

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

Cecil College
Institution Submitting Proposal

Fall 2017
Projected Implementation Date

Associate of Applied Science
Award to be Offered

Physical Therapist Assistant
Title of Proposed Program

5219.01
Suggested HEGIS Code

51.0806
Suggested CIP Code

Nursing & Health Professions
Department of Proposed Program

Roxanne Rash, Ed.D., N.D.
Name of Department Head

Rebecca Walker
Contact Name

rwalker@cecil.edu
Contact E-Mail Address

443-674-1948
Contact Phone Number

Mary Way Belt 2/24/17 President/Chief Executive Approval
Signature and Date

June 19, 2014 Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

Founded in 1968, Cecil College is an open-admission, learner-centered institution located in a rural community in Maryland's most northeastern county. The College's mission includes career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development challenges of Cecil County and the surrounding region. Through its programs and support services, the College strives to provide comprehensive programs of study to prepare individuals for enriched and productive participation in society. The College enrolls approximately 8,500 students in credit and non-credit programs.

Cecil College's Physical Therapist Assistant program was originally approved by the Maryland Higher Education Commission in 2006. As a result of accreditation requirements, the College made substantial modifications to the program in 2014, and again in 2016. The Physical Therapist Assistant Program at Cecil College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The Physical Therapist Assistant program provides a foundation for graduates to become highly skilled in providing patient services using physical therapy techniques under the supervision and direction of a licensed physical therapist in clinics, hospitals, and many other health care settings. Upon completion of the curriculum, the graduate will receive the A.A.S. and will be eligible to take the National Licensing Exam for Physical Therapist Assistants.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

Student Learning Outcomes:

Upon successful completion of this program, students will be able to:

- Demonstrate the entry level knowledge, clinical skills and professional abilities of a physical therapist assistant in the delivery of interventions, in all communications, during education activities, and during resource management activities
- Provide competent patient care under the direction and supervision of a licensed physical therapist, in an ethical, legal, safe and effective manner in a variety of healthcare settings
- Integrate the behavioral expectation of altruism, caring and compassion, cultural competence, duty, integrity, PT/PTA collaboration and social responsibility into professional practice
- Manage an effective transition from the educational program to a career as a licensed physical therapist assistant, including a plan for continuous professional competence and lifelong learning

**Associate of Applied Science
Physical Therapist Assistant**

<i>General Education Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
BIO 208	Human Anatomy and Physiology I	S	3
BIO 218	Human Anatomy and Physiology I Lab		1
BIO 209	Human Anatomy and Physiology II	S	3
BIO 219	Human Anatomy and Physiology II Lab		1
EGL 101	Freshman Composition	E	3
MAT 127	Introduction to Statistics ¹	M	4
PSY 101	Introduction to Psychology	SS	3
PSY 201	Human Growth and Development	SS	3
SPH 141	Public Speaking	H	3
<i>Program Requirements</i>			
PTA102	Clinical Kinesiology and Biomechanics		3
PTA 103	Clinical Skills for the PTA		3
PTA 104	Fundamentals of PT Practice I		2
PTA 204	Therapeutic Modalities		3
PTA 206	Therapeutic Exercise		3
PTA 211	Fundamentals of PT Practice II		2
PTA 213	Fundamentals of PT Practice III		2
PTA 220	Clinical Orthopedics		4
PTA 222	Clinical Neurosciences		3
PTA 224	Cardiopulmonary/Integumentary		3
PTA 228	Special Topics in Physical Therapy		3
PTA 230	PTA Clinical Practicum I		3
PTA 232	PTA Clinical Practicum II		6
PTA 234	PTA Clinical Practicum III		6

Total Credits Required in Program: 70

Course Descriptions:

BIO 208 Human Anatomy and Physiology I (S) studies the structural and functional organization of the human organism with initial emphasis on the concepts of homeostasis and levels of organization. This is followed by a brief survey of histology and then the study of four organ systems: integumentary, skeletal, muscular and nervous. *It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course.* 3 credits

Pre-requisites: MAT 093 or MAT 097

¹ Any four-credit General Education Mathematics will be accepted.

