

—ACADEMIC AFFAIRS—
STEVENSON
UNIVERSITY
Executive Vice President and Provost

10 February 2021

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of President Elliot Hirshman and Stevenson University, I am pleased to submit the enclosed proposal to add a Doctorate in Physical Therapy (DPT) degree program. The proposal for this new degree program has been approved by all of the necessary internal constituencies, including the Deans' Council, the Faculty Council, President Elliot Hirshman, and our Board of Trustees.

The Doctor of Physical Therapy (DPT) prepares individuals to become licensed physical therapists capable of providing contemporary physical therapy services to diverse communities. Adding the proposed DPT program to the academic portfolio of Stevenson University will benefit the Maryland workforce and the broader community by creating new opportunities through which individuals can train as healthcare professionals. As we educate and graduate these students, Stevenson will be able to contribute to increasing the number of physical therapists who can meet the needs of our local communities.

As detailed in the attached proposal (Section C), the projected job growth in this area significantly outpaces the projected number of graduates. In addition, the number of applicants who are qualified to pursue a DPT significantly exceeds the number of available seats, in the State of Maryland and nationally (Section D). The demonstrated demand and the need for prepared graduates in physical therapy allowed the proposed DPT program to emerge as a good fit for Stevenson's mission of providing career-focused education and preparing graduates for a lifetime of inquiry and contribution. Graduates of this program will be equipped to practice as physical therapists in a variety of clinical settings, including hospitals, outpatient clinics, long-term care facilities, and other settings. Graduates will also be prepared to pursue further specialization as desired.

The Doctor of Physical Therapy program will be Stevenson's second degree program at the doctoral level. The proposed program will complement and build on the strength of our undergraduate programs in the sciences and clinical disciplines, as well as our strong partnerships with the hospitals and health systems in the State. As described in the proposal, the program and the implementation plan have been designed in accordance with accreditation requirements of the Commission on Accreditation of Physical Therapy Education (CAPTE). We are committed to making the investment required to deliver a high-

quality program and have allocated resources accordingly. The value of adding this program to our doctoral offerings is understood and strongly supported not only by the academic departments and schools, but also by related units, such as the library, office of information technology, and career services. The addition of the DPT is an opportunity for Stevenson to continue to support the needs of the workforce and community, further expand its academic mission, and make career-focused education accessible to new populations of students.

In compliance with MHEC's request, we are submitting this cover letter and the proposal as PDF attachments to an e-mail message. We have also submitted under separate cover the required filing fee in accordance with MHEC procedures.

Please contact me at 443-334-2205 or at sgorman@stevenson.edu if you have questions. Thank you for your consideration of our proposal.

Sincerely,



Susan T. Gorman, Ph.D.
Executive Vice President and Provost
Stevenson University
443-334-2205
sgorman@stevenson.edu



Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Stevenson University

Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input checked="" type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

| | | | |
|--|--|------------------|--------------------------|
| Payment <input checked="" type="radio"/> Yes | Payment <input type="radio"/> R*STARS # 0234845 | Payment \$850.00 | Date Submitted: 02-10-21 |
| Submitted: <input type="radio"/> No | Type: <input checked="" type="radio"/> Check # 0234845 | Amount: | |

| | | | |
|--|--|------------------------|--|
| Department Proposing Program | School of Nursing and Health Professions | | |
| Degree Level and Degree Type | Doctorate | | |
| Title of Proposed Program | Doctor of Physical Therapy | | |
| Total Number of Credits | 120 | | |
| Suggested Codes | HEGIS: 1212.00 | CIP: 51.2308 | |
| Program Modality | <input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) | | |
| Program Resources | <input type="radio"/> Using Existing Resources <input checked="" type="radio"/> Requiring New Resources | | |
| Projected Implementation Date | <input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer Year: 2025 | | |
| Provide Link to Most Recent Academic Catalog | URL: https://stevenson.edu/academics/catalog/ | | |
| Preferred Contact for this Proposal | Name: | Dr. Susan T. Gorman | |
| | Title: | EVPAA and Provost | |
| | Phone: | (443) 334-2205 | |
| | Email: | sgorman@stevenson.edu | |
| President/Chief Executive | Type Name: | Dr. Elliot L. Hirshman | |
| | Signature: | Date: 02/10/2021 | |
| | Date of Approval/Endorsement by Governing Board: | 02/10/2021 | |

Revised 1/2021

10 February 2021

Stevenson University

Proposal for a New Academic Program Doctor of Physical Therapy (DPT)

A. Centrality to Institutional Mission and Planning Priorities

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Program Description

The proposed Doctor of Physical Therapy (DPT) program will prepare Physical Therapists to provide contemporary physical therapy services through education, research, and practice and to meet the physical therapy needs of diverse communities. The curriculum includes content and learning experiences designed to prepare students for clinical practice in physical therapy and to provide them with the skills and competencies to adapt and succeed in today's dynamic healthcare environment. By blending classroom and laboratory-based courses that emphasize evidence-based practice with a robust slate of clinical placements that provide experience working with diverse populations, the program will produce highly competent clinicians. The skills and competencies students will develop are consistent with the *CAPTE Standards and Required Elements for Accreditation of Physical Therapist Education Programs (Standards and Elements)* for a doctoral program in Physical Therapy.¹ Per CAPTE specifications, the curriculum is designed as a generalist program and will not have concentrations. The proposed DPT is a campus-based, full-time, year-round program (summer/fall/spring) in which students earn a total of 120 credits.²

Professional Doctorates at Stevenson

The proposed DPT program will be Stevenson University's second doctoral program. In 2020, the institution was approved by both MHEC and MSCHE to offer doctoral degrees, and the first of these, the Doctor of Psychology in Clinical Psychology (Psy.D.) will welcome students in fall 2021. Professional doctorates, in particular, are a good fit for Stevenson, which has an academic program portfolio characterized by programs that blend scholarly rigor and applied learning. Indeed, from the start, as Villa Julie College "the name that opens doors," SU has a demonstrated history of leadership in applied and career-focused education with programs that provide a direct pathway to careers, an innovative curriculum, engaged and supportive faculty, and opportunities for students to explore individual interests while also preparing for their professional futures. In

¹ CAPTE *Standards* are available at:

http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/CAPTE_PTStandardsEvidence.pdf (accessed 11 November 2020).

² The credit requirement is in keeping with nationwide averages as reported in the CAPTE Aggregate Program Data Report.

http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Aggregate_Program_Data/AggregateProgramData_PTPrograms.pdf; see page 4 (accessed 24 November 2020).

addition, Stevenson faculty are teacher-scholars who are actively pursuing and engage students in applied research and scholarship of discovery in the sciences and health professions. The proposed Doctor of Physical Therapy program has been designed along these same lines, and providing access to doctoral education is yet another way for Stevenson University to live its values and prepare students for a lifetime of learning and contribution. Offering doctoral education is an opportunity for Stevenson to continue to build on its strengths, further expand its academic mission, and make career-focused education accessible to new populations of students.

Stevenson University operates under the philosophy of meeting students where they are, and the institution has been consistent and thorough in pursuing its mission of providing a career-focused education, grounded in the liberal arts. This mission has allowed the institution to meet the needs of the current student population of traditional undergraduate students and adult online students since its founding as Villa Julie College in 1947. Building professional doctorates, such as the Psy.D. and DPT, is a natural extension of the institution's intentional blend of career focus and liberal arts tradition. The addition of this new program supports and is supported by the University's Mission and positions the institution well to meet growing workforce demand in the region.

At Stevenson, the Division of Academic Affairs works to promote academic excellence, extraordinary experiences, warm community, and career connections that well prepare graduates “for learning and for living.” These values underpin all academic programs and related academic services (Library, Career Connection, Student Success). Stevenson University has a robust Career Connection Center, housed within Academic Affairs, with targeted advising, professional development opportunities, and support programs in place for students. In collaboration with the faculty in the Berman School of Nursing and Health Professions, these programs will be further enhanced to support the specific needs of the doctoral students. Moreover, the strength of the undergraduate programs in the sciences and health professions, which is supported and enhanced throughout the Academic Affairs Division, will ensure a robust and rigorous academic experience for doctoral students.

Doctor of Physical Therapy programs are accredited by the Commission on the Accreditation of Physical Therapy Education (CAPTE). CAPTE has very exact and rigorous standards and guidelines, and this proposal has been prepared to align with those standards and guidelines so as to best prepare the University to achieve accreditation. The proposed program emphasizes interprofessional collaboration throughout the curriculum and integrates frequent, in-depth clinical experiences in a variety of healthcare settings within the didactic curriculum and in terminal clinical course work, in accordance with accreditation standards and the institutional mission. Graduates will develop cultural competencies and be well-prepared to serve diverse populations as they apply an evidence-based and patient-centered approach to their clinical practice. In addition, the proposed program is committed to emphasizing the “importance of care, critical thinking, and a spirit of inquiry in education, practice, service, and research” that are the hallmarks of all clinical programs in the Berman School of Nursing and Health Professions.³ The strong simulation program, which features collaborations among graduate and undergraduate nursing, medical laboratory science, and biomedical engineering programs,

³ Stevenson University Portal, Berman School of Nursing and Health Professions, <https://now.stevenson.edu/schools/healthprofessions/Pages/default.aspx> (accessed 23 November 2020).

provides significant opportunities to enhance clinical decision-making and interprofessional communication skills. In addition, early exposure to the variety of clinical settings in which Physical Therapists work, followed by multiple, varied, and in-depth clinical experiences, enable students to explore and refine their career interests while gaining significant experience that will position them well to pursue a multitude of professional pathways in physical therapy.

