Commission on Accreditation in Physical Therapy Education
American Physical Therapy Association

SUMMARY OF ACTION
Physical Therapist Assistant Program
Ivy Tech Community College of Indiana- East Central
345 S High St
Muncie, IN 47305

On April 25, 2023, the Commission on Accreditation in Physical Therapy Education made the following decision regarding the Physical Therapist Assistant education program at Ivy Tech Community College of Indiana- East Central.

Status: 
ACCREDITATION

Action Taken: 
Reaffirm Accreditation

Effective Date: 
April 25, 2023

Information Used to Make Decisions: 
Self-study Report
Visit Report with Institution Response
Comments from the Program Director
Comments from the Team Leader

Reason for Decision: 
The Commission's decision to reaffirm accreditation status [for a period of ten years] is based on the program's general compliance with the intent of the Standards and Required Elements and on the expectation that the program can and will, within the next two years, bring itself into compliance with the following elements noted in the Commission's Findings: 2B1, 2B5, 4N, 5B, 6J4, 7B, 7D13, 7D24a.

That compliance must be appropriately documented in a Compliance Report which will be used by the Commission to determine compliance with the elements noted in the Findings and to monitor compliance with all the required elements.

Next Activity: 
Compliance Report due September 1, 2023
NOTICES

REQUIRED STATEMENT OF ACCREDITATION STATUS
Once a program has been accredited, and for as long as it remains accredited, the program must use the statement provided in §8.20 on all educational and promotional materials, including the institution/program web site, where the program’s accreditation status is disclosed.

NOTE: If the institution offers other physical therapy programs not subject to accreditation by CAPTE (e.g., transitional DPT, post-professional degree program, residency or fellowship), the above statement must be edited to clearly indicate that the additional programs are not accredited by CAPTE. Additionally, the information available to the public regarding these programs must clearly state that they are not accredited by CAPTE.

TWO YEAR LIMITATION ON BEING OUT OF COMPLIANCE
CAPTE’s recognition by the United States Department of Education requires a limitation of two years for programs to be out of compliance with a required element [34 CFR 602.20(a)(2)(iii)]. When, after review of a Compliance Report, the program remains out of compliance with any required element and sufficient progress toward compliance has not been demonstrated, CAPTE may act to place the program on probationary accreditation or withdraw accreditation. CAPTE will place the program on probationary accreditation when a program remains out of compliance for 18 months. If the program continues to be out of compliance with any required element at the end of the two year period following the initial finding that the program is out of compliance, CAPTE will withdraw accreditation unless CAPTE judges the program, for good cause, to be making significant efforts to come into compliance with the standards and required elements. CAPTE defines a good cause effort as:

(a) a completed comprehensive assessment of the problem/issue under review,
(b) an appropriate plan for achieving compliance within a reasonable time frame not to exceed two years,
(c) a detailed timeline for completion of the plan,
(d) evidence that the plan has been implemented according to the established timeline, and
(e) evidence that the implemented plan is showing results that provide reasonable assurance the program will achieve compliance within the allotted time frame.

It is the program’s responsibility to make the case that a good cause effort has been made and continues to be in effect. During the extension for good cause, probationary accreditation status will be maintained, and the program’s progress will be monitored. In no case, however, will an extension for good cause be longer than two years.

PUBLIC NOTICE OF REASONS FOR DECISIONS
Pursuant to expectations of the Council for Higher Education Accreditation, CAPTE provides public notice of the reasons for its decisions to grant candidacy or grant or reaffirm accreditation. These notices are in addition to the notices of reasons for probation and for final adverse actions as required by the US Department of Education. The front page of this Summary of Action will be used for this purpose.
ACCURATE PUBLIC DISCLOSURE OF THIS DECISION BY THE INSTITUTION

