Based on feedback received and the overall judgment of the Commission, the following changes were made to Draft 3:

Both PTA and PT Standards:
1. **Element 1C**: Expectation for the ultimate licensure pass rates increased to at least 85% (vs. current 80%).
2. **Element 3C**: wording change to stipulate a reduction in teaching load for administrative function (vs. previous wording for appropriate release time).
3. **Element 4A**: additional expectation that core faculty who are PTs/PTAS and who are teaching clinical PT content are licensed or regulated as a PT or PTA in the jurisdiction where the program exists. (The evidence list addresses options where clinical practice would be required for licensure.)
4. **Element 4C**: changed to reflect each core faculty member having a record of institutional or professional service (vs. previous wording for a record of service consistent with institutional expectations).
5. **Element 7D6**: New element addressing ethical behavior based on moral reasoning.

PT Standards only:
6. **Element 4A**: addition of an extension to the Proviso timeline for those faculty enrolled in an academic doctoral degree program.
7. **Element 4G**: inclusion of the expectation for the program director to have an earned academic doctoral degree with an option to seek an exemption for those who have been determined by CAPTE as of January 1, 2016 to meet the 2006 Evaluative Criteria expectations.
8. **Element 4K**: inclusion of the current expectation that the blend of core faculty include at least 50% of the core faculty with an academic doctoral degree.
9. **Element 6F**: new element related to interprofessional education. In addition, interprofessional collaboration was added to **Element 7D39**.

PTA Standards only:
10. **Element 7A**: inclusion of written communication in the expected general education coursework.
11. **Element 7D9**: new element that addresses students being prepared to identify basic concepts of professional literature.
12. **Element 8A**: inclusion of the preference for at least three full-time core faculty members.

**Significant Changes from current Evaluative Criteria in addition to those identified above by an asterisk (•)**

While the 2016 Standards and Elements look very different than the current Evaluative Criteria, the majority of expectations have not changed significantly. The following reflect significant changes in expectations not addressed above:

Both PT and PTA Programs
1. Student and graduate achievement measures (graduation rate, licensure pass rate, employment rate) are averaged over two years (vs. current three year period) (**Elements 1C1, 1C2 and 1C3**)
2. The expectation that students demonstrate entry-level clinical performance prior to graduation is now explicit. (**Element 1C4**)
3. The expectation for state licensure for program directors, clinical education coordinators, in addition to the expectation listed above for core faculty who are physical therapists and physical therapist assistants who are teaching clinical PT content. (**Element 4A**)
4. Clinical Education Coordinators: (**Element 4I**)
   a. Terminology change from ACCE/DCE to allow for the variety of titles used at different institutions. This does not imply a need to change the titles of these individuals.
   b. Current license to practice in jurisdiction where the program is located.
c. Two years of clinical practice experience must include experience as a CCCE or CI in physical therapy, or a minimum of two years of experience in teaching, curriculum development and administration in a PT or PTA program.

5. Student recruitment practices designed to enhance diversity of the student body. (Element 5A)

6. Expectations related to enrollment agreements, if used. (Element 5C)

7. Explicit information requested for courses offered by distance education methods. (Elements 6K-6K6 for PT Programs; Elements 6I-6I6 for PTA Programs)

8. Consolidation of curricular content expectations. (Element 7D)

PT Programs only

9. Program Director qualifications: an earned academic doctoral degree; a minimum of six years of full time higher education experience, with a minimum of three years of full-time experience in a PT education program; and current license to practice in jurisdiction where the program is located. (Element 4G)

10. Nutrition and genetics were added to the foundational science content. (Element 7A)

PTA Programs only

11. Program Director qualifications: 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; the equivalent of nine credits of coursework in educational foundations. (Element 4G)

12. Total curriculum length for the PTA program: all general education courses, pre-requisite courses, and technical education courses required for the degree can be completed in no more than 104 calendar weeks. (Element 6K) CAPTE will interpret this to mean, for example, that a program beginning on September 1, 2015, must be completed by August 31, 2017. This change is intended to allow programs maximum flexibility for scheduling courses; it is not intended to mean or imply that programs are expected to increase in length to be in compliance with the element.

13. PTA Programs: General education courses are courses not designated as applied general education coursework by the institution or program. (Element 7A)