Relationship to the Institution's Approved Mission

The proposed Doctor of Physical Therapy (DPT) aligns with the University's strategic goals and is an institutional priority. The program has received the full support of all stakeholders, including, but not limited to, the Faculty Council, Deans' Council, Cabinet, Provost, President, and Board of Trustees.

The DPT program aligns with Stevenson University's Mission, which appears below:

The University is an innovative, coeducational, independent institution offering undergraduate and graduate students a career-focused education marked by individualized attention, civility, and respect for difference. The University blends the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The University meets students where they are and supports and challenges them to become reflective and accomplished individuals committed to a lifetime of learning and contribution. Students graduate with the competence and confidence needed to address creatively the opportunities and problems facing their communities, the nation, and the world.

Specifically, as an applied doctorate, the DPT reflects Stevenson's mission of blending the liberal arts with career preparation and providing students with opportunities to learn beyond the classroom. As demonstrated below, the practical application of knowledge through professional preparation courses, laboratory courses, research, and diverse clinical placements is a central feature of the DPT curriculum. The program also provides students with a strong grounding in theory and research, in keeping with the institution's commitment to liberal arts and lifelong learning. Physical therapy as a field is committed to inclusion and increasing the cultural competencies of practitioners, and the alignment of these disciplinary values with the institutional mission of upholding civility and respect for difference made the DPT a natural choice for program development at Stevenson University. The opportunity to offer additional doctoral programs also aligns with the University's dedication to preparing students to be lifelong learners and stewards of their communities.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Stevenson University is currently finalizing a new Strategic Plan, which will be implemented in 2021. This work was originally slated to be finalized in May 2020; however, the University's priorities turned to addressing the COVID-19 pandemic, which delayed the timetable for the Plan. Completion and implementation of the new Strategic Plan is a University priority for Fiscal Year 2021 (FY21); indeed, it is the first of the 2020-2021 Stevenson University General

initiatives developed by the President's Cabinet: "A final review of the proposed Strategic Plan will be conducted by the Cabinet and community members will be given a final opportunity to share final comments on the proposed plan."

The inclusion of the following goals in the working Strategic Plan demonstrates that the proposed program will be an institutional priority:

Develop Academic Programs

Focus on Students' Professional Success and Career Development

In addition, the previous strategic plan, under which development of this program began, included the following goal:

Academic Affairs: The University will support faculty and students in their pursuit of academic excellence by integrating academics with experiential learning and career preparation, and by establishing a solid liberal arts foundation.

As noted above, the DPT program is aligned with this goal in its applied focus. In addition, the development of this program aligns with the annual University initiatives (2020-2021) developed by the President's Cabinet, which include "Continue planning for the Doctor of Physical Therapy (DPT) program with a goal of submitting a program proposal to MHEC in the coming year."

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The proposed DPT program will build on the strength of the undergraduate programs in the Sciences and Health Professions. The University recognizes that it will incur new costs with the development and implementation of this program, and the costs will be shared by the Academic Affairs Division (25%) and Central Budgeting (75%). Specifically, new program costs include hiring faculty and staff, recruiting and supporting students, providing appropriate facilities and technological infrastructure, and pursuing program accreditation. Beginning in FY 21, funds have been dedicated to the development of this program, and start-up expenses have been staggered throughout the planning years and initial years of student enrollment in the program. Additional information and details appear in Section L.

4. Provide a description of the institution's commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The proposed program will be administratively housed in the Berman School of Nursing and Health Professions. A Graduate Program Director, reporting to the School Dean, will be hired during the planning phase (FY23) to lead the development of program-specific courses, oversee facilities work, connect with clinical placement sites, lead the CAPTE accreditation process, and

collaborate with Admissions and Marketing to promote the program and recruit the inaugural class of students. To ensure adequate staffing prior to the program launch, a second core faculty member will be hired in FY24 and a third and fourth in FY25. The complete faculty hiring plan for the program appears below in Section I. Administrative support in the form of an administrative coordinator will also be added in FY25.⁴ The Office of Information Technology, Library, and Facilities Department have all included the needs of the proposed doctoral program in their short and long-term planning. Throughout all units, financial costs have been staggered to allow for effective planning and continuous support.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Stevenson University anticipates continuation of this degree program beyond the time needed for students to complete. The University is committed to the success of its students and provides support services to ensure timely progression, such as high-touch advising and subject-specific tutoring. In addition, the University is invested in the expansion to doctoral programs and the opportunities such programs provide to enhance the academic offerings of the institution.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

- a) The need for the advancement and evolution of knowledge;**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.**

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

Stevenson's proposed DPT program aligns with several strategies outlined in the *2017-2021 Maryland State Plan for Postsecondary Education*.⁵ As noted in the description of the "Success" goal, Maryland has the third highest percentage of adults with advanced degrees, and the state espouses the idea that "more individuals should participate in higher education, and more should

⁴ The timelines included in this proposal are based upon SU applying for candidacy following CAPTE Cycle 2024B. This timeline may be accelerated or decelerated based on the progress of program development and timely hiring of a Program Director. CAPTE "Available Slots for Review of Application for Candidacy."
http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Programs/Developing/ChartCycleAvailabilityForAFCSsubmission.pdf (accessed 13 November 2020).

⁵ The *2017-2021 Maryland State Plan for Postsecondary Education*.
<https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx> (accessed 15 October 2020).

complete one or more credentials.”⁶ Adding a second professional doctorate program to the academic program portfolio at SU will further support this achievement and the advancement and evolution of knowledge within the state, while also helping to meet critical national and local employment need, as demonstrated below.

Several strategies within the *State Plan* emphasize the importance of career preparation and professional partnerships. These are hallmarks of the DPT program. For instance, *Strategy 7*: “Enhance career advising and planning services and integrate them explicitly into academic advising and planning.” As demonstrated in the curriculum outline, professional preparation courses, laboratory courses, clinical exposure, and full-time clinical experiences are part of the required coursework for the DPT, and students will work closely with faculty advisors in preparation for these placements. Classroom- and lab-based work, too, will include significant hands-on work to prepare students for patient contact. *Strategy 8*: “Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness” also makes mention of the importance of graduate study in a student’s long-term planning. The DPT program will build on the strong relationships between existing Stevenson University programs and clinical placement sites as well as open up opportunities for new partnerships between the University and local healthcare and rehabilitation facilities. Many of these placement sites may also become employers for program graduates. Finally, SU’s DPT program aligns with *Strategy 10*: “Expand support for research and research partnerships.” While the DPT is an applied degree, the curriculum does include doctoral-level research and scholarship accomplished through evidence-based practice, and faculty are expected to be active researchers, contributing to the expansion of knowledge in the field. Students will combine both research and applied work in preparing to become licensed Physical Therapists and support the growing workforce demand in this area.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

The primary outcome of the DPT program is to prepare students to become licensed Physical Therapists. Doctoral-level preparation from a CAPTE-accredited program and successful passing of the national licensure exam (NPTE) is required for licensure. Upon completion of Stevenson’s DPT program, students will have completed the necessary coursework and supervised clinical hours to sit for the national licensure exam. Licensed Physical Therapists are prepared to provide care in setting such as hospitals, schools, sports and fitness facilities, individual or group practices, and outpatient centers, as well as to manage physical therapy interventions with the assistance of support staff⁷

⁶ *Maryland State Plan*, page 47.

⁷ American Physical Therapy Association. <https://www.apta.org/your-career/careers-in-physical-therapy/becoming-a-pt> (accessed 15 October 2020).

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
3. **Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**
4. **Provide data showing the current and projected supply of prospective graduates.**

National

The Bureau of Labor Statistics (BLS) employment category that corresponds to the outcome of the DPT is Physical Therapist. According to the Bureau of Labor Statistics, both nationally and locally, the employment projections for Physical Therapists are strong and expected to exceed the average.

Table 1: National Employment Projections: Physical Therapist⁸

| Occupational Title | SOC Code | Employment, 2019 | Projected Employment, 2029 | Change, 2019-29 | |
|--------------------|----------|------------------|----------------------------|-----------------|---------|
| | | | | Percent | Numeric |
| Physical Therapist | 29-113 | 258,200 | 305,200 | 18 | 47,000 |

Maryland

Within the state of Maryland, the long term occupational projections for Physical Therapists show an increase of 31% from 2018 to 2028. As demonstrated in Tables 2 and 3 below, the average number of openings for Physical Therapists per year in Maryland (430) significantly exceeds the number of graduates from CAPTE-accredited DPT programs in the state (average 87 graduates per year 2016-2019).

Table 2: Maryland Employment Projections: Physical Therapist, 2018-2028⁹

| Area | Title | Base Year Employment | Projected Year Employment | Change | Percent Change | Average Annual Openings |
|----------|--------------------|----------------------|---------------------------|--------|----------------|-------------------------|
| Maryland | Physical Therapist | 4960 | 6500 | 1540 | 31 | 430 |

Table 3: CAPTE-accredited Doctor of Physical Therapy programs and number of graduates, Maryland: 2016-2019¹⁰

| Institution Name | State | 2019 | 2018 | 2017 | 2016 |
|--------------------------------------|-------|------|------|------|------|
| University of Maryland Eastern Shore | MD | 29 | 29 | 27 | 29 |
| University of Maryland Baltimore | MD | 61 | 61 | 56 | 55 |

⁸ U.S. Bureau of Labor Statistics, Occupational Employment Statistics. <https://www.bls.gov/ooh/healthcare/physical-therapists.htm> (accessed 9 October 2020).

⁹ Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 9 October 2020).

¹⁰ U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 15 October 2020).

