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

Institution Submitting Proposal	Stevenson University
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*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 #	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0254741	Amount: \$850	Submitted: 11/30/22

Department Proposing Program	Provost's Office/School of Nursing & Health Professions		
Degree Level and Degree Type	Level = Doctorate; Type = Applied		
Title of Proposed Program	Doctor of Physical Therapy		
Total Number of Credits	114		
Suggested Codes	HEGIS: 1212.00	CIP: 51.2308	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B 02.03 03)</small>	<input type="radio"/> Fall <input type="radio"/> Spring <input checked="" type="radio"/> Summer	Year: 2028	
Provide Link to Most Recent Academic Catalog	URL: <a href="https://www.stevenson.edu/academics/catalog/">https://www.stevenson.edu/academics/catalog/</a>		
Preferred Contact for this Proposal	Name:	Susan T. Gorman	
	Title:	Executive Vice President & Provost	
	Phone:	(443) 334-2205	
	Email:	sgorman@stevenson.edu	
President/Chief Executive	Type Name:	Elliot L. Hirshman	
	Signature:		Date: 11/30/2022
	Date of Approval/Endorsement by Governing Board:	11/17/2022	

Revised 1/2021

# STEVENSON

UNIVERSITY

## Office of the President

01 December 2022

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

Dear Secretary Fielder:

Stevenson University is pleased to submit the enclosed proposal for our 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 Faculty Council, President's Cabinet, and our Board of Trustees. As detailed in Section A of this proposal, the proposed DPT program remains central to Stevenson's mission and planning priorities. You will recall that Stevenson submitted a prior proposal in February 2021 that was not recommended for implementation.

### Compelling Data Supporting Existing Workforce Demand for DPTs

In her letter to me dated 21 September 2021, Dr. Mary Pat Seurkamp, Chair, Maryland Higher Education Commission, wrote, "Should the market circumstances described in the ACAPT letter change, we strongly encourage Stevenson to resubmit the proposal at that time." Shortly after Dr. Seurkamp wrote her letter, the referenced American Council of Academic Physical Therapy (ACAPT) letter and the associated workforce study were publicly discredited.<sup>1</sup> Moreover, with the emergence of a number of chronic health conditions that have been classified as long COVID,<sup>2</sup> the impact these conditions will have on Maryland residents, and the benefits of receiving physical therapy,<sup>3</sup> market demand for Physical Therapists and the DPT program is even stronger than it was at the time of our first submission.

Specifically, the American Physical Therapy Association (APTA) published a study in 2020 predicting a surplus of Physical Therapists. In responding to the objections to our proposal

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<sup>1</sup> Childs, J.D., Benz, L.N., Arellano, A., Briggs, A.A., Walker, M.J. (15 October 2021). Challenging assumptions about the future supply and demand of physical therapists in the United States. *Physical Therapy* 2022, 102: 1-5. <https://doi.org/10.1093/ptj/pzab239> (accessed 02 November 2022).

<sup>2</sup> Ballering, A.V., van Zon, S.K.R., Hartman, T.C., Rosemalen, J.G.M. (06 August 2022). Persistence of somatic symptoms after COVID-19 in the Netherlands: an observational cohort study. *Lancet* 2022, 400 (10350): 452-61. [https://doi.org/10.1016/S0140-6736\(22\)01214-4](https://doi.org/10.1016/S0140-6736(22)01214-4) (accessed 02 November 2022).

<sup>3</sup> Coakley, K., Friedman, L., McLoughlin, K., Wozniak, A., Hutchison, P. (31 July 2022). Acute occupational and physical therapy for patients with COVID-19: A retrospective cohort study. *Archives of Physical Medicine and Rehabilitation* 2022, 000:1-7. <https://doi.org/10.1016/j.apmr.2022.07.010> (accessed 02 November 2022).

which cited this study, we raised significant concerns regarding the conclusions of a national model which had not been validated. We contended that it was inappropriate to use APTA's model to determine whether there are sufficient numbers of physical therapists in Maryland, and we provided a substantive analysis supporting our position. In the 2022 study published in the journal *Physical Therapy* the authors write:

**“In our opinion, the APTA Workforce Analysis, upon which ACAPT’s conclusions are based, uses flawed assumptions that result in erroneous conclusions regarding the future supply and demand for physical therapists. Although we fundamentally agree with ACAPT that rising student debt, shortage of qualified faculty, and inadequate number of clinical sites pose a potentially serious threat to physical therapist education, we believe that ACAPT’s caution against the expansion of physical therapist education programs is unwarranted and counterproductive.”<sup>4</sup>**

As fully explicated in Sections B and C of the current proposal, we demonstrate strong market demand for Physical Therapists, as well as emerging evidence that demand will continue to grow as the effects of long COVID and other health conditions continue to impact many of the State’s citizens.

Amplifying the importance of providing clinical services to our communities and the demonstrated need in the physical therapy workforce that is not being met by the extant programs, seven State and local elected leaders have submitted letters in support of Stevenson’s proposal to start a third DPT program in our State. These leaders include Senator Shelly Hettleman from District 11, Senator-elect Benjamin Brooks from District 10, Delegate Dana Stein, Delegate John Cardin and Delegate-elect Cheryl Pasteur from District 11, Councilman and Baltimore County Council Chairman Julian Jones from District 4, and Baltimore County Councilman Izzy Patoka from District 2. The Maryland Independent Colleges and University Association (MICUA) has also provided a letter supporting our proposal, noting in particular that our program will help to address unmet demand from academically qualified students and will increase student choice and institutional diversity of programs.

Both the Greater Baltimore Chamber of Commerce and the Owings Mills Corporate Roundtable, have submitted letters emphasizing the workforce, economic and quality of life benefits a new DPT program will have for Owings Mills and surrounding communities.

The leadership of the largest healthcare providers in our immediate region, Northwest Hospital, Sinai Hospital, and Greater Baltimore Medical Center (GBMC), have also provided letters of support, attesting to the impact of current and looming healthcare shortages. Finally, 33 clinical entities representing thousands of individual sites have confirmed that they are willing to support

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<sup>4</sup> Childs, J.D., Benz, L.N., Arellano, A., Briggs, A.A., Walker, M.J. (15 October 2021). Challenging assumptions about the future supply and demand of physical therapists in the United States. *Physical Therapy* 2022, 102: 1-5. <https://doi.org/10.1093/ptj/pzab239> (accessed 02 November 2022).

the clinical education of Stevenson's DPT students without impacting clinical education they currently support for the extant DPT programs in Maryland (see Table 13 and Appendix B in our proposal).

Further, we have aligned our proposal with the goals and priorities of the 2022 Maryland State Plan for Higher Education,<sup>5</sup> demonstrating that the addition of the DPT at Stevenson clearly supports the State's vision for post-secondary education in Maryland (see section on Maryland's 2022 State Plan for Higher Education below).

### Compelling Evidence Supports a Lack of Unreasonable Program Duplication Causing Demonstrable Harm

In Maryland, DPT programs are currently offered by the University of Maryland, Baltimore (UMB) and the University of Maryland, Eastern Shore (UMES). In Sections D, E, and F of the proposal, we demonstrate that our program does not constitute unreasonable duplication and that it would not produce demonstrable harm to the extant programs. Section D provides a detailed analysis demonstrating that the three universities have very different characteristics, institutional missions, and geographic locations, which serve different populations of students.

In Sections E and F of the proposal, we take care to consider and address possible adverse impact on the DPT program at UMES, and provide substantive justification that the addition of a DPT program at Stevenson will not have an adverse impact on UMES' enrollment, student demand, clinical placements, faculty, institutional uniqueness, identity, or mission, nor does it constitute unreasonable program duplication. Similarly, it will not impact UMB.