Co-requisites: BIO 218, EGL 101

BIO 218 Human Anatomy and Physiology I Lab reinforces the topics covered in the lecture course BIO 208 with hands-on activities. Students will use models, wall charts, microscopes, dissections and experimental observations. Students will study basic histology as well as the structure and function of the skin, skeletal, muscular, and nervous systems. *It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course.* 1 credit

Co-requisite: BIO 208

BIO 209 Human Anatomy and Physiology II (S) completes the sequence of study of the human body by studying the following organ systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Relevant topics of metabolism, electrolyte balance and human genetics and development are included. 3 credits

Pre-requisites: BIO 208, BIO 218, and MAT 093 or MAT 097

Co-requisite: BIO 219

BIO 219 Human Anatomy and Physiology II Lab uses models, microscopes, dissections and experimental observations to reinforce topics in the endocrine, cardiovascular, digestive, respiratory, urinary and reproductive systems. 1 credit

Pre-requisite: BIO 218

Co-requisite: BIO 209

EGL 101 Freshman Composition teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce approximately 5,000 words of finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits

Pre-requisites: C or better in COL081 and EGL093 or equivalent skills assessment

MAT 127 Introduction to Statistics introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits

Pre-requisites: EGL 093 and Grade of C or better in MAT 093 or MAT 095

PSY 101 Introduction to Psychology is both the scientific and philosophical study of behavior and thought. Topics covered include: research methodology, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. 3 credits
Pre-requisite: EGL 093

PSY 201 Human Growth and Development studies the developing person through the lifespan from conception to death. Current research and applications are used to describe and explain physical, cognitive, social, emotional and personality development. The importance of specific environmental contexts in development is emphasized. Some of the major topics explored in the course include: prenatal development, birth, attachment, language development, abuse and neglect, parenting, moral development, gender role development, and problems and challenges of adolescence. 3 credits
Pre-requisite: PSY 101

PTA102 Clinical Kinesiology and Biomechanics will present advanced anatomy of the musculoskeletal system with emphasis on joint mechanics, human movement, and palpation of anatomical landmarks. The student will learn the principles of normal and abnormal posture and gait. In lab, students will practice the identification and palpation of musculoskeletal structures and identify their related function. 3 credits
Pre-requisites: BIO 208, BIO218
Co-requisites: BIO 209, BIO 219, PTA 101, PTA 103

PTA 103 Clinical Skills for the PTA is an introduction to the technical and professional skills needed to care for patients in varied settings. This course introduces documentation and examination of physiological measures, range of motion, strength, and balance. In addition, it covers positioning and draping, body mechanics, and functional activity training. Common diseases and conditions encountered in the field of physical therapy are introduced. In lab, students will practice goniometry, manual muscle testing, vital sign measurement, posture, balance and exertion scales, pain scales, functional mobility training, and documentation. 3 credits
Pre-requisites: BIO 208, BIO 218
Co-requisites: BIO 209, BIO 219, PTA 101, PTA 102

PTA 104 Fundamentals of PT Practice I provides an introduction and orientation to the field of physical therapy. Course includes historical background, scope of the Physical Therapist Assistant (PTA) practice, medical-professional ethics and conduct, the role of the Physical Therapist Assistant as part of the health care team, Physical Therapist/Physical Therapist Assistant (PT/PTA) collaboration, documentation, and orientation to psychological and social needs of the ill and disabled. 2 credits
Pre-requisites: BIO 208, BIO 218, EGL 101
Co-requisites: PTA 102, PTA 103

PTA 204 Therapeutic Modalities provides instruction in the theory and application of therapeutic modalities used by physical therapist assistants. Modalities covered include the therapeutic use of heat and cold, massage, hydrotherapy, traction, intermittent pressure pumps,

and use of electrical currents. Common conditions requiring the use of these treatment modalities will be presented, and contraindications and special precautions for their use will be discussed. In addition, this course will include the appropriate test and measures necessary for the safe application of the modalities utilized by the physical therapist assistant. 3 credits

Pre-requisites: BIO 209, BIO 219, PTA 102, PTA 103

Co-requisites: PTA 206, PTA 210

PTA 206 Therapeutic Exercise presents the principles of exercise physiology, the concepts and purposes of therapeutic exercise, a variety of exercise treatment strategies, injury prevention and the appropriate tests and measures necessary for the safe application of therapeutic exercise.