Table 4: Projected Enrollment and Graduation, Stevenson University DPT Program: 2025-2030
(note: program start year is pending CAPTE accreditation)

| | Year 1 2025-2026 | Year 2 2026-2027 | Year 3 2027-2028 | Year 4 2028-2029 | Year 5 2029-2030 |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| Projected Enrollment | 25 | 47 | 69 | 69 | 69 |
| Projected Graduates | - | - | - | 25 | 25 |

Region

Across Delaware, Washington D.C., New Jersey, and Pennsylvania, the long term occupational projections for Physical Therapists show an increase of 22% (DE), 15.4% (DC), 20% (NJ), and 20.6% (PA) from 2018 to 2028. As demonstrated in Tables 5 and 6 below, the average number of openings for Physical Therapists per year in these areas (1470 total) is still outpacing the number of graduates from CAPTE-accredited DPT programs in the area (average 1132 graduates per year 2016-2019).

Table 5: DE, DC, NJ, and PA Employment Projections: Physical Therapist, 2018-2028¹¹

| Area | Title | Base Year Employment | Projected Year Employment | Change | Percent Change | Average Annual Openings |
|---------------------------------|---------------------|---------------------------------|--|---------------|---------------------------|--|
| Delaware | Physical Therapists | 910 | 1,110 | 200 | 22.0 | 60 |
| District of Columbia | Physical Therapists | 650 | 750 | 100 | 15.4 | 40 |
| New Jersey | Physical Therapists | 8,220 | 9,860 | 1,640 | 20.0 | 540 |
| Pennsylvania | Physical Therapists | 12,500 | 15,070 | 2,570 | 20.6 | 830 |

Table 6: DE, DC, NJ, and PA CAPTE-accredited Doctor of Physical Therapy programs and number of graduates: 2016-2019¹²

| Institution Name | State | 2019 | 2018 | 2017 | 2016 |
|----------------------------|--------------|-------------|-------------|-------------|-------------|
| Alvernia University | PA | 25 | 28 | | |
| Arcadia University | PA | 308 | 171 | 128 | 130 |
| Chatham University | PA | 37 | 37 | 41 | 37 |
| DeSales University | PA | 25 | 24 | 0 | 0 |
| Drexel University | PA | 53 | 51 | 54 | 51 |

¹¹ Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 15 October 2020).

¹² U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 15 October 2020).

| | | | | | |
|---|----|----|----|-----|----|
| Duquesne University | PA | 36 | 36 | 34 | 34 |
| Gannon University | PA | 47 | 46 | 48 | 51 |
| George Washington University | DC | 44 | 41 | 41 | 40 |
| Howard University | DC | 20 | 10 | 13 | 18 |
| Kean University | NJ | 22 | 0 | | |
| Misericordia University | PA | 47 | 61 | 45 | 56 |
| Rutgers University, Camden | NJ | 32 | 29 | 27 | 27 |
| Rutgers University, New Brunswick | NJ | 64 | 60 | 62 | 63 |
| Saint Francis University | PA | 29 | | 35 | 30 |
| Seton Hall University | NJ | 71 | 32 | 26 | 26 |
| Slippery Rock University of Pennsylvania | PA | 54 | 52 | 50 | 50 |
| Stockton University | NJ | 30 | 24 | 27 | 39 |
| Temple University | PA | 49 | 56 | 83 | 87 |
| Thomas Jefferson University | PA | 60 | 54 | 118 | 52 |
| University of Delaware | DE | 50 | 55 | 56 | 32 |
| University of Pittsburgh-Pittsburgh Campus | PA | 58 | 56 | 59 | 55 |
| University of Scranton | PA | 38 | 47 | 35 | 42 |
| University of the Sciences | PA | 69 | 71 | 78 | 66 |
| Widener University | PA | 39 | 44 | 45 | 42 |

D. Reasonableness of Program Duplication:

- 1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**
- 2. Provide justification for the proposed program.**

In Maryland, DPT programs are currently offered by the University of Maryland, Baltimore (UMB) and the University of Maryland, Eastern Shore (UMES). Stevenson University does not believe that the proposed program will constitute “unreasonable program duplication which would cause demonstrable harm to another institution.”¹³ UMES is located in a completely different part of the state, 145 miles from Stevenson University. UMB, while geographically closer, delivers their DPT program under the aegis of the University of Maryland Medical School and is closely associated with the University of Maryland Medical Center. As a large state University, UMB has a broader geographic reach in terms of student recruitment and clinical placement. Finally, both UMES and UMB offer a larger cohort size in an overall larger academic environment; thus, we anticipate that the proposed Stevenson University program will draw and serve students who prefer a smaller, more personalized approach.

¹³ §11-206 of the Education Article of the Annotated Code of Maryland.
<https://law.justia.com/codes/maryland/2013/article-ged/> (accessed 12 November 2020).

According to program reported data, both UMB and UMES receive applications from more students than they can reasonably enroll. Program cohort size is monitored by CAPTE, and changes to enrollment must be approved through the substantive change process. The University of Maryland Baltimore has a matriculation rate of 7-11% with 650-1000 applicants for 70 spots.¹⁴ UMES cites a matriculation rate of 52% for 2016 and 40% for 2017.¹⁵ Nationally, according to the CAPTE Aggregate Program Data, only 25-33% of qualified applicants are offered a spot in a DPT cohort.¹⁶ Moreover, as detailed above (Section C), the significant workforce demand in the state, which outpaces the supply of graduates, demonstrates a need for additional training and education opportunities in this area, and it is unlikely that the addition of the DPT program at Stevenson University will negatively impact DPT programs at other institutions in the state.

The guidelines for CAPTE accreditation and pre-licensure preparation produce some level of curricular similarity among accredited DPT programs, as all programs are expected to comply with the American Physical Therapy Association guidelines regarding minimum expectations for entry-level preparation:

Minimum skills were defined as foundational skills that are indispensable for a new graduate physical therapist to perform on patients/clients in a competent and coordinated manner. Skills considered essential for any physical therapist graduate include those addressing all systems (ie, musculoskeletal, neurological, cardiovascular pulmonary, integumentary, GI, and GU) and the continuum of patient/client care throughout the lifespan.¹⁷

For instance, most programs prepare graduates to manage patients with movement dysfunction related to the major body systems and also offer cadaver dissection for the purposes of in-depth study of anatomy. In addition, all programs incorporate experience with inpatient and outpatient clinical settings and diverse patient populations. These will be integral elements of Stevenson's proposed program. In meeting the CAPTE minimum requirements, the curriculum will also be responsive to emerging needs in healthcare education, such as the importance of interprofessional collaboration and preparing students to become an integral part of a healthcare team. However, the strength of SU's programs in the sciences and healthcare will provide some unique opportunities for collaboration and integrated education. In particular, students in the proposed program will work with students in the university's other undergraduate and graduate clinical programs in high-fidelity and standardized patient simulated scenarios that integrate

¹⁴ University of Maryland School of Medicine, Doctor of Physical Therapy, FAQ.

<https://pt.umaryland.edu/education/doctor-of-physical-therapy/> (accessed 11 November 2020).

¹⁵ University of Maryland Eastern Shore. Physical Therapy Admissions and Acceptance Policies.

<https://www.umes.edu/Physical-Therapy/Pages/Admissions/Admissions-and-Acceptance-Policies/> (accessed 11 November 2020).

¹⁶ CAPTE Aggregate Program Data:

http://www.captionline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Aggregate_Program_Data/AggregateProgramData_PTPPrograms.pdf; see page 12, Table 15 (accessed 24 November 2020).

¹⁷ American Physical Therapy Association, Minimum Required Skills of Physical Therapist Graduates at Entry Level” https://acapt.org/docs/default-source/default-document-library/minimum-required-skills-of-physical-therapist-graduates-at-entry-level.pdf?sfvrsn=769c8bd8_2 (accessed 17 December 2020).

team dynamics and ethical considerations. In addition, Stevenson University recently launched a program in Biomedical Engineering (B.S.), which will provide opportunities for innovation and collaboration with the DPT in the area of assistive technologies.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBIs.**

The University of Maryland Eastern Shore, an Historically Black Institution (HBI), is one of two institutions in the state that offer a Doctor of Physical Therapy program. We do not anticipate that the proposed program will have any impact on the UMES program, largely due to the fact that UMES is not able to accept all of the students who apply to its program and the fact that the demand for Physical Therapists in the state and the region greatly exceeds the number of graduates that are currently produced. In addition, the geographical distance between UMES and Stevenson limits potential competition for clinical placement sites and provides contrasting environments (rural vs suburban) for students to pursue graduate study.

F. Relevance to the identity of Historically Black Institutions (HBIs)

- 1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

Stevenson University is a small, private regional institution in a suburban location. Thus, the proposed program will not have an impact on the uniqueness of the program at UMES, which is a public, land-grant institution in a rural environment. The geographical distance between SU and UMES in addition to the significant student demand for graduate study in physical therapy suggests that SU and UMES will not be competing for the same student pool.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

- 1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

Institutional assessment processes have informed the ongoing refinement and expansion of the portfolio of academic options available to Stevenson University students and have driven interest in identifying new academic programs that align with Stevenson University's career-focused mission. As part of the new program development process, a small team within Academic Affairs conducted research on the feasibility of professional doctorates. This team looked at supply and demand, job market trends, resource needs, and program duplication and determined that a Doctor of Psychology (launching fall 2021) and DPT could build on Stevenson's existing academic excellence in social science and clinical health professions programs and help to meet growing workforce demand.