### Strong Support for Maryland's 2022 State Plan for Higher Education

In Section N of the proposal, we demonstrate how the proposed DPT program supports the State's minority student achievement goals, including student access and success. Doctoral education in physical therapy is one of the least racially diverse forms of professional education. National data for the 2021 and 2022 entering cohorts demonstrate that while over 8% of applicants to DPT programs identify as African-American, only 6% of the admitted students and only 4% of enrolled students identify as African-American. As noted in Sections B and F of the proposal, Stevenson University's minority student population is the second highest within Maryland's private colleges and universities. In the 2021-2022 academic year, 46% of undergraduate students and 41% of graduate students represented minority groups, with 27% of all students identifying as African-American. In fact, in Table 2 we demonstrate that Stevenson has a higher percentage of African-American graduate students than UMES or UMB, which underscores our opportunity to contribute to diversifying the physical therapy workforce. Additionally, the geographic proximity of our campus to traditionally underserved populations

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<sup>5</sup> The 2022 Maryland State Plan for Higher Education.

[http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29\\_2022.pdf](http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29_2022.pdf) (accessed 22 September 2022).

further supports student access, as does our commitment to utilizing no or lower cost educational resources when possible.

Our proposal also supports the 2022 State Plan's focus on innovation. Stevenson is pioneering an affordable model for career-focused graduate education that ensures equitable access to affordable and high-quality postsecondary education for Maryland residents. The success of this pricing model is demonstrated in our recently launched doctor of psychology program, which, like the DPT, is well aligned with Stevenson's mission and commitment to expanding student access to career-focused degree programs.

In further support of the State's workforce development goals, the Doctor of Physical Therapy prepares individuals to become licensed physical therapists capable of providing physical therapy services to diverse communities. Adding the proposed DPT program will benefit the Maryland workforce and the broader community by creating new opportunities through which a diverse population of individuals can train as healthcare professionals. As we educate and graduate students from diverse backgrounds, Stevenson will contribute to increasing the number of physical therapists, who will in turn help to meet the needs of the diverse communities in our region and State.

Stevenson is also mindful of the State's need to grow and diversify the faculty pipeline in Maryland, which the proposed DPT program will do. As stated in the 2022 State Plan:

“It is essential that campuses make explicit efforts to expand academic pipelines to underrepresented populations for a long-term goal of diversifying faculty, both in Maryland and across the nation. Maryland's diverse state population is primed for doing just that: providing every opportunity for any individual to consider a long-term career as a faculty member in academia.”<sup>6</sup>

In this context, Stevenson's program will graduate licensed physical therapists who hold a doctorate and can immediately become part of the supply of clinical instructors in the state. This outcome will help to expand access to clinical placements for all of the state's DPT programs. It should also be noted that graduates of Stevenson's DPT program will be able to contribute to the faculty pipeline in other STEM undergraduate programs in which the DPT is considered a terminal degree. Given the diversity of Stevenson's student population, the proposed program will contribute to diversifying the faculty pipeline.

#### Summary of Key Points from Our Proposal

Here, we summarize key points from the proposal for your reference:

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<sup>6</sup> The 2022 Maryland State Plan for Higher Education.

[http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29\\_2022.pdf](http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29_2022.pdf) (accessed 22 September 2022).

- The proposed Doctor of Physical Therapy (DPT) program aligns with the University’s mission and strategic goals, and positions the institution well to meet excess workforce demand in our state, provide educational access to diverse students, and healthcare services for underserved communities.
- The existing and projected demand for physical therapists in the state and region greatly exceeds the number of graduates that are currently produced. (Section C)
- On average, there are 340 job openings for physical therapists in Maryland each year. The two existing programs (UMES + UMB) produce a total of approximately 90 graduates annually, which leaves 250 jobs unfilled by Maryland DPT graduates every year. This shortage of physical therapists has pronounced impacts on underserved communities, including communities of color and rural communities.
- National data demonstrate that there is a significant surplus (at least 62%) of qualified applicants relative to available spots in DPT programs nationally, and neither UMES nor UMB is able to accept all of the students who apply to their programs. (Section C)
- On average, each year there are over 200 qualified Maryland residents who apply to but are not accepted to any DPT program, which speaks to challenges with access and untapped potential to address societal needs. (Section F)
- The 2022 Maryland State Plan explicitly states, “Physical proximity to educational institutions can also pose challenges for Maryland students to access affordable higher education,” [page 41] making the case for the importance of geography to student access. Stevenson is 145 miles from UMES, highlighting the importance of physical proximity to ensuring equitable student access as codified in the 2022 State Plan.
- Given the diversity of the Owings Mills region (where 74% of the population identify as persons of color) and surrounding areas, Stevenson’s location in Owings Mills allows us to provide an important new option for students from diverse backgrounds who may be unable or unwilling to pursue academic study outside of the region for reasons such as family or work obligations.
- Stevenson’s institutional mission and proposed program objectives are significantly different from those of the other two institutions in Maryland with DPT programs (UMES and UMB). (Sections A, E, F)
- Stevenson will limit enrollment to 25 students per year and is only pursuing clinical placements at sites that explicitly affirm that the placement of Stevenson students will not negatively impact clinical placements for UMES or UMB students.
- Physical therapy remains one of the least racially diverse professional fields with only 4% of physical therapists being African-American. Stevenson serves a highly diverse student population, with 44% of Stevenson students identifying as persons of color. Stevenson will attract and graduate similarly diverse cohorts of DPT students, which will contribute to bringing more diversity to the DPT profession and expanding access to care in underserved communities.