Common equipment and exercise interventions to improve flexibility, strength, and motor control will be covered. In addition, physiological responses to exercise for specific populations will include patients with chronic illness, children, geriatrics, and pregnancy. 3 credits

Pre-requisites: BIO 209, BIO 219, PTA 102, PTA 103

Co-requisites: PTA 204, PTA 210

PTA 211 Fundamentals of PT Practice II is the second of three seminar courses addressing the themes of professional issues, core values, and the development of an entry-level professional candidate. The seminar courses will challenge the student to apply professional thematic content during patient scenarios as introduced through a variety of case studies. Fundamentals of PT Practice II will focus on interpersonal and professional communication, duty, and the integrity (ethical, legal, and safe clinical practice), cultural competence, and the professional and legal standards for clinical documentation. 2 credits

Pre-requisites: PTA 102, PTA 103, PTA 104

Co-requisites: PTA 204, PTA 206

PTA 213 Fundamentals of PT Practice III is the final of three seminars addressing the themes of professional issues, core values, and the development of an entry level professional candidate. Fundamentals of PT Practice III is in the terminal spring semester and will challenge students to apply professional theme content during patient scenarios as introduced through a variety of case studies. This seminar will cover career development, communication, and continuing professional competence. Activities will include national board exam review preparation, job search strategies, resume development, and professional interview skills. 2 credits

Pre-requisites: PTA 211, PTA 230, PTA 232

Co-requisite: PTA 234

PTA 220 Clinical Orthopedics entails the study of structural anatomy, orthopedic conditions and their underlying pathologies. The student will learn to assess the musculoskeletal and nervous systems as they relate to the orthopedic clinical setting. Course content will focus on common cervical spine, thoracolumbar spine, upper extremity and lower extremity non-operative diagnoses and post-operative conditions, physical therapy interventions, post-operative and injury care protocols and treatment techniques. 4 credits

Pre-requisites: PTA 204, PTA 206

Co-requisites: PTA 222, PTA 224, PTA 226, PTA 230

PTA 222 Clinical Neurosciences focuses on the study of neurological physiology, anatomy, and pathology and an introduction to motor control and motor learning throughout the lifespan. Course content will focus on developing foundational knowledge to work with the neurological pathologies most commonly encountered in the practice of physical therapy. 3 credits
Pre-requisites: PTA 204, PTA 206
Co-requisites: PTA 220, PTA 224, PTA 226

PTA 224 Clinical Cardiopulmonary and Integumentary Issues covers the pathologies associated with peripheral vascular disease, cardiovascular disease, pulmonary disease and integumentary disorders. Wound care treatments and techniques will be covered in lab. 3 credits
Pre-requisites: PTA 204, PTA 206
Co-requisites: PTA 220, PTA 222, PTA 226

PTA 228 Special Topics in Physical Therapy will be presented in three distinct units covering the physical therapy interventions and strategies for the following special populations: amputees; geriatrics and multisystem disorders; and pediatrics. Specific course content and grades can be found on Blackboard®. 3 credits
Pre-requisites: PTA 204, PTA 206
Co-requisites: PTA 220, PTA 222, PTA 224

PTA 230 Clinical Practice I provides students with supervised application of newly learned skills and reinforcement for previously learned skills in a selected physical therapy setting. A journal will be required documenting course experience and clinical objectives assigned. 3 credits
Pre-requisites: PTA 204, PTA 206, PTA 210
Co-requisites: PTA 220, PTA 222, PTA 224, PTA 226