The proposed curriculum was developed by the faculty and administrators in the School of Nursing and Health Professions (SNHP), using the CAPTE standards as a guide. The faculty, staff, and leadership in SNHP have significant experience delivering high quality clinical programs at both the undergraduate and Master's level. The proposed program will also benefit from the robust clinical placement infrastructure currently in place for the Nursing and Medical Laboratory Science programs, which is based on long-standing relationships with the major health systems and independent hospitals in the state of Maryland. In addition, in fall 2020 the University contracted with Dr. Jennifer Collins to serve as a program development consultant.¹⁸ As an experienced Program Director and CAPTE reviewer, Dr. Collins has been consulting on program development and alignment with CAPTE standards and, following program approval, will assist SU with preparing the CAPTE Needs Assessment and pre-accreditation materials. The program development team also conducted thorough research and benchmarking with CAPTE-approved programs at similar institutions. Thus, the proposed curriculum both aligns with the CAPTE standards and reflects the strengths and priorities of the University. Feedback on learning outcomes and the curriculum provided by the Faculty Council Academic Affairs Committee and the Deans' Council was also reviewed and incorporated.

Faculty who meet all CAPTE accreditation requirements will be recruited on a timeline that is consistent with the CAPTE approval process. Appropriate credentials, including DPT/PT, advanced academic doctoral degrees, and relevant licensure, will be held by all core and associated faculty. Additional support for the program will be provided by current Stevenson University faculty in the School of the Sciences and School of Nursing and Health Professions who will consult in course development, offer guest expertise in particular disciplines, and assist with and support the delivery of interprofessional education. Specifically, current faculty with expertise in medicinal chemistry/pharmacology, human anatomy, biomechanics, pathophysiology, and clinical simulation education will contribute to the development and delivery of the program curriculum. Program Faculty will represent an effective blend of clinical specialization and academic preparation to support the proposed curriculum and expose students to a variety of professional pathways in physical therapy.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The proposed Doctor of Physical Therapy (DPT) program will prepare Physical Therapists to provide contemporary physical therapy services through education, research, and practice and to meet the physical therapy needs of diverse communities. The curriculum includes content and learning experiences designed to prepare students for clinical practice in physical therapy and to provide them with the skills and competencies to adapt and succeed in today's dynamic healthcare environment. By blending classroom and laboratory-based courses that emphasize evidence-based practice with a robust slate of clinical placements that provide experience working with diverse populations, the program will produce highly competent clinicians. The skills and competencies students will develop are consistent with the *CAPTE Standards and Required Elements for Accreditation of Physical Therapist Education Programs (Standards and*

¹⁸ CAPTE recommends, but does not require, the use of a consultant to aid in program development and accreditation processes.

Elements) for a doctoral program in Physical Therapy.¹⁹ Per CAPTE specifications, the curriculum is designed a generalist program and will not have concentrations.

Educational Objectives

The proposed program aims to prepare health care professionals who are able to practice as autonomous Physical Therapist generalists, demonstrating competent, compassionate, contemporary, reflective, legal, and ethical practices. Graduates will function effectively as integral members of a multi-disciplinary health care team to provide holistic medical care that takes into account the needs of the whole patient and respects individual and cultural differences. The program will prepare Physical Therapists to be leaders in the profession who contribute to the body of knowledge in the field in order to enhance and improve clinical practice and patient outcomes.

Learning Outcomes

Upon successful completion of the Doctor of Physical Therapy program, graduates will be able to:

- Apply knowledge and skills in basic, medical, and diagnostic sciences to the examination and evaluation of physical therapy patients.
- Apply knowledge and skills in basic, medical, and diagnostic sciences to the physical therapy treatment and rehabilitation of patients.
- Effectively communicate and collaborate with colleagues and other health care professionals to advance the treatment and health of patients.
- Demonstrate cultural competencies and respect for individual and cultural differences in interactions with patients, families, colleagues, and the community.
- Critically analyze scholarly work and advances in the physical therapy field.
- Utilize current research to evaluate and select appropriate approaches to the physical therapy treatment of patients.
- Demonstrate clinical decision-making that incorporates the best evidence and is consistent with professional ethical standards.

3. Explain how the institution will:

- a) **provide for assessment of student achievement of learning outcomes in the program**
- b) **document student achievement of learning outcomes in the program**

Assessment and documentation of student achievement of learning outcomes will occur according to institutional assessment processes. General graduate program outcomes for each course level (600, 700, 800) have been defined as part of the curriculum development process, and these graduate level learning outcomes are directly aligned to the program outcomes and will inform the development of course level outcomes. The course level definitions and alignment matrices are reviewed by the Academic Affairs Committee of the Faculty Council, Director of

¹⁹ CAPTE *Standards* are available at:

http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/CAPTE_PTStandardsEvidence.pdf (accessed 11 November 2020).

Assessment, Deans' Council, and Provost as part of the institution's new course proposal process to ensure that all course content supports the achievement of program outcomes. Following the institutional assessment process, student achievement of program learning outcomes will be assessed on an annual basis, with a subset of program outcomes and/or courses being assessed on a rotating basis each year. In addition, the program will seek CAPTE accreditation at an appropriate time.

Graduate Course Level Outcomes

600-level: At this level, students are learning content and theory as well as basic skills, practices, and concepts for further graduate study.

700-level: At this level, students are moving to more complex topics and sociocultural factors and beginning to apply the skills, practices, and theories from 600-level courses.

800-level: At this level, students are working in clinical placements applying the skills used in previous coursework, analyzing and reflecting on their clinical practice, and providing feedback to others.

Documentation of student achievement of learning outcomes is part of the institution's assessment process. Following an established five-year assessment cycle, student artifacts are collected from specific courses at all levels of the program. Artifacts are scored by discipline faculty, in consultation with the Director of Assessment, to determine the level of student achievement of learning outcomes. Data are then analyzed and appropriate changes to the program are made as needed based on the results.

In addition, regular assessment of enrollment and retention; faculty resources and alignment with program need; library, facilities, and technology resources; program policies; and curriculum, is required to remain in compliance with CAPTE Standard 2: "The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning for the purpose of program improvement." Additional discussion of CAPTE requirements and assessment appears in section G6 below.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.

Table 7: Doctor of Physical Therapy Program Requirements

| Course Number | Course Title | Credits |
|----------------------|---|----------------|
| PT 605 | Advanced Human Anatomy | 8 credits |
| PT 610 | Professional Issues I | 3 credits |
| PT 615 | Advanced Human Physiology | 4 credits |
| PT 616 | Exercise Physiology | 2 credits |
| PT 620 | Human Growth and Development | 3 credits |
| PT 625 | Pathophysiology | 3 credits |
| PT 630 | Biomechanics | 3 credits |
| PT 635 | Examination, Evaluation, and Differential Diagnosis | 3 credits |
| PT 640 | Cardiovascular and Pulmonary Physical Therapy | 2 credits |

| | | |
|--------|---|--------------------|
| PT 650 | Integrated Clinical Experience I | 1 credits |
| PT 655 | Integrated Clinical Experience II | 1 credits |
| PT 660 | Neuromuscular I | 3 credits |
| PT 670 | Musculoskeletal I | 3 credits |
| PT 710 | Professional Issues II | 3 credits |
| PT 715 | Interventions I | 3 credits |
| PT 720 | Physical Therapy Across the Lifespan I | 3 credits |
| PT 725 | Interventions II | 3 credits |
| PT 730 | Physical Therapy Across the Lifespan II | 3 credits |
| PT 735 | Psychosocial Impacts of Disability and Injury | 3 credits |
| PT 740 | Pharmacology | 3 credits |
| PT 745 | Interventions III | 3 credits |
| PT 750 | Integumentary Physical Therapy | 2 credits |
| PT 760 | Neuromuscular II | 3 credits |
| PT 770 | Musculoskeletal II | 3 credits |
| PT 775 | Prosthetics and Orthotics | 3 credits |
| PT 790 | Therapeutic Exercise | 3 credits |
| PT 800 | Clinical Practice Management | 3 credits |
| PT 805 | Integrated Clinical Experience III | 2 credits |
| PT 806 | Integrated Clinical Experience IV | 2 credits |
| PT 810 | Professional Issues III | 6 credits |
| PT 880 | Terminal Clinical Experience I | 15 credits |
| PT 890 | Terminal Clinical Experience II | 15 credits |
| | TOTAL CREDITS | 120 credits |

Course Descriptions

PT 605 Advanced Human Anatomy (8 credits)

Explores human anatomy in relation to movement and the interrelationship of human body systems. All body systems are studied in depth using cadaver dissection, with particular attention to the cardiovascular, pulmonary, integumentary, musculoskeletal, and neuromuscular systems.

PT 610 Professional Issues I (3 credits)

Introduces the clinical settings in which Physical Therapists work, including outpatient clinic, inpatient hospital, and long-term care settings. Interprofessional collaboration, the concept of the Physical Therapist as an integral member of the healthcare team and legal, regulatory, and ethical standards are discussed.

PT 615 Advanced Human Physiology (4 credits)

Focuses on the physiology of human body systems. The physiological effects of selected pharmacological interventions are discussed, particularly in relation to physical therapy examination, evaluation, and interventions.

PT 616 Exercise Physiology (2 credits)

Introduces principles of exercise physiology and examines the physiological responses to acute and chronic physical activity. The role of exercise physiology in the treatment and rehabilitation of various patient populations is explored.

PT 620 Human Growth and Development (3 credits)

Provides an analysis of normal growth, development, and aging, relating to motor and cognitive function across the lifespan.

PT 625 Pathophysiology (3 credits)

Examines the general pathology and the physiological and anatomical changes that accompany disease, injury, or abnormal development. Pathophysiology of the major body systems and mechanisms of disease processes are discussed in relation to impacts on the movement, diagnosis and treatment, including physical therapy interventions.

PT 630 Biomechanics (3 credits)

Focuses on the mechanical aspects of human movement. The application of physical laws to the analysis and assessment of body movement in a variety of contexts, including athletic performance and daily living activities, as well as the impact of aging, injury, and disease on human movement are discussed.

