On October 25, 2022, the Commission on Accreditation in Physical Therapy Education made the following decision regarding the physical therapist education program at Utica University.

**Status:** ACCREDITATION

**Action Taken:** WITHHOLD APPROVAL OF SUBSTANTIVE CHANGE

**Effective Date:** October 25, 2022

**Information Used to Make Decisions:**
- AASC submission: September 1, 2022
- Additional Material provided on October 14, 2022

**Reason for Decision:** The Commission based its decision to withhold approval of the Application for Approval of Substantive Change due to an assessment of the impact of the proposed change indicating the program will be out of compliance with elements 4B and 4K.

**Next Activity:** Resubmission of the AASC at the Institution’s Discretion
- Self-study Report and On-site Review in Fall 2023

**NOTICES**

**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 (http://www.capteonline.org/AccreditationHandbook/). 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 based its decision to withhold approval of the Application for Approval of Substantive Change due to an assessment of the impact of the proposed change indicating the program will be out of compliance with elements 4B and 4K.

1. **4B** Each core faculty member has a well-defined, ongoing scholarly agenda that reflects contributions to: (1) the development or creation of new knowledge, OR (2) the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, OR (3) the application of findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community, OR (4) the development of critically reflective knowledge about teaching and learning, OR (5) the identification and resolution of pressing social, civic, and ethical problems through the scholarship of engagement.

2. **Collective Academic Faculty**

   **4K** The collective core and associated faculty include an effective blend of individuals with doctoral preparation (including at least 50% of core faculty with academic doctoral degrees) and individuals with clinical specialization sufficient to meet program goals and expected program outcomes as related to program mission, institutional expectations and assigned program responsibilities.