PTA 232 Clinical Practice II provides students with supervised application of newly learned skills and reinforcement for previously learned skills in a selected physical therapy setting. A verbal presentation will be presented to the staff of the host facility as approved by the clinical instructor. 6 credits
Pre-requisites: PTA 220, PTA 222, PTA 224, PTA 226, PTA 230
Co-requisites: PTA 212, PTA 234

PTA 234 Clinical Practice III provides students with supervised application of newly learned skills and reinforcement for previously learned skills in a selected physical therapy setting. A capstone oral presentation will be presented to the staff of the host facility that differs from that of the Clinical Practice II presentation as approved by the clinical instructor and program ACCE. 6 credits
Pre-requisites: PTA 220, PTA 222, PTA 224, PTA 226, PTA 230
Co-requisites: PTA 212, PTA 232

SPH 141 Public Speaking (H) is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. 3 credits
Co-requisite: EGL 093

C. Critical and compelling regional or Statewide need as identified in the State Plan:

The proposed program meets the critical and compelling regional and statewide need outlined in Goal 5 of *Maryland Ready: 2013 Maryland State Plan for Postsecondary Education* – “Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.”

As noted in the Maryland State Plan 2013 “it is critical that Maryland address workforce needs.”

“Physical therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a licensed physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs may also measure changes in the patient's performance as a result of the physical therapy provided.

Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.”²

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

A search of the Maryland Department of Labor, Licensing, and Regulation website identified 42% growth for Physical Therapist Assistant and Physical Therapist Aide positions through 2024. The table obtained through a keyword search of the DLLR database appears below.

² American Physical Therapy Association (2014). Retrieved from <http://www.apta.org/AboutPTAs/>.

**Maryland Long Term Occupation Projections
2014-2024³**

Occupation (keyword search)

Physical Therapist Assistant ✕

Number of Openings

Percent Change

-793

504,548

-51.05%

191.67%



Occupation	<u>2014</u>	2024	Change	Pct Change
Occupational Therapy and Physical Therapist Assistants and Aides	4,245	6,031	1,786	42.07%
Physical Therapist Assistants	1,666	2,386	720	43.22%

E. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission's Academic Program Inventory database revealed that programs in Physical Therapist Assistant are also offered at Carroll, Chesapeake, Howard, and Wor-Wic Community Colleges. The locations of these programs are hours away from Cecil College's campus, and therefore our program is not in direct competition with any of the existing programs.

Institution	Program	Degree
Carroll Community College	Physical Therapist Assistant	Associate Degree
Chesapeake College	Physical Therapist Assistant	Associate Degree
Howard Community College	Physical Therapist Assistant	Associate Degree
Wor-Wic Community College	Physical Therapist Assistant	Associate Degree

F. Relevance to Historically Black Institutions (HBIs)

No impact is anticipated on the state's historically black institutions.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Not applicable.

³ Maryland Department of Labor, Licensing, and Regulation (n.d.). Retrieved from <http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml>

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

The Program Director, Dr. Melody Stanhope, PT, DPT is a Maryland and Delaware State licensed physical therapist and has practiced in Maryland since 1985 in a variety of clinical and administration positions. The Director earned her Doctor of Physical Therapy degree from Simmons College in 2007. She is in a full time position at Cecil College with the rank of Associate Professor. Her administrative experience has been in hospital based and private practice settings. She has taught in community based adult education programs and as a guest lecturer in area colleges and universities on healthy aging, fall prevention, women's health issues, acute care physical therapy, physical therapy in the NICU, and clinical problem solving.

For the PTA program, she will be teaching the following courses: PTA 102, PTA 103, PTA 211, PTA 213, PTA 222, and PTA 224.

The Director has clinical expertise in the following practice areas: acute care, critical care, neonatal intensive care, pediatrics, geriatrics and women's health. She has practiced in hospitals, schools, outpatient centers, long term care/skilled nursing facilities and home care and has managed an array of clinical programs including: a wound care program, positioning and feeding program therapy in a neonatal intensive care unit; a women's health program for lymphedema and pelvic floor dysfunction; and a multidisciplinary early intervention screening program. Dr. Stanhope has been qualified as, and has served as an expert witness in legal cases pertaining to pediatric physical therapy practice.