PT 635 Examination, Evaluation, and Differential Diagnosis (3 credits)

Introduces the principles of clinical examination, evaluation, and diagnosis. Emphasis is placed on data collection, including the process of obtaining a patient history, selecting and administering appropriate tests and measures, and interpreting diagnostic imaging for the purposes of providing a diagnosis.

PT 640 Cardiovascular and Pulmonary Physical Therapy (2 credits)

Explores physical therapy treatment in the context of the cardiopulmonary system. The impact of cardiopulmonary dysfunction as a complication of other medical conditions is discussed, particularly as it relates to physical therapy examination, evaluation, diagnosis, and intervention.

PT 650 Integrated Clinical Experience I (1 credit)

Provides the opportunity to observe a variety of physical therapy clinical settings and practice basic examination and patient interview skills under supervision. A minimum of three observations are included, emphasizing hospital inpatient and clinical outpatient settings. Additional observations in long-term care, home health, school, sports, or other settings may also be included.

PT 655 Integrated Clinical Experience II (1 credit)

Provides the opportunity to observe a variety of physical therapy clinical settings and practice basic examination and patient interview skills under supervision. A minimum of three observations are included, including at least one specialty area.

PT 660 Neuromuscular I (3 credits)

Focuses on the normal and abnormal physiology of the neuromuscular system. Concepts from neuroanatomy, neurophysiology, and neuropathology are applied to the examination, evaluation, intervention, and rehabilitation of neurological conditions.

PT 670 Musculoskeletal I (3 credits)

Focuses on the normal and abnormal physiology of the musculoskeletal system using selected conditions related to the neck and spine. The incidence/prevalence, clinical signs and symptoms, diagnostic procedures, medical managements (including surgical and pharmacological interventions), physical therapy interventions, and the prognosis and recovery of selected conditions are emphasized.

PT 710 Professional Issues II (3 credits)

Discusses the role of the Physical Therapist in the context of the US healthcare system including the exploration of issues such as access and healthcare disparities. Simulated clinical scenarios provide opportunities to learn and practice clinical decision-making, ethical reasoning, and interprofessional collaboration. Evidence-based practice and the research process are explored through a research project conducted under the mentorship of a faculty member.

PT 715 Interventions I (3 credits)

Introduces the basic interventions administered by the Physical Therapist in a clinical setting. Mobility training, physical agents, transfers, safety procedures, massage, and documentation are discussed. Laboratory components include clinical scenarios to prepare students for direct patient care of a variety of populations.

PT 720 Physical Therapy Across the Lifespan I (3 credits)

Focuses on the psychosocial, motor, and cognitive aspects of physical therapy treatment in pediatric and early adult patients. Appropriate communication with patients and families, goal-setting, and physical therapy interventions are discussed in relation to typical developmental stages.

PT 725 Interventions II (3 credits)

Builds on knowledge of basic physical therapy interventions. Therapeutic ultrasound, electrophysiologic modalities, and other advanced treatments are covered. Laboratory components include clinical scenarios to prepare students for direct patient care of a variety of populations.

PT 730 Physical Therapy Across the Lifespan II (3 credits)

Focuses on the psychosocial, motor, and cognitive aspects of physical therapy treatment of adult and geriatric patients. The typical aging process is discussed, particularly as it relates to goal-setting and physical therapy interventions in adult patients.

PT 735 Psychosocial Impacts of Disability and Injury (3 credits)

Focuses on the psychosocial impacts of disability and injury on individuals and their family and community members. The psychological, social, and cultural aspects that affect patient care and the rehabilitation process in various patient populations are discussed.

PT 740 Pharmacology (3 credits)

Provides an overview of basic pharmacology, including pharmacokinetics, pharmacodynamics and a review of common disease states and their pharmacological interventions. The relationship between pharmacology and physical therapy practice and the importance of communication with other health care professionals in making decisions about patient care are explored.

PT 745 Interventions III (3 credits)

Addresses the practical application of the full range of physical therapy interventions, in the context of creating a comprehensive treatment plan for a variety of patients. Clinical scenarios and case studies involving complex patients and patients with multi-system disorders are used to explore evidence-based clinical decision-making and discuss patient communication and management strategies.

PT 750 Integumentary Physical Therapy (2 credits)

Focuses on the structure and function of the integumentary system, dermatologic conditions and the physiology of the normal wound healing process. The examination, evaluation, and intervention for various pathologic conditions will be discussed.

PT 760 Neuromuscular II (3 credits)

Explores the process of examination, evaluation, intervention, and rehabilitation of patients with neurological dysfunction. Evidence-based practice and the relationship between impairment and function are emphasized in relation to common neurological disorders, including stroke, traumatic brain injury, Parkinson's disease, and spinal cord injury.

PT 770 Musculoskeletal II (3 credits)

Explores the process of examination, evaluation, diagnosis, intervention and rehabilitation of musculoskeletal dysfunction. Clinical decision-making is emphasized in the use of examination findings to determine diagnosis and intervention related to upper and lower extremities.

PT 775 Prosthetics and Orthotics (3 credits)

Addresses the treatment and management of patients requiring the use of prostheses and orthotic devices. Examination of limb impairments and the evaluation of factors impacting the normalization of function are emphasized. The role of the physical therapist as part of the health care team working to maximize patient health and care is explored.

PT 790 Therapeutic Exercise (3 credits)

Introduces the use of therapeutic exercise as a treatment modality. The principles of aerobic conditioning, and the use of resistance, range of motion, postural, and breathing exercises, and their therapeutic application to specific regions of the body are covered.

PT 800 Clinical Practice Management (3 credits)

Introduces the principles of organization and management of clinical practice, including scheduling, reimbursement, human resources, legal and regulatory considerations, and ethical practice. Physical therapy in the contexts of the U.S. and global healthcare systems is discussed.

PT 805 Integrated Clinical Experience III (2 credits)

Provides the opportunity to gain professional experience in a variety of clinical physical therapy settings. Students work under the supervision of a practicing Physical Therapist performing limited or entry-level duties. Standardized patient simulated scenarios are used to model and practice clinical decision-making and practice situations.

PT 806 Integrated Clinical Experience IV (2 credits)

Provides the opportunity to gain professional experience in a variety of clinical physical therapy settings. Students work under the supervision of a practicing Physical Therapist performing limited or entry-level duties. Standardized patient simulated scenarios are used to model and practice clinical decision-making and practice situations.

PT 810 Professional Issues III (6 credits)

Provides in-depth preparation for the full-time clinical experience. Further refinement of interprofessional communication, patient communication and clinical decision-making skills is accomplished through the use of case studies and simulated scenarios which focus on diverse patient populations. Topics relating to the transition to professional practice, including preparation for the national licensure exam, job search strategies, resume writing, and interviewing, are covered.

PT 880 Terminal Clinical Experience I (15 credits)

Provides the opportunity for a minimum of 15 weeks of full-time clinical experience. Students apply their skills and knowledge in examination, evaluation, diagnosis, and intervention to direct patient care under the supervision of a clinical instructor. Placement in inpatient and outpatient settings is required, with the possibility of specialty care placement included.

PT 890 Terminal Clinical Experience II (15 credits)

Provides the opportunity for a minimum of 15 weeks of full-time clinical experience. Students apply their skills and knowledge in examination, evaluation, diagnosis, and intervention to direct patient care under the supervision of a clinical instructor. Placement in inpatient and outpatient settings is required, with the possibility of specialty care placement included.

5. Discuss how general education requirements will be met, if applicable.

Not applicable for doctoral programs.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Doctor of Physical Therapy programs are accredited by the Commission on the Accreditation of Physical Therapy Education (CAPTE). CAPTE has very clear and rigorous standards, and this proposal has been prepared to align with those standards and guidelines so as to best prepare the University to achieve accreditation at an appropriate time.

CAPTE provides timelines and requirements for pre-accreditation, candidacy, and full accreditation, and the timing of faculty hiring, student recruitment, and facilities development detailed in this proposal has been designed in keeping with the CAPTE *Rules of Practice and Procedure*, version 20.1.5 (May 2020), and the curriculum and policies are aligned with the CAPTE *Standards*.²⁰ A list of the eight standards appears in the discussion of assessment below (section M1).

Following approval by MHEC and MSCHE, Stevenson will submit a Notification of Intent to Seek Accreditation to CAPTE. This will include a detailed Needs Assessment, demonstrating the institution's ability to effectively deliver the program in light of the CAPTE *Standards* as well as the demonstrated regional and local need for the program. The institution will then begin the process of hiring a Graduate Program Director and submit a Developing Program Information form, at which point a review cycle will be assigned. The next step is to hire a Clinical Education Coordinator and then submit a Reconfirmation of Intent to CAPTE, followed by the Application for Candidacy. In addition to submission of the application and report, advancement to candidacy also requires a site visit during which reviewers meet with faculty and administrators and tour program facilities as they assess the program's readiness to proceed with implementation. During the candidacy period (2-5 years), the institution will prepare the application for full accreditation, which includes a self-study report and second site visit. Candidate and accredited programs must provide an annual report to CAPTE and are responsible for reporting any substantive changes. Formal review of accredited programs takes place every five to ten years.²¹ As noted above, following the recommendation of CAPTE, Stevenson University has engaged the services of a consultant to support the institution in beginning the pre-accreditation process and moving forward.

