**INTRODUCTION**

Welcome to the 2025 Institutional Profile Survey from the ACAPT Center for Excellence.

Please note that for all questions related to students you should consider those originally enrolled in the professional phase of the class of 2024.

\*All starred questions (\*) are required.

**DATA AGREEMENT**

By submitting this survey, you agree that your program's data will be reported in aggregated, de-identified form by ACAPT. The data will be housed in the ACAPT Center for Excellence, and will be used by ACAPT Task Forces, Institutes, and Commissions to address ACAPT's strategic plan. You will have access to your program's data.

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**CAPTE Glossary:** <https://www.capteonline.org/globalassets/capte-docs/glossary---draft-update-8.30..2024.pdf>

Program director: The individual employed full-time by the institution, as a member of the core faculty, to serve as the professional physical therapist education program’s academic administrator: Dean, Chair, Director, Coordinator, etc.

Clinical education coordinator: The core faculty member(s) responsible for the planning, coordination, facilitation, administration, and monitoring of the clinical education component of the curriculum. The clinical education coordinator(s) is/are the faculty member(s) of record for the clinical education courses.

Clinical education faculty: The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either Center Coordinators of Clinical Education (CCCEs) or Clinical Instructors (CIs). While the educational institution/program does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services. The primary CI for physical therapist students must be a physical therapist; however, this does not preclude a physical therapist student from engaging in short-term specialized experiences (e.g., cardiac rehabilitation, sports medicine, wound care) under the secondary supervision of other professionals, where permitted by law.

Core faculty: Core faculty are those individuals appointed to and employed primarily in the program, including the program director, the director of clinical education (DCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and may include others with expertise to meet specific curricular needs. The core faculty may hold tenured, tenure track, or non-tenure track positions. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty.

Associated faculty: Associated Faculty are those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty (i.e. 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.

**YOUR INSTITUTION**

Q1. Describe the location of your CAPTE-accredited/candidate DPT program’s institution.

Q2. Which of the following is/are available at your institution? Select all that apply.

Q3. In addition to the entry-level DPT degree, which of the following are offered by or through your physical therapy department, physical therapy division, or physical therapy school? Select all that apply.

**YOUR DPT PROGRAM**

**The following items focus on the characteristics of your CAPTE-accredited entry-level DPT program.**

Q4. Which of the following describes your academic program? Select all that apply.

Q5. Which one of the following best describes your DPT program excluding clinical education experiences?

\*Q6. In what year was your DPT program initially fully accredited by CAPTE to offer the Doctor of Physical Therapy degree (\*not\* Bachelors or Master’s)?

\*Q6.1. What is your CAPTE-approved DPT class size?

\*Q6.2. How many new DPT students enrolled in the professional phase of the class of 2024? (Do not include decelerated or re-entry students.)

\*Q6.3. Did the program have graduates in calendar year 2024?

\*Q6.4. How many students identified in Q6.2 graduated in the class of 2024?

\*Q6.5. What is your program’s first-time licensure exam pass rate, averaged over the most recent two years, and posted on your program’s website? (Reference AAR Question 1.1d)

\*Q6.6 What is your program’s ultimate licensure exam pass rate, averaged over the most recent two years, and posted on your program’s website? (Reference AAA Question 1.1d)

Q7. What is the total length of the professional portion of your DPT program in weeks? Please include your program’s full length, with weeks that include academic classes, clinical education experiences (Reference AAR Question 2.4).

Q7.1. Do you advertise your program as an “accelerated” DPT program?

Q7.2 What criteria do you use to distinguish your program as “accelerated”? Select all that apply.

Q8. How many pre-admission observation hours does your DPT program require? (Answer zero if no hours are required. Do not include recommended hours.)

\*Q8.1. In the most recent admission cycle did you matriculate the planned number of students?

\*Q8.2. Did you have to alter any of your admissions criteria or processes to matriculate your planned number of students?

\*Q8.3 How many planned students did NOT matriculate?

\*Q8.4. Does your program require GREs or other standardized test scores as part of its application for admissions?

Q9. Does your DPT program support a clinical practice in which both program faculty (core and/or associated) and students work together to provide patient/client care (pro-bono or fee-based)?

Q9.1. Describe the clinical practice(s): Select all that apply.

Q10. Does your DPT program use simulation-based learning experiences?

Q10.1. What types of simulation experiences are included in your program? Select all that apply.

10.2. Does your DPT program have a faculty member(s) with formal training in simulation design and delivery (i.e., continuing education course in simulation instruction or debriefing from the Society for Simulation in Healthcare or other organization)?