The Director's administrative experiences include serving as a director of rehabilitation in a large community based hospital, as a director of physical therapy in long term care and pediatric school settings, and as owner and director of a private practice. Dr. Stanhope has supervised physical therapists and physical therapist assistants and has served as a Clinical Instructor and Coordinator for Clinical Education for PT and PTA students in multiple clinical venues.

The Academic Coordinator for Clinical Education (ACCE), Ms. Adrienne Pinckney, MPT is a Maryland, Delaware, Pennsylvania, and New York State licensed physical therapist practicing primarily in Delaware since 2003, in both clinical and administrative positions. The ACCE earned her Master of Physical Therapy degree from the University of Delaware in College in 2003. She is in a full time position at Cecil College with the rank of Assistant Professor. Ms. Pinckney has taught professional continuing education courses and seminars on a variety of physical therapy topics, most frequently on the subject matter of orthopedic spine diagnoses and chronic pain. She has worked as a guest lecturer and as adjunct faculty in local area colleges and universities. Her administrative experience has been in the private practice setting.

For the PTA program, she will be teaching the following courses: PTA 102, PTA 104, PTA 204, PTA 206, PTA 220, PTA 228, PTA 230, PTA 232, and PTA 234.

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library and the Maryland Community College Library Consortium. CCVM Library has reciprocal borrowing privileges with other community college libraries throughout the State of Maryland.

Students enrolled in the AAS Physical Therapist Assistant Program will receive a library orientation. During the orientation session students will learn how to obtain a library card, how to access the databases on and off campus, and how to submit requests for inter-library loans.

The library subscribes to the following databases EBSCOhost's Academic Search Complete. The following full-text journals are available: Physical Therapy, Physical Therapy Reviews, and PT in Motion, formerly PT: Magazine of Physical Therapy. ProQuest Central provides full-text access to: Cardiopulmonary Physical Therapy Journal, Journal of Geriatric Physical Therapy, Journal of Neurologic Physical Therapy, Journal of Physical Therapy Education, Journal of Yoga & Physical Therapy, Physical Therapy, and Physical Therapy in Sport. CINAHL and CINAHL with full-text and MEDLINE are available through EBSCOhost

Through OvidSP students have access to Joanna Briggs Institute Evidence Based Practice.

PubMed/MEDLINE, PubMed Central, and Medline Plus will be added to the Nursing/Health Sciences LibGuide or Subject Guide. A Physical Therapist Assistant Subject Guide will be developed to seamlessly link students to specific resources for their program of study.

The library provides online access to the Journal of the American Medical Association, JAMA, and the New England Journal of Medicine, NEJM.

Online access to the APTA Guide to Physical Therapist Practice is forthcoming. EBSCO's Rehab Reference Center or Cengage's Physical Therapy and Sports Medicine Collection are possible additions to the library's database collection.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

The PTA Program is housed on the North East campus in the Physical Education building. The Physical Education building houses the program labs and classrooms, state-of-the-art Fitness and Wellness Center (FWC), student lounge, conference rooms, dining area and dressing rooms with full shower facilities, changing areas, bathrooms and lockers. PTA students will also have the opportunity to utilize additional physical facilities on campus including the Library; the Arts and Sciences Building, housing the Biology and learning labs; and the Technology/Conference Center, housing the computer lab, simulation labs, a student lounge / dining area and a Conference Center.