A license is required to be a practicing Physical Therapist. Graduation from a CAPTE-accredited program meets the educational standards required, and all US states require students to pass the National Physical Therapy Exam. Some states also have additional requirements, which are outlined by the Federation of State Boards of Physical Therapy.²² In Maryland, a Criminal Background Check and Jurisprudence Assessment are also required, as is the following from COMAR 10.38.01.02.D: "(1) Achieve a passing score on the licensing examinations; and (2) Attend an interview unless the Board waives this requirement."²³

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

N/A

²⁰ CAPTE *Rules of Practice and Procedure*.

http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/RulesofPracticeandProcedure.pdf (accessed 11 November 2020).

²¹ CAPTE Accreditation Process. <http://www.capteonline.org/WhatWeDo/AccreditationProcess/> (accessed 13 November 2020).

²² Federation of State Boards of Physical Therapy. <https://www.fsbpt.net/lrg/Home/LicensureByExamRequirement> (accessed 13 November 2020).

²³ Code of Maryland Regulations, Title 10. <https://health.maryland.gov/bphte/Pages/comar.aspx?PageView=Shared&InitialTabId=Ribbon.WebPartPage&VisibilityContext=WSSWebPartPage#chap1> (accessed 13 November 2020).

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

Upon program approval, the University will begin the process of developing resources and materials for students in the DPT program that are aligned with the resources provided to graduate and undergraduate students in existing programs. The CAPTE *Rules of Practice and Procedure*, version 20.1.5 (May 2020), section 7 provide very specific guidelines regarding how programs may describe their candidacy status at different stages in the development and pre-accreditation process and when student recruitment can begin.²⁴ The University will follow these guidelines in all communications.

In addition, information regarding curriculum, course and degree requirements, and program policies will be available via the Stevenson University Catalog.²⁵ Each student will be able to access the learning management system (Blackboard), academic support services, financial aid resources, and student accounts information via the University website as well as the secure internal SU Portal (login required). Information about technology competence and skills, technical equipment requirements, and faculty/student interaction will be provided in program marketing materials as well as throughout the admissions process.

Information about program costs, financial aid services, and payment policies will also be made available in program materials, including the external website and Admissions communications, and targeted information sessions will be held for students during the application process.

- 9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

The University website plays a significant role in program advertising and recruiting and includes information on academic requirements, admissions criteria and deadlines, and financial aid, among other relevant topics. The Office of Academic Affairs works closely with the Office of Admissions and Office of Marketing and Digital Communications to develop and maintain program-specific marketing and recruiting materials and ensure that both the website and printed materials clearly and accurately represent the proposed program and services available. As noted above, the University will use CAPTE-approved language to describe the program's status throughout the development and pre-accreditation process.

H. Adequacy of Articulation

²⁴ CAPTE *Rules of Practice and Procedure*.

http://www.capteline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/RulesofPracticeandProcedure.pdf (accessed 11 November 2020). See Section 7.3.c.1-5.

²⁵ Stevenson University Catalog. <http://stevenson.smartcatalogiq.com/en/2020-2021/Undergraduate-Catalog> (accessed 11 November 2020).

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.**

Courses in the DPT program will be taught by full-time and part-time faculty in the School of Nursing and Health Professions. To ensure that sufficient faculty with appropriate clinical and academic expertise are in place prior to the launch of the program, the University has developed a five-year hiring plan in accordance with CAPTE guidelines. The clinical specializations of the Academic and Clinical Education Faculty for the DPT program will support the proposed curriculum and provide a variety of opportunities for students to explore professional pathways within physical therapy. In addition, a minimum of 50% of the core and associated academic faculty will hold an academic doctorate in fields such as Education, Rehabilitation Science, or Anatomy. The other 50% of faculty must hold a DPT, and CAPTE prefers that these faculty hold a specialist certification from the American Board of Physical Therapist Specialties (ABPTS). Additional support for the program will be provided by current Stevenson University faculty in the School of the Sciences and School of Nursing and Health Professions who will consult in course development, offer guest expertise in particular disciplines, and assist with and support the delivery of interprofessional education. Specifically, current faculty with expertise in medicinal chemistry/pharmacology, human anatomy, biomechanics, pathophysiology, and clinical simulation education will contribute to the development and delivery of the program curriculum.

CAPTE guidelines specify that a Program Director, Clinical Education Coordinator, and sufficient faculty to deliver the first two years of the program must be employed prior to the submission of the Application for Candidacy. Based on our projected cohort size, Stevenson anticipates hiring four full-time faculty prior to the program's launch and then hiring an additional three full-time faculty, as well as specialized adjunct faculty, once the program begins. Hiring faculty who meet CAPTE qualifications can be challenging; thus, Stevenson is allowing ample time to search for and recruit faculty prior to beginning the process of application for CAPTE accreditation and launch of the program. The University is optimistic that existing strengths in pre-health programs, strong alumni and professional networks in the field, and connections with clinical sites as well as the opportunity to build a program from the ground up will be assets as we search for program faculty.

Following program approval, Stevenson will begin pursuing the following hiring timeline, which is within the parameters set by CAPTE. CAPTE Aggregate Program data reports that accredited programs with an average size of 45 students per class have an average of 11 full-time core

faculty to deliver the three-year, fully-enrolled program.²⁶ SU anticipates hiring 4 full-time core faculty prior to program launch will be sufficient for the program size (25 students per cohort) and delivery of the first two years of the curriculum. This initial projection also aligns with the CAPTE average faculty/student ratio of 12.1/1, and additional faculty will be hired as the program expands. It may be worth noting that the University is currently on-pace with the hiring plan included in the Doctor of Psychology program proposal and, despite the challenges of remote interviews and the Covid pandemic, successfully employed a full-time Graduate Program Director in August 2020.

Table 8: Faculty Hiring Plan, Stevenson University DPT²⁷

| Timeframe | Action | CAPTE Notes |
|--------------------------|---|---|
| 2022: April-June | Begin search for Program Director, Associate/Full Professor | |
| 2023: January-March | Employ Program Director, Associate/Full Professor (first core faculty member) | Program Director must be in place 18 months prior to submitting Reconfirmation of Intent to Apply for Candidacy |
| 2023: March-June | Begin search for Clinical Education Coordinator, Assistant/Associate Professor | |
| 2024: January | Employ Clinical Education Coordinator, Assistant/Associate Professor (second core faculty member) | Clinical Education Coordinator must be in place 9 months prior to submitting Reconfirmation of Intent to Apply for Candidacy |
| 2024: July-August | Identify and establish contracts with Clinical Education faculty (ongoing) | |
| 2024: September | Submit Reconfirmation of Intent to Apply for Candidacy | |
| 2024: September-December | Employ third full-time core faculty member, Assistant/Associate Professor Employ fourth full-time core faculty member, Assistant/Associate Professor | Sufficient faculty to deliver the first two years of the curriculum must be employed prior to submitting the application for candidacy. |

²⁶ CAPTE Aggregate Program data:

http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Aggregate_Program_Data/AggregateProgramData_PTPrograms.pdf; see pages 3-4 (accessed 24 November 2020).

²⁷ Anticipated faculty hiring ranks reflect the averages reported in CAPTE Aggregate Program data:

http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Aggregate_Program_Data/AggregateProgramData_PTPrograms.pdf; see page 19, Figure 7 (accessed 24 November 2020).

| | | |
|-----------------|--|---------------------------------------|
| 2024: December | Submit Application for Candidacy | Date set by CAPTE |
| 2025: January | Candidacy Site Visit | |
| 2025: March-May | Hire specialized adjunct faculty as needed | To be determined by staffing needs |
| 2025: June | Enroll first cohort | Pending CAPTE approvals and timelines |
| 2026: August | Employ fifth full-time core faculty member, Assistant/Associate Professor | |
| 2027: August | Employ sixth and seventh full-time core faculty members, Assistant/Associate Professor | |

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) pedagogy that meets the needs of the students
- b) the learning management system
- c) evidence-based best practices for distance education, if distance education is offered.

Faculty Development at Stevenson University is under the purview of the Center for Teaching and Learning (CTL) which integrates Stevenson's CTL Faculty Teaching Fellows, CTL Faculty Librarian, and the Instructional Design Team. The Faculty Fellows, Faculty Librarian, and the Instructional Designers prepare and implement faculty programming throughout the academic year on topics such as inclusive pedagogy, promoting student learning, teaching writing, and creative assignment design. In addition, appropriate trainings, such as multi-level training on the learning management system (Blackboard) and best practices for distance education, are offered on an ongoing basis. In summer 2020, all full-time and part-time faculty completed two required professional development modules that prepared them to adapt their courses to fit a range of modalities—face-to-face, hybrid, and online—and ensured that all faculty understood federal requirements for regular and substantive interactions in online courses. Biannual faculty in-service meetings include faculty development sessions led by faculty as well as by staff and administrators from across campus (example: Campus Wellness Center), and a range of resources for evidence-based best practices in pedagogy are available via the Center for Teaching and Learning Portal page (login required). Discipline-specific faculty development programming is also offered within the individual Schools and Departments. In addition, faculty have access to professional development funds to support attendance at professional meetings that include pedagogy workshops and presentation on the scholarship of learning and teaching.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.**

Library resources at Stevenson University are available through the library's webpage and at three campus locations: Greenspring, Owings Mills, and Owings Mills North.²⁸ Currently, plans are underway to build a new library space at Owings Mills North, which will provide additional space for library collections and archives as well as individual and group study. This new building will also include instructional space and space for library events.

In addition to the print and e-resource materials related to their program, DPT students will be provided research guides, tutorials, and other learning tools created and maintained by the Library. These resources will help DPT students develop research skills and become proficient consumers of discipline-specific literature. The Stevenson University Library provides access to extensive physical and electronic collections through the library's website and at three physical locations. Library databases with physical therapy content include *Academic Search Premier*, *CINAHL with full text (Nursing and Allied Health)*, *PsycInfo*, *Science Direct* and *Medline*. Over 80 scholarly journals devoted to physical therapy are part of SU's journal collection including *Physical Therapy*, *Physical Therapy in Sport*, *Pediatric Physical Therapy*, *Journal of Geriatric Physical Therapy* and *Journal of Bodywork and Movement Therapies*. Additional print materials and/or electronic subscriptions will also be purchased as needed.