Q11. All accredited programs must participate in interprofessional education (IPE) experiences based on CAPTE requirements. Which other professions are involved in IPE experiences with your DPT students? Select all that apply.

Q11.1. What types of IPE activities does your curriculum include? Select one.

Q11.2. If your program includes classroom-based IPE activities, who is responsible for their creation and/or coordination? Select all that apply.

Q11.3. If your program includes classroom-based IPE activities which of the following describe(s) the activities? Select all that apply.

Q11.4. If your program includes classroom-based IPE activities, how many classroom sessions do students participate in during the entire degree program? Select one.

Q11.5. If your program includes experiential-based IPE activities, who is responsible for their creation and/or coordination? Select all that apply.

Q11.6. If your program includes experiential-based IPE activities, which of the following best describe(s) the activities? Select all that apply.

Q11.7. If your program includes planned/required experiential-based IPE activities as part of a clinical education or service-learning course or courses, how many sessions do students participate in during the entire degree program? Select one.

Q11.8. What resources does your institution provide to support IPE initiatives? Select all that apply.

Q12. Which of the following resources are available to your academic program? Select all that apply.

Q13. In this survey, a focus is on #1 of the critical categories in the Excellence Framework:

Cultivates transformative, influential and visionary leadership. Indicate how well your Institution or DPT program accomplishes the following.

* Institutional culture as a whole shows agility in adapting to institutional, professional, or social crises, and the evolution of health care.
* Institutional culture as a whole invites decision-making input in governance, academic, and community affairs that contributes to the institutional and academic physical therapy unit missions.
* Institutional culture as a whole ensures input into planning for and determining the unit’s successive leadership.
* Institutional culture as a whole preserves the academic enterprise through intentional succession planning at all levels and effective leadership transitions within the academic unit.
* Leadership within the academic unit directs resources toward visionary initiatives aligned with the mission and strategic plan.
* Leadership within the academic unit executes transformation initiatives that address key priorities of the profession and contemporary societal needs.
* Leadership within the academic unit champions a shared leadership model, maximizing available human resources and empowering individuals to lead in their areas of expertise.
* The culture of the academic unit hosts an environment in which strategic action to advance the mission is shared and collaboratively determined with stakeholders.

Q14. In this survey, there is also a focus on #9 of the critical categories in the Excellence Framework: Promotes adaptive, lifelong learning and professional formation. Indicate how well your DPT program accomplishes the following.

* Leadership within the academic unit allocates resources to enable faculty growth in scholarly work, teaching and clinical practice.
* The culture of the academic unit promotes development of master adaptive learners.
* The culture of the academic unit includes formal and informal learning experiences to ensure students’ professional development including personal autonomy, resiliency, engagement, and reflective practice.
* The culture of the academic unit evaluates and supports progressive growth of students in key areas of professional development.
* The culture of the academic unit supports graduates to engage in lifelong learning through pursuit of formal advanced clinical or academic education, scholarship, leadership, and/or expert practice.

**CLINICAL EDUCATION**

**Integrated clinical education (ICE)**is a curriculum design model whereby clinical education experiences are purposely organized within a curriculum. These experiences are obtained through the exploration of authentic physical therapist/physical therapist assistant roles, responsibilities, and values that occur prior to the terminal full-time clinical education experiences.

" Full-time ICE: An integrated clinical education experience in which a student is engaged for a minimum of 32 hours per week (2024 CAPTE standards)

" Part-time ICE: An integrated clinical education experience in which a student is engaged for less than 32 hours per week (2024 CAPTE standards)

**Terminal, full-time clinical education experience is**a single, or set of, full-time clinical education experience(s), supervised by a physical therapist clinical instructor, and occurring after the student has completed most or all of the didactic curriculum. Students may return to the academic program for didactic instruction that does not require additional clinical education experiences.

Q15. Which of the following best describes the model of your program’s clinical education (CE) curriculum? Select one.

Q16. Does your DPT program have requirements related to clinical education site settings for full-time integrated or terminal clinical education experiences that all students must complete?

Q17. Does your DPT program require full-time clinical education experience in an INPATIENT setting?

Q18. Which of the following settings would meet your DPT program’s requirement for full-time clinical education experience in an inpatient setting? Select all that apply.

Q19. Does your DPT program require full-time clinical education experience in an OUTPATIENT setting?

Q20. Which of the following clinical education settings would meet your DPT program’s requirement for full-time clinical education experience in an outpatient setting? Select all that apply.

Q21. Which technology platform(s)/software program(s) does your DPT program use FOR CLINICAL EDUCATION purposes (i.e., student onboarding, maintaining clinical affiliation directory, managing clinical education processes, such as March mailing, placement matching)? Select all that apply.