The institution and program must make accurate public disclosure of the accreditation or pre-accreditation status awarded to the program. Further, the United States Department of Education (USDE) requires all recognized accrediting agencies to provide for the public correction of incorrect or misleading information an institution or program releases about accreditation or pre-accreditation status, contents of reports of on-site reviews, and accreditation or pre-accreditation actions with respect to the institution or program [34 CFR 602.23(d) and 602.23(e)]. If the institution or program chooses to disclose any additional information, beyond the accreditation or pre-accreditation status that is within the scope of the USDE rule, such disclosure also must be accurate. Any public disclosure of information within the scope of the rule must include the agency’s street address, email address and phone number: Commission on Accreditation in Physical Therapy Education, 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; accreditation@apta.org; (703) 684-2782 or (703) 706-3245. If the Accreditation staff finds that an institution or program has released incorrect or misleading information within the scope of the USDE rule, then, acting on behalf of CAPTE the Accreditation staff will make public correction, and reserves the right to disclose this Summary of Action in its entirety for that purpose.

PUBLIC NOTICE OF DECISIONS BY CAPTE

Following all decisions, including decisions to place a program on warning, probation or show cause, or to deny candidacy, withdraw candidacy, withhold accreditation, or withdraw accreditation, the Accreditation staff will, within 24 hours of the official notification of the programs and institutions of the decisions, provide notice to the public by placing notice of the decisions on its web site.

RESPONSIBILITY TO REPORT CHANGE(S)

The institution and program are responsible for notifying CAPTE of all reportable changes in the program prior to implementation. Unexpected changes are to be reported immediately after they occur. Reportable changes, some of which may require pre-approval, are described in Part 9 of CAPTE’s Rules of Practice and Procedure (https://www.capteonline.org/globalassets/capte-docs/capte-rules-practice-procedure.pdf). It is the program’s responsibility to be familiar with these expectations and to provide notification of program changes as required.
Commission’s Findings and Reasons for Decision:
The Commission on Accreditation in Physical Therapy Education judged the program to be in compliance with all of the Standards and Required Elements for Accreditation except those noted below.

The program was judged to be in CONDITIONAL COMPLIANCE with the following required elements. Conditional compliance means that the program has in place a substantial portion, but not all, of the components necessary to meet all aspects of the elements.

2B For each of the following, the program provides an analysis of relevant data and identifies needed program change(s) with timelines for implementation and reassessment. The assessment process is used to determine the extent to which:

1.) 2B1 the admissions process and criteria meet the needs and expectations of the program.

INSTITUTION RESPONSE:

2.) 2B5 program policies and procedures, as well as relevant institutional policies and procedures meet program needs. This includes analysis of the extent to which program practices adhere to policies and procedures.

INSTITUTION RESPONSE:

3.) 4N The collective core faculty are responsible for assuring that students are professional, competent, and safe and ready to progress to clinical education.

INSTITUTION RESPONSE:

4.) 5B Prospective and enrolled students are provided with relevant information about the institution and program that may affect them including, but not limited to, catalogs, handbooks, academic calendars, grading policies, total cost to student, financial aid, the program’s accreditation status, the process to register a complaint with CAPTE, outcome information, and other pertinent print and/or electronic information. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

INSTITUTION RESPONSE:
The curriculum plan includes clinical education experiences\(^1\) for each student that encompass, but are not limited to:

5.) 6J4 participation as a member of the PT and PTA team; and

**INSTITUTION RESPONSE:**

6.) 7B The physical therapist assistant program curriculum includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; and the medical and surgical conditions across the lifespan commonly seen by physical therapist assistants.

**INSTITUTION RESPONSE:**

7D Courses within the curriculum include content designed to prepare program students to:

7.) 7D13 Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.

**INSTITUTION RESPONSE:**

8.) **Test and Measures\(^2\)**

7D24a Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during and after interventions) for the following areas: Aerobic Capacity and Endurance: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise)

**INSTITUTION RESPONSE:**

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1 **Clinical education experiences:** That aspect of the technical curriculum during which student learning occurs directly as a function of being immersed within physical therapist practice. These experiences comprise all of the formal and practical “real-life” learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment.

2 **Test and Measures:** Categories are adapted from the Guide to Physical Therapist Practice (2014).