The interlibrary loan program uses a dedicated courier service (BREILL) which facilitates sharing physical therapy materials among college campuses in the Baltimore/Washington area. In addition, students have borrowing privileges through Stevenson's partnership with the Baltimore Area Library (BALC) and MICUA Consortia.

Individual help is available for students who visit the Library, or by telephone, email, text, or chat service. Professional staff members are available to answer questions when the Library is open, as well as during evenings and weekends, and online tools (tutorials, videos, research guides) will enable DPT students with reference questions to access resources 24 hours per day, 7 days per week.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

Stevenson University has adequate space to initiate and deliver the proposed program. At the Greenspring location, which previously housed the University's School of the Sciences and School of Nursing and Health Professions, clinical skills laboratory space is available for this program. In addition, existing science laboratory space, including a cold storage room, can be renovated to accommodate a cadaver laboratory. The Greenspring Science Center also has general classroom space and can house faculty offices, a student lounge, and other non-

²⁸ The SU Library webpage can be found at: <http://stevenson.libguides.com/stevensonlibrary> (accessed 5 December 2020).

instructional spaces to support the program. Renovating instructional spaces on SU's Greenspring location would allow the DPT program to be co-located with the university's other doctoral program (Psy.D.) and the main library.

Additionally, if deemed desirable during the program development process, the University could use undeveloped and/or currently under-utilized space on the Owings Mills North location for the purposes of the program. Specifically, the Kevin J. Manning Academic Center at SU's Owings Mills location houses state-of-the-art clinical skills and high-fidelity simulation laboratories that can be used in multiple courses, particularly to support interprofessional education. Additional space is also available for development of additional skills laboratory or general classroom space as needed. Anticipated facilities needs include:

Table 9: Facilities Plan, Stevenson University DPT Program

| Facility | Status | Timeline |
|--|---|-----------|
| Cadaver Laboratory Space | Renovate existing space | FY24-FY25 |
| Skills Laboratory Space | Currently existing; additional spaces to be developed | FY24-FY25 |
| High-fidelity Simulation Laboratory Space | Currently existing | n/a |
| General use classrooms | Currently existing; additional spaces to be developed if needed | FY25 |
| Non-instructional spaces (offices, student lounge, etc.) | Currently existing | n/a |

As demonstrated below in section L2, the current timeline and budget includes significant investment in FY24 and FY25 for facilities work and renovation ahead of the CAPTE Candidacy Visit. Investment in these spaces will also create opportunities to enhance existing programs in the health professions and sciences as well as to potentially develop new programs in these areas.

As noted above in the discussion of the CAPTE process (section G6), review of program facilities is a component of the CAPTE Candidacy Visit, which takes place prior to program implementation. Adequacy of facilities is addressed under CAPTE Standard 8 "The program resources are sufficient to meet the current and projected needs of the program." Specifically, required element 8D states, "The program has, or has ensured access to, space, equipment, technology and materials of sufficient quality and quantity to meet program goals related to teaching, scholarship and service."²⁹

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

²⁹ CAPTE Standards are available at:

http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/CAPTE_PTStandardsEvidence.pdf (accessed 11 November 2020).

- a) **An institutional electronic mailing system, and**
- b) **A learning management system that provides the necessary technological support for distance education**

The DPT program is not anticipated to include distance education. Students and faculty will have adequate access to the institutional electronic mailing system and related collaboration tools via campus-wide adoption of Office 365. Stevenson University uses Blackboard as its learning management system, and faculty are required to have active Blackboard sites (syllabus, grade center) for all courses. Blackboard usage is supported by the Learning Technologies and Instructional Design Services team and the Office of Information Technology. In-person workshops, webinars, and individual consultations (in person and virtual) are available to all faculty and are provided regularly as part of Stevenson’s faculty development programming through the Center for Teaching & Learning.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. **Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.**

Resources

The first class of students is anticipated to enroll in Summer 2025, and the tables below include a planning period for FY21-FY25. The length of this period is due to CAPTE regulations that stipulate that certain key faculty members must be in place well ahead of student enrollment. Similarly, much of the facilities work will take place during this planning period. Given the indication of interest in DPT programs and strength of the regional employment market, it is estimated that 25 students will enroll in each cohort. Doctor of Physical Therapy programs demonstrate strong retention; nonetheless, for budgeting purposes, year-to-year retention has been conservatively estimated at 85%. The annual tuition rate has been determined with an increase of 2.5% in year three of the program (FY28).

Tuition and Fees: The DPT is a three-year program. Stevenson has projected annual tuition at \$17,500/year and annual student fees at \$3,500/year. The projection below includes a one-time 2.5% tuition increase in year 3 (FY28), with this raised tuition continuing through FY30. Enrollment is projected based on admitting a cohort of 25 students with 10% attrition (3 students) between the first and second year. The national mean program size is 45 with an attrition rate of 4.3%.³⁰

³⁰ CAPTE Aggregate Program Data: <http://www.capteonline.org/AggregateProgramData/>; see page 3 (accessed 24 November 2020).

Table 10: Program Resources: DPT

| Resource Categories | Planning FY21-FY25 | Year 1 FY 26 | Year 2 FY 27 | Year 3 FY 28 | Year 4 FY 29 | Year 5 FY 30 |
|--|--------------------|--------------|--------------|--------------|--------------|--------------|
| 1.Reallocated Funds | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 2.Tuition/Fee Revenue | \$0 | \$525,000 | \$1,011,675 | \$1,485,225 | \$1,485,225 | \$1,485,225 |
| a. Number of F-T Students | 0 | 25 | 47 | 69 | 69 | 69 |
| b. Annual Tuition/Fee Rate | \$0 | \$21,000 | \$21,000 | \$21,525 | \$21,525 | \$21,525 |
| c. Annual F-T Revenue (a x b) | \$0 | \$525,000 | \$1,011,675 | \$1,485,225 | \$1,485,225 | \$1,485,225 |
| d. Number of P-T Students | 0 | 0 | 0 | 0 | 0 | 0 |
| e. Credit Hour Rate | n/a | n/a | n/a | n/a | n/a | n/a |
| f. Annual Credit Hour Rate | n/a | n/a | n/a | n/a | n/a | n/a |
| g. Total Part-Time Revenue (d x e x f) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 3. Grants, Contracts, and Other External Sources | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (add 1-4) | \$0 | \$525,000 | \$1,011,675 | \$1,485,225 | \$1,485,225 | \$1,485,225 |

2. Complete [Table 2: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

Expenses

The first class of students is anticipated to enroll in Summer 2025, and the tables below include a planning period for FY21 through FY25. The length of this period is due to CAPTE regulations that stipulate that certain key faculty members must be in place well ahead of candidacy review and student enrollment. Similarly, much of the facilities work will take place during this planning period. Details regarding the timeline for facilities and hiring appear below.

Establishing a DPT program is part of a long-term strategy for Stevenson University in ensuring a sound academic portfolio. The initial investment is significant, and although the program will

begin to generate revenue in the second year (FY27), the cumulative net return is not expected to recoup the initial investment until several student cohorts have graduated. Long-term budget planning across the University is being done to account for this investment, and the facilities development, in particular, will be able to support additional existing and new programs in the sciences and health professions.

Faculty: It is anticipated that a full-time Graduate Program Director (12-month faculty/administrator position) will be hired in early 2023 (FY23) so as to be in place at least 18 months prior to the submission of the CAPTE Reconfirmation of Intent materials. The Program Director will lead course development, oversee facilities modifications, and begin student recruitment. A Clinical Education Coordinator will be hired in early 2024 (FY24), followed by two full-time faculty in FY25, an additional full-time faculty member in FY27 and two full-time faculty in FY28. The timing of this faculty hiring is set by CAPTE, and sufficient faculty must be in place prior to the program launch. FTE includes full-time and part-time/adjunct faculty positions, benefits are included for full-time positions. The full multi-year hiring plan for the program appears above.

Staff: The budget includes hiring an Admissions Coordinator and program Administrative Support in the year prior to the launch of the program (FY25). The size and complexity of the DPT program requires a dedicated staff member to provide administrative support. The Admissions Coordinator will be housed in the Division of Enrollment Management and may share responsibilities for multiple programs.

Technical Support and Equipment: Funds in this line represent the non-lab information technology costs, including faculty computers and maintenance of a graduate computer lab. The University anticipates beginning to incur these costs with the start of full-time faculty hiring in FY24.

Library: This line includes expenses for the purchase of subscriptions of program-specific journal databases as well as print materials as needed.

New or Renovated Space: Funds in this line represent the significant facilities needs for the DPT program. As detailed above, these include the renovation of existing space for additional skills laboratories, dedicated classroom space and a gross anatomy laboratory. Maintenance and operating costs as well as supplies for these facilities are also built into this budget line. As noted above, the CAPTE Candidacy Visit will include a thorough review of facilities. Thus, the bulk of the renovation costs are allocated to FY24 and FY25.

Other Expenses: Expenses in this line include the costs for consulting services and CAPTE membership and accreditation, MHEC new program costs, MSCHE substantive change fees, and initial and ongoing marketing and recruitment costs. Anticipated costs for clinical supervision (\$233/student) are also included here.