Q22. For what purposes does your DPT CLINICAL EDUCATION PROGRAM use technology platform(s)/ software program(s)? Select all that apply.

Q23. Which of the following clinical education assessment tools do you use to assess students’ performance? Select all that apply.

Q24. Describe the people on your DPT program’s Clinical Education team (i.e., those whose workload allocation explicitly includes a role in entry-level clinical education). If none, enter 0 (Number of people can be a whole number only; FTE can be decimal points).

Q25. How does your DPT program regularly cultivate authentic, reciprocal academic-clinical partnerships? Select all that apply.

Q26. How many of your clinical education sites would you consider to be essential academic- clinical partnerships, based on the definition provided? If none, enter "0".

Q27. Which one of the following best describes the FORMAT of your program’s site visits?

Q28. Which one of the following best describes the FREQUENCY of your program’s site visits?

Q29. Which of the following individuals from your academic program participate in site visits? Select all that apply.

30. Which of the following does your DPT program provide to clinical education sites and/or clinical instructors for supervising students in clinical education experiences? Please check all that apply below:

Q31. How many clinical education agreements (not clinical education sites) does your DPT program have as of September 1, 2024? (If you have one agreement that includes several sites, please count it as one agreement). If none, enter "0".

**YOUR FACULTY**

Q32. Indicate whether the current Program Director holds an interim or permanent appointment in the position.

Q33. How many years has the current Program Director been in the position?

Q34. How many years was the previous Program Director in the position?

Q35. How many years has the current Director of Clinical Education (DCE) been in the position? If the program has more than one DCE, please refer to the DCE with the longest term in the position.

Q36. Provide the total number of CAPTE-defined core faculty in terms of ethnic identity, racial identity & gender identity. If your program does not ask faculty to self-identify these characteristics, complete the table to the best of your ability. Count each faculty member only once in each of the 3 categories. If none, enter "0".

**\*Q36. TOTAL number of CAPTE-defined core faculty (Required)**

**NUMBER OF FACULTY WHO ARE:**

**Q36.1. ETHNIC IDENTITY**

**Q36.2. RACIAL IDENTITY**

**Q36.3. GENDER IDENTITY**

Q37. Do you collect self-reported identity data for faculty ethnic, racial and gender identities?

Q38. How many core faculty members in the DPT program are the following:

Q38.1. Are licensed physical therapists

Q38.2. Are ABPTS-certified clinical specialists

Q38.3. Hold ABPTS emeritus status

Q38.4. Are fellowship-trained clinical specialists (e.g., FAAOMPT)

Q38.5. Hold non-fellowship certification (e.g., Maitland, Cert MDT, etc.)

Q38.6. Hold academic doctoral degrees and are physical therapists (e.g., PhD, EdD, DHSc, DSc, DScPT, DPTSc)

Q38.7. Hold academic doctoral degrees and are NOT physical therapists (e.g., PhD, EdD, DHSc, DSc)

Q38.8. Are serving as a primary dissertation advisor in one or more academic doctoral degree programs offered by your academic unit (e.g., PhD in Physical Therapy, Kinesiology, Rehabilitative Science)

Q38.9. Are serving as a primary dissertation advisor in one or more academic doctoral degree programs offered by the institution but outside your academic unit. (e.g., PhD, EdD, DSc in Biomedical Science, Education, Neuroscience)

Q38.10. Are on a path of academic advancement (e.g., promotion, tenure, etc.) that does NOT require creative activity or scholarship

Q38.11. Are on a path of academic advancement (e.g., promotion, tenure, etc.) that requires creative activity (e.g., knowledge translation product, brochures, QI project, course development) that does not undergo formal peer review

Q38.12. Are on a path of academic advancement (e.g., promotion, tenure, etc.) that requires scholarship, which includes dissemination through peer-reviewed publication

Q38.13. Are on a path of academic advancement (e.g., promotion, tenure, etc.) that requires scholarship with grant funding

Q38.14. Currently have at least one research grant over $250,000 in total direct costs as a principal investigator (PI) or multi-PI?

Q38.15. Have had, during employment at your institution, at least one research grant over $250,000 in total direct costs as a principal investigator (PI) or multi-PI?

Q39. How many core faculty member(s) DEPARTED the DPT program in the calendar year 2024 due to each of the following reasons? If none, enter 0.

\*Q39.1. What is the number of vacancies for full-time core faculty positions allocated (budgeted) in your 2024 budget? If none, enter 0 .

Q39.2. How many of the core faculty member vacancies have active searches?

