelong learning is essential if we are to keep pace with research on health disparities and the policies that address or fail to address the environmental impacts of clients physical therapists serve or could serve if the individual had access."

* + A participant asked that candidacy programs be added to the program review list where the public can provide comments on programs to be reviewed by CAPTE. Accreditation staff will add these to the list of upcoming program reviews.
  + A question was raised about individuals trained in other countries and what they can teach if they are not licensed in the United States. Programs are to ensure faculty abide by the state practice act. PT program directors should expect to receive a short survey to tell CAPTE if there is an impact on faculty and instructional workload.
  + Another questioner asked about the proper format for faculty CVs. Programs are to use the curriculum vitae (required form — March 2025) that is included in the Self-study Instructions and Forms Standards Packet found on the [CAPTE Accreditation Resource Documents](https://www.capteonline.org/faculty-and-program-resources/resource_documents/accreditation-handbook/rules-of-practice-and-procedure) page.
* Topics raised during the PTA town hall:
  + A program asked when they can admit a cohort of students after CAPTE approves their Application for Approval of Substantive Change. Programs can admit a cohort based on the information provided in the AASC.
  + CAPTE will review and make accreditation decisions using the 2016 Standards and Required Elements for those programs that must submit a compliance report by Aug. 1, 2025. CAPTE will begin reviewing programs and make accreditation decisions using the 2024 Standards and Required Elements at its April 2026 meeting.

CAPTE did not record these town hall meetings and asked attendees not to record or use AI notes for these sessions.

* **2025 Student Financial Fact Sheet**

The 2025 Student Financial Fact Sheet and associated instructions for PT and PTA programs will be available on the [CAPTE Accreditation Resource](https://www.capteonline.org/faculty-and-program-resources/resource_documents) page effective Aug. 1. Programs are to post these completed forms by Oct. 15 so that prospective students have this information available to them.

* **Program Review Process**A reminder that programs with initial and reaffirmation on-site visits scheduled beginning August 2025 will be reviewed by program reviewers using the 2024 Standards and Required Elements. All programs with scheduled reviews in 2026 should have confirmed their on-site visit dates and have access to their self-study report through the CAPTE portal. CAPTE will evaluate Application for Candidacy programs using the 2016 Standards and Required Elements for the last time at its fall 2025 meeting. Programs with planned accreditation visits in 2027 will receive communication from accreditation staff in December 2025 to confirm their program’s self-study report due date and on-site visit dates. A reminder to programs that self-study reports and Candidate for Accreditation reports are due 75 days prior to the first day of the on-site visit.

# CAPTE Recent Actions

CAPTE completed its spring 2025 meeting. Find CAPTE’s decisions on all the programs reviewed on [Recent Actions Taken by CAPTE](https://www.capteonline.org/about-capte/recent-actions-and-updates/recent-actions).

CAPTE commends the following programs that earned a “clean” CAPTE candidacy, initial or reaffirmation review, and whose next CAPTE action is their next scheduled self-study report and on-site visit.

|  |  |
| --- | --- |
| **Doctor of Physical Therapy Programs** | **Physical Therapist Assistant Programs** |
| University of Kentucky (Ky.) | Chesapeake Area Consortium for Higher Education (Md.) |
|  | Horry-Georgetown Technical College (S.C.) |
|  | Miami Dade College (Fla.) |
|  | University of Arkansas, Cossatot (Ark.) |

# New Standards and Required Elements

Since January, accreditation staff conducted four PT Initial/Reaffirmation and one developing program workshop on the 2024 Standards and Required Elements for Physical Therapist Education Programs and conducted two Initial/Reaffirmation and one developing program workshop on the 2024 Standards and Required Elements for Physical Therapist Assistant Education Programs. The schedule for Initial/Reaffirmation and Developing Program workshops through December 2025 is listed in the following table.

**Schedule for Remaining 2025 Standards and Required Elements Workshops**

| **What** |  | **Where** | **When** |
| --- | --- | --- | --- |
| PT Program Reviewer Training |  | APTA Centennial Center | July 30 |
| PTA Program Reviewer Training |  | APTA Centennial Center | July 31 |
| PT Program Reviewer Training |  | Virtual | Aug. 6-7; 10 a.m.-2 p.m. |
| PTA Initial/Reaffirmation Workshop |  | APTA Centennial Center | Aug. 11-12 |
| PT Developing Program Workshop |  | APTA Centennial Center | Aug. 13-14 |
| PTA Initial/Reaffirmation Workshop |  | Virtual | Sept. 17; 11 a.m.-2 p.m. |
| PT Program Reviewer Training |  | Virtual | Sept. 17-18; 9 a.m.-1 p.m. |
| PT Initial/Reaffirmation Workshop |  | APTA Centennial Center | Oct. 22-23 |
| PTA Initial/Reaffirmation Workshop |  | Virtual | Dec. 5 |
| PTA Candidacy Reviewer Training |  | Virtual | Dec. 8 |
| PT Program Reviewer Training |  | Virtual | Dec. 15 and Dec. 17; 4-7 p.m. |