Table 11: Anticipated Program Expenses: DPT

| Expenditure Categories | Planning FY21-FY25 | Year 1 FY 26 | Year 2 FY 27 | Year 3 FY 28 | Year 4 FY 29 | Year 5 FY 30 |
|-------------------------------|---------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| | | | | | | |

| | | | | | | |
|---|-------------|-----------|-------------|-------------|-------------|-------------|
| | | | | | | |
| 1. Faculty (b+c below) | \$763,264 | \$634,087 | \$748,245 | \$961,829 | \$989,821 | \$1,019,516 |
| a. Number of FTE | 4 | 5.75 | 6.75 | 7.75 | 7.75 | 7.75 |
| b. Total Salary | \$596,300 | \$495,381 | \$584,567 | \$751,429 | \$773,298 | \$796,497 |
| c. Total Benefits | \$166,964 | \$132,409 | \$157,381 | \$183,103 | \$188,596 | \$194,254 |
| 2. Admin Staff (b+c below) | \$120,320 | \$123,929 | \$127,647 | \$131,476 | \$135,421 | \$139,483 |
| a. Number of FTE | 2 | 2 | 2 | 2 | 2 | 2 |
| b. Total Salary | \$94,000 | \$96,820 | \$99,725 | \$102,716 | \$105,798 | \$108,972 |
| c. Total Benefits | \$26,320 | \$27,110 | \$27,923 | \$28,761 | \$29,623 | \$30,512 |
| 3. Support Staff (b+c below) | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| a. Number of FTE | 0 | 0 | 0 | 0 | 0 | 0 |
| b. Total Salary | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| c. Total Benefits | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Technical Support & Equipment | \$25,000 | \$15,450 | \$15,914 | \$16,391 | \$16,883 | \$17,389 |
| 5. Library | \$10,000 | \$10,300 | \$10,609 | \$10,927 | \$11,255 | \$11,593 |
| 6. New or Renovated Space | \$1,954,816 | \$86,850 | \$46,850 | \$57,956 | \$49,094 | \$50,267 |
| 7. Other Expenses | \$97,650 | \$49,625 | \$55,475 | \$59,362 | \$63,160 | \$61,998 |
| TOTAL (add 1-7) | \$2,971,050 | \$920,241 | \$1,004,740 | \$1,237,941 | \$1,265,634 | \$1,300,246 |

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

All course evaluations are managed centrally by the Office of Institutional Research and Assessment (OIRA). Course evaluations are administered online each semester. Stevenson currently uses the EvaluationKIT system, which integrates with Blackboard, the campus learning

management system. This integration allows faculty and administrators timely and efficient access to student feedback. Faculty are expected to reflect on the feedback received using the “Faculty Response to Student Feedback” form, which is submitted to the appropriate Academic Program Administrator who supervises the faculty as part of the annual faculty performance review process as well as the faculty promotion process.

Assessment of student learning outcomes takes place at the course and program level. Each course is required to provide a syllabus that conforms to the institution’s syllabus template and includes a list of approved, measurable student outcomes. At the departmental or program level, samples of student artifacts from key assessments that have been linked to course outcomes are used to document student achievement of course and program outcomes in an annual cycle of assessment. The alignment of course outcomes with program outcomes is integrated into the new course proposal process, which includes the development of a matrix to demonstrate outcome alignment. This alignment at all levels of the curriculum helps to support program effectiveness.

In addition, each academic program undergoes a comprehensive program review (including external review) on a five-year cycle. Programs with external accreditation follow the review cycle of the relevant accrediting body. To support the program review process, each program receives an annual data report with information about enrollment, student demographics, course-level pass rates, year-to-year retention, use of support services, and graduation rates.

During the Candidacy for Accreditation phase, which comprises the first two years of the program, and may extend an additional two to three years with permission, the program must provide an annual accreditation report to CAPTE, report any significant changes, and provide a compliance report if requested.

To move to full accreditation, the program must prepare a self-study report that includes a comprehensive evaluation of the program’s courses, faculty, and student learning outcomes in keeping with the CAPTE *Standards and Elements*. The eight CAPTE standards, each of which has several required elements, reflect the accrediting body’s commitment to evaluation and assessment.

1. The program meets graduate achievement measures and program outcomes related to its mission and goals.
2. The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning for the purpose of program improvement.
3. The institution and program operate with integrity.
4. The program faculty are qualified for their roles and effective in carrying out their responsibilities.
5. The program recruits, admits and graduates students consistent with the mission and goals of the institution and the program consistent with the needs for physical therapy services for a diverse population.
6. The program has a comprehensive curriculum plan.

7. The curriculum includes content, learning experiences, and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing healthcare environment.
8. The program resources are sufficient to meet the current and projected needs of the program.

A three-day site visit follows submission of the self-study report, and an accreditation decision is made based upon the evaluation of the self-study report and outcome of the site visit.

9. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

The above-mentioned program review process concludes with the development of an action plan and steps for ongoing improvement to ensure that programs remain relevant and continue to align with the mission and vision of the University as well as to support the changing needs of the marketplace. Programs provide yearly progress reports on the steps outlined in the action plan.

Student retention is monitored by multiple individuals and units including, but not limited to, the Vice Provost for Student Success and other academic administrators, faculty, advisors, and the Office of Student Success. With the proposed doctoral program, high-touch faculty advising will provide students with the information they need about program requirements as well as their individual academic progress. Program progression standards will be developed and published in the University catalog to ensure that students are aware of expectations and are performing at an appropriate level for doctoral work.

Student retention is also reported to and reviewed by CAPTE as part of the program accreditation process as described above. For instance, standard 5E states, “Policies, procedures, and practices related to student retention, student progression and dismissal through the program are based on appropriate and equitable criteria and applicable law, are written and provided to students, and are applied consistently and equitably. Retention practices support a diverse student body.”³¹

Student and faculty satisfaction is measured by campus-wide surveys, some of which are nationally normed. Surveys are administered by the Office of Institutional Research and Assessment on a rotating schedule in order to optimize response rates. The cost-effectiveness of academic programs and related initiatives is evaluated through the University’s annual planning and budgeting process, which includes a continuous cycle of data reporting and assessment in each unit. At the start of the fiscal year, university-wide initiatives that align with the campus strategic plan are developed, and the implementation and assessment of those initiatives—

³¹ CAPTE *Standards and Evidence*.
http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/CAPTE_PTStandardsEvidence.pdf (accessed 11 November 2020).

including financial impact and cost-effectiveness—takes place over the coming year. Planning for the subsequent fiscal year is informed by the assessment of the previous year’s initiatives.

N. Consistency with the State’s Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution’s cultural diversity goals and initiatives.

Stevenson University’s minority student population is among the highest within Maryland’s private colleges and universities. In the 2020-2021 academic year, 45% of undergraduate students and 42% of graduate students represented minority groups.³² Among the University’s guiding documents is the following Diversity and Inclusion Statement:

Stevenson University commits itself to diversity as it relates to awareness, education, respect and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, gender identity or expression, age, physical ability, learning differences, and political perspectives. The University believes its core values are strengthened when all of its members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities.³³

To support the commitment to diversity, Stevenson has a Center for Diversity and Inclusion with a full-time staff member serving as Director of Diversity and Inclusion reporting directly to the Vice President for Student Affairs. In addition, a President-appointed Diversity and Inclusion Committee, co-chaired by two members of Cabinet, is responsible for supporting related campus-wide initiatives. For academic year 2020-2021, related University-level initiatives include:

- Achieve the priorities of the Diversity & Inclusion Committee 4 sub-committees. Coordinate D & I efforts with the Faculty Council and the Student Government Association as appropriate.
- Support faculty professional development through further development of the Center for Teaching and Learning (Faculty Teaching Fellows; CTL Faculty Librarian; LTID) with specific attention to supporting effective use of Blackboard, student advising, Academic Early Alert, Intercultural Knowledge & Competency (IKC), and Diversity & Inclusion efforts.
- Continue to develop a diversity & inclusion program for student athletes.
- Continue to develop and assess Intercultural Knowledge & Competency (IKC) with particular attention to the implemented curricular changes (ENG 152 and First Year

³² Stevenson University Fact Book, fall 2020.

³³ Diversity and Inclusion at Stevenson. <https://www.stevenson.edu/about/diversity-inclusion/> (accessed 15 October 2020).

Seminar) and integrate curricular planning with campus-wide anti-racism initiatives where appropriate.

The American Physical Therapy Association (APTA) 2019-21 Strategic Plan includes a goal for “stewardship” and the related objective of “Make APTA an inclusive organization that reflects the diversity of the society the profession serves.”³⁴ The organization also has a standing committee on Diversity, Equity, and Inclusion. As noted above, the curriculum and policies for the proposed program have been developed with the goal of pursuing CAPTE accreditation. Standard 5 of the *CAPTE Standards and Elements* includes the following required element (5A): “Program policies, procedures, and practices related to student recruitment and admission are based on appropriate and equitable criteria and applicable law, are written and made available to prospective students, and are applied consistently and equitably. Recruitment practices are designed to enhance diversity.”³⁵ The proposed program also supports and promotes the priorities outlined in the *State Plan* to ensure equal opportunity for Maryland’s diverse citizenry as demonstrated through Stevenson University’s commitment to diversity and inclusion among its students, faculty, and staff.

O. Relationship to Low Productivity Programs Identified by the Commission.

This section is not applicable to independent institutions.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

Not applicable.

³⁴ American Physical Therapy Association (APTA) Strategic Plan. <https://www.apta.org/apta-and-you/leadership-and-governance/vision-mission-and-strategic-plan/strategic-plan> (accessed 13 November 2020).

³⁵ CAPTE *Standards* available: <http://www.capteonline.org/Faculty/DevelopingPrograms/> (accessed 15 October 2020).