Q39.3. How many searches for core faculty members for the DPT program have been open for longer than six months? If none, enter "0".

Q40. Does the program have an internal succession plan for the DPT Program Director position?

Q41. What is the total number of peer-reviewed articles published by your core faculty in 2024, as reported in the CAPTE AAR (Q15.6a)? If none, enter "0".

Q42. What is the total number of peer-reviewed presentations made by your core faculty in calendar year 2024 (e.g., platform, poster, invited, etc.), as reported in the CAPTE AAR (Q15.6c)? If none, enter "0".

Q43. What is the total number of core faculty with funded internal or external grants in calendar year 2024, as reported in the CAPTE AAR (Q15.7a)? If none, enter "0".

Q44. What is the total amount of grant (internal and external) funding awarded to or available to the program in calendar year 2024, as reported in the CAPTE AAR (Q15.7b)? If none, enter "0".

Q45. What is the total amount of grant funding from the NIH awarded to or available to the program in calendar year 2024, as reported in the CAPTE AAR (Q15.7c)? If none, enter "0".

**YOUR DPT STUDENTS**

Q46. Describe the DPT students who originally enrolled in the professional phase of the class of 2024 in terms of ethnic identity, racial identity & gender identity. If your program does not ask students to self-identify these characteristics, complete the table to the best of your ability. Do not include decelerated or re-entry students. Count each student once in each of the 3 categories. If there are no students in a category, enter "0". (The total in each category must add up to the total number of students entered in question Q6.2.)

**Q46.1. ETHNIC IDENTITY**

**Q46.2. RACIAL IDENTITY**

**Q46.3. GENDER IDENTITY**

Q47. Describe, in terms of ethnic identity, racial identity and gender identity, DPT students who originally enrolled in the professional phase of the class of 2024 and were dismissed or departed or decelerated for any reason before graduation. Count each student once in each of the 3 identity categories. If there are no students in a category, enter "0".

**Q47.1. ETHNIC IDENTITY**

**Q47.2. RACIAL IDENTITY**

**Q47.3. GENDER IDENTITY**

Q48. Which of the following categories of information does your DPT program collect from students about to graduate? Select all that apply.

Q49. How does your DPT program track alumni outcomes one year out (e.g., APTA membership, employment, specialization, advanced education)? Select all that apply.

Q50. Which of the following categories of information does your DPT program collect from alumni one year out? Select all that apply.

Q51. What is your typical response rate (in percentage) for efforts tracking DPT alumni outcomes one year out?

**PROGRAM-LEVEL AUTONOMY**

In 2021, ACAPT members passed a motion that ALL PHYSICAL THERAPY EDUCATIONAL UNITS shall be a department, school, or college of physical therapy by 2030, and the leader of the educational unit shall be a physical therapist who serves as the chairperson/head of that department, dean of that school or college, or holds an equivalent administrative title consistent with the parent institution.

Q52. Please refer to the motion above and describe your DPT program’s EDUCATIONAL UNIT. Select one.

Q52.1. Describe your program within another structure.

Q53. Identify the leader of the DPT educational unit (College, School, Department of Physical Therapy), as defined in the 2021 Motion, who serves as chairperson/head of that department, dean of that school or college, or holds an equivalent administrative title consistent with the parent institution. Select one.

Q54. In your role as DPT Program Director, as defined by CAPTE, to whom do you directly report? Select one.

Q54.1 Describe your Dean

Q54.2 Describe your Chair

Q54.3 Describe your Chief of a Division

Q54.4 Describe your Chief Academic Officer or Representative.

\*Q55. Are you being asked by the institutional administration to modify the DPT program for financial reasons (e.g., increase cohort size, alter the curriculum, modify faculty balance)?

Q56. Do you know how your DPT program’ s budget is determined?

Q57. Do you know the percentage of DPT students’ tuition and fees that is applied to the DPT program's budget?

Q58. Do you have discretionary funds in your DPT budget (funds whose uses are left to the DPT Director/Chair’s choice or judgment)?

Q59. Does your DPT program receive any portion of indirect payments from faculty members’ external/ extramural grants?

Q60. Does your DPT program offer start-up funds for new faculty?

60.1 What are the sources of the start-up funds? Select all that apply.

Q61. What percentage of your DPT program budget is allocated toward core faculty and staff salary expenses (excluding benefits). Use whole numbers, do not include decimal points. If none, enter "0"."