In the Physical Education building, the PTA program has one dedicated classroom and one dedicated lab, both with dedicated secure storage space. The approximately 700 square foot PTA classroom on the 2nd floor of the PE Building is equipped with desks, chairs, locked storage areas, a sink, counter top, whiteboard and computer projector system for Power Point, Blackboard and Internet access. The approximately 1200 square foot laboratory space is equipped with secure storage areas, clinic stairs, parallel bars, treatment tables, traction systems, low mat tables and sufficient modalities and mobility equipment and supplies chosen to meet programs goals and objectives. In addition the program has access to additional available classroom space; access to an athletic training suite equipped with treatment tables, scales, whirlpools, thermal modalities, mobility and exercise equipment; a 1700 square foot exercise room, and a state-of-the-art FWC. Highlights of the 5,200 square foot FWC include: two full levels facilitating functional training featuring a wide array of state-of-the-art cardiovascular and strength training equipment. PTA students have access to the FWC for instruction and practice on an extensive assortment of cardiovascular and strength training equipment. The FWC also includes locker rooms with showers, bathrooms and lockers.

The PTA Program has sufficient dedicated office space for program faculty and staff and students. The Director's office includes table and chairs available for private conferences with students and/or faculty, bookshelves for department resources and four locked file cabinets to secure program materials. Within the 2nd floor office suite, there is also dedicated office space for adjunct faculty and the department administrative assistant. The adjunct office is equipped with computers, desks, chairs and telephones. The department administrative assistant is provided with office space in the open atrium of the office suite. This area is equipped with a computer, desk, chair, locking file cabinets and telephone with voicemail. In addition, the office suite includes a large multipurpose space with additional computers, telephones, desks, chairs and file cabinets accessible to faculty. A conference room is available for faculty meetings and or private conferences with students. The conference room is shared with the Athletic department and scheduled by the department administrative assistant. This room contains a large conference table and 12 chairs. In a faculty work area within the office suite, the faculty has access to table, chairs, faculty mailboxes, courier service as well as a copy and fax machine. Also in this work area are a refrigerator, sink, cupboards and microwave for faculty use. The Academic Coordinator for Clinical Education has a private office appropriate for private conferences with faculty and/or staff, adjacent to the PTA lab and classroom. The ACCE office is equipped with a desk, chair, computer, locking file cabinet, bookcase, and a telephone with voicemail.

Program faculty and students utilize technology systems to enhance teaching and learning experiences and to support the technical didactic and clinical educational experiences as evident in the curriculum. Available technology includes state-of-the-art electronic classrooms and clinical labs with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access; and the college-wide Course Management System 'Blackboard', which can provide on-line learning to supplement courses.

PTA students will also access the Simulation Labs in the Nursing department for simulated patient experiences. These simulation skills labs house four Human Patient Simulators, hospital beds, mannequins, stretchers, crash carts, wheelchairs, a ceiling lift and a Hoyer lift. These labs are particularly important to the simulation of and response to patient emergency situations such as a patient cardiac arrest.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. PTA faculty works closely with the Technology Resources department to provide up-to-date hardware and software to faculty and students.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

Since this is an existing program, significant investments have already been made for equipment and furniture for classrooms and laboratories. Therefore, no additional equipment is needed for full implementation of the modified program (See sections I and J above).

Cecil College
Projected Revenues – Physical Therapist Assistant Program

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	N/A	N/A	N/A	N/A	N/A
2. Tuition/Fee revenue (c+g below)	\$172,056	\$172,056	\$172,056	\$172,056	\$172,056
a. Number of F/T students	46	46	46	46	46
b. Annual Tuition/Fee Rate	\$107/credit	\$107/credit	\$107/credit	\$107/credit	\$107/credit
c. Total F/T Revenue (a * b)					
d. Number of P/T students	N/A	N/A	N/A	N/A	N/A
e. Credit Hour Rate	\$107	\$107	\$107	\$107	\$107
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * e * f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources					
Student Development Fee	\$12,864	\$12,864	\$12,864	\$12,864	\$12,864
Registration Fee	\$17,250	\$17,250	\$17,250	\$17,250	\$17,250
Course Fees	\$21,440	\$21,440	\$21,440	\$21,440	\$21,440
Total (Add 1-4)	\$223,610	\$223,610	\$223,610	\$223,610	\$223,610

Assumptions:

- Each year a cohort of 24 students enters the program. On average, 22/24 continue to the second year and graduate.
- Tuition revenue is based on an in-county rate of \$107/credit
- Full-time students complete 34 credits in year one and 36 credits in year two
- Year one student tuition = 24 students * 34 credits = 816 credits * \$107/credit = \$ 87,312
- Year two student tuition = 22 students * 36 credits = 792 credits * \$107/credit = \$84,744
 Total tuition = \$87,312 + \$84,744 = \$172,056
- Student Development Fee is \$8/credit hour; year one students = 816 credits; year two students = 792 credits; 1,608 total credits * \$8/credit hour = \$12,864
- Registration fee = \$75/semester; 46 students * 5 semesters = 230 registrations * \$75 = \$17,250
- Year one students pay \$190 in course fees and year two students pay \$560 in course fees; Year one student course fees = 24 students * \$190 = \$4,560; Year two student course fees = 22 students * \$560 = \$16,880. Total course fees = \$4,560 + \$16,880 =

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$202,613	\$211,382	\$220,555	\$230,153	\$240,195
a. #FTE	2	2	2	2	2
b. Total Salary	\$148,166	\$155,574	\$163,352	\$171,520	\$180,096
c. Total Benefits	\$54,447	\$55,808	\$57,203	\$58,633	\$60,099
2. Administrative Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	N/A	N/A	N/A	N/A	N/A
5. Library	N/A	N/A	N/A	N/A	N/A
6. New or Renovated Space	N/A	N/A	N/A	N/A	N/A
7. Other Expenses	N/A	N/A	N/A	N/A	N/A
Total (Add 1-7)	\$202,613	\$211,382	\$220,555	\$230,153	\$240,195

Assumptions:

- While we anticipate increases to healthcare expenses, we cannot forecast the amount of the increases with a high degree of certainty. For the purposes of this proposal we are assuming an increase of 2.5% per year.
- For the purposes of this proposal, we are forecasting full-time personnel salary increases at 1.5%, but actual increases may be somewhat higher or there may not be any increases to salary in a given year.
- The Director serves the role of Administrator for the program, but her salary is included under faculty because she has a 12-month faculty appointment.
- Adjunct contracts are estimated at 6 credits per year @ \$715/credit = \$4,290 (increases are not forecasted for adjunct contracts)
- The support staff person is part-time, 20 hours per week = $20/37.5 = .53$ FTE.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Individual course assessment reports document student learning outcomes which are taken directly from the course syllabus. The Assessment Committee has established a rubric for course assessment reports which requires documentation of desired learning outcomes (taken from the syllabus), indicators of student learning outcomes, direct and indirect methods of assessment, quantitative and qualitative data on student performance, and how assessment results will be used to further improve student learning outcomes in the future. Each report is reviewed to ensure that it meets the guidelines established by the Assessment Committee. Reports are collected for one-third of all courses offered during the fall and spring semesters each academic year, resulting in a review of all courses within 36 months.

Faculty members are evaluated each and every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses.

The College has an established Program Review Policy and a Program Review and Assessment Plan. Both of these documents have been endorsed by the Faculty Senate and approved by the Board of Trustees. One-fifth (20%) of the programs are reviewed each year so that all programs are reviewed on a five-year cycle. A repository, which is accessible to all faculty members, is kept for all Program Review and Assessment documents. Additionally, a database has been established to track the status of recommended changes/revisions to programs.

Faculty members are assessed in the classroom by the appropriate Dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter.

All faculty members are contractually obligated to complete an annual report: inclusive of assessment results.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College has qualified professional staff in the student advising and student support areas. Advisors seek and support other-race students consistent with the core values of the College, which encompass diversity and inclusiveness. In addition, the College has adopted a Strategic Initiative to "create educational opportunities for a diverse community of learners." The College plans to employ broad recruitment efforts to attract a racially diverse student body. Statements of non-discrimination are included in College publications and will appear in any marketing pieces for the program. In addition, the Director of Minority Student Services will assist in marketing and referring students to the new program.

N. Relationship to low productivity programs identified by the Commission:

Not applicable.