Q62. How much influence do you have in:

* Setting tuition for the DPT program
* Setting fees for the DPT program
* Setting salaries for new faculty
* Determining the non-personnel expense (operating) budget for the DPT program
* Determining the personnel expense budget for the DPT program
* Determining the number of core faculty lines needed to meet program and educational needs
* Determining the appropriate balance of core vs. associated faculty to deliver the educational program
* Allocating or reallocating finances within your DPT program budget to areas of programmatic need

Q63. Do you have the ability to negotiate increases in your DPT program’s budget if needed for the current or following fiscal year? Select one.

Q64. What revenue sources contribute to your DPT program’ s budget? Select all that apply.

**PROGRAM COSTS AND STUDENT FINANCIAL SUPPORT**

\*Q65. Does your institution charge different tuition for in-state versus out-of-state students?

\*Q66. If your institution charges DIFFERENT tuition for in-state versus out-of-state students, complete the table below using whole numbers only. Please enter tuition & fees for ONE student. DO NOT enter any commas, a decimal point, or dollar sign. - e.g. 64000 (not 64,000). If zero, enter "0".

\*Q67. If your institution charges the SAME tuition for in-state versus out-of-state students, complete the table below using whole numbers only. Please enter tuition & fees for ONE student. DO NOT enter any commas, a decimal point, or dollar sign. - e.g. 64000 (not 64,000). If zero, enter "0".

Q68. Indicate what information you are able to obtain from your institution’s financial aid office. (Total may include undergraduate and graduate.) Select all that apply.

Q69. Indicate how many students who originally enrolled in, and graduated from, the professional phase of class of 2024 received federally supported financial aid during the program. If none, enter "0".

Q69.1 What is the source of this information?

Q70. Indicate how many students who originally enrolled in, and graduated from, the professional phase of the class of 2024 had $150,000 or more debt for their DPT education. Do not include undergraduate debt. If none, enter "0".

Q71. Does your DPT program or institution offer financial literacy education for students?

Q72. Does your institution or DPT program offer any of these forms of student financial support? Select all that apply.

Q73. Did your institution or DPT program offer scholarships to DPT students when they enrolled in the professional phase of the class of 2024?

Q73.1 How many scholarships were offered?

Q74. How many of these scholarships were allocated to students from historically marginalized groups? If none, enter "0".

Q75. What was the total amount of scholarship dollars given to all students? Do not add commas, decimal points or dollar sign.

Q76. What is the total amount of these scholarship dollars awarded specifically to students from historically marginalized groups? Do not add commas, decimal points or dollar sign.

**ACAPT MOTIONS**

Q77. Indicate your program’s usage of the guidance provided in each motion.

* Does your program use the IPEC CORE COMPETENCY DOMAINS in your curriculum?
* Is your program using the standard terms from the PT CLINICAL EDUCATION GLOSSARY
* Does your program use the following ACAPT UNDERREPRESENTED MINORITY (URM) DEFINITION?
* "Underrepresented in physical therapy means those racial and ethnic populations that are underrepresented in the PT profession relative to their numbers in the general population, as well as individuals from geographically underrepresented areas, lower economic strata, and educationally disadvantaged backgrounds."
* Does your program use the National Physical Therapy STUDENT HONOR SOCIETY program from ACAPT?
* Does your program include the MOVEMENT SYSTEM as an identifiable element in your curricula and is it visible on your public-facing web presence (e.g., as part of a program description, program goals, curricular threads or proposed graduate outcomes)?
* Does your program use the ACAPT ADMISSIONS TRAFFIC RULES?
* Does your program use ACAPT s guidelines for considering STUDENT READINESS for clinical education experiences?
* Does your program OPPOSE DIRECT MONETARY PAYMENT for clinical education experiences & promote non-monetary benefits?
* Does your program support the Environmental Physiotherapy (EPT) Agenda 2023?
* Does your program use the ALTERNATE APPROVAL PROCESS (AAP) developed by FSBPT?
* Does your program use or require the following EXERCISE PHYSIOLOGY RECOMMENDATIONS as either a pre-requisite or in your curricula?
* Is your physical therapy EDUCATIONAL UNIT a department, school or college of physical therapy and is the LEADER of the educational unit a physical therapist who serves as the chairperson/head of that department, dean of that school/ college or equivalent?
* Does your program require 20-50 pre-admission OBSERVATION HOURS?
* Does your program use these 8 parameters as BASELINE EXPECTATIONS for integrated clinical education (ICE)?
* Does your program consist of a MINIMUM of 108 WEEKS of instruction, which (according to CAPTE s definition) includes all weeks that students participate in class/lab/distance learning/ independent study, exam weeks & clinical education?
* Does your program use the PREREQUISITE COURSES at acapt.org/admissions?

**SURVEY FEEDBACK**

Q79. Please provide below any feedback you have about this survey.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_