In the attached proposal, we have demonstrated that Stevenson’s proposed DPT program meets the present and future needs of the region and State in advancing our workforce and access for students, while in no way harming UMES or UMB. In fact, denying the Stevenson DPT program will produce demonstrable harm to Maryland’s communities with disparate impact on historically underserved communities, as well as limit educational access. The opportunities that

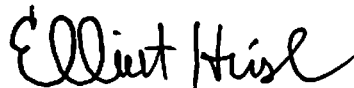
would be made available to highly diverse populations of students by a DPT program at Stevenson would yield outcomes that are far reaching. Not only will our DPT graduates be well positioned for their individual success, we expect that many of our doctorally-prepared clinicians will advance our society by serving as educators, role models, and most importantly, service providers to underserved communities.

In this context, it is also important to note that because we are an independent institution, the requested implementation of our program, and the associated benefits to the state of Maryland and its citizens, will not require the commitment of additional state resources.

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

We appreciate your consideration and request that you recommend implementation of our Doctor of Physical Therapy program per the regulations for independent institutions.

Sincerely,

A handwritten signature in black ink that reads "Elliot Hirshman". The signature is written in a cursive, flowing style.

Elliot Hirshman, Ph.D.  
President

# Stevenson University

## Proposal for a New Academic Program

### DOCTOR OF PHYSICAL THERAPY (DPT)

Stevenson University's proposed Doctor of Physical Therapy program fills a critical statewide need and supports the three goals set forth in the 2022 Maryland State Plan for Higher Education: Access (priorities 1, 3, and 4), Success (priorities 5 and 7), and Innovation (priority 8).<sup>1</sup> Specific alignments (goals and priorities) are noted in the relevant sections. The proposed DPT program serves to expand access and opportunities for students at the graduate level, to strengthen and diversify the pipeline of healthcare providers, clinical faculty, and STEM faculty, and to provide more Marylanders with good paying jobs. In recognition of the critical importance of an additional physical therapy program to our state and Stevenson's local region, support letters from five members of Maryland General Assembly (House and Senate), our two Baltimore County Council representatives, the leadership of the three largest healthcare providers in our immediate region, the Greater-Baltimore Chamber of Commerce, the Owings Mills Corporate Roundtable, and the Maryland Independent Colleges and Universities Association are included with this proposal (see Appendix A).

#### 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 a diverse population of Physical Therapists to provide 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, culturally responsive clinicians. The skills and competencies students will develop are consistent with the Commission on Accreditation in Physical Therapy Education (CAPTE) *Standards and Required Elements for Accreditation of Physical Therapist Education Programs (Standards and Elements)* for a doctoral program in Physical Therapy.<sup>2</sup> Per CAPTE specifications, the curriculum is designed

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<sup>1</sup> The 2022 Maryland State Plan for Higher Education. [http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29\\_2022.pdf](http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29_2022.pdf) (accessed 22 September 2022).

<sup>2</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).



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 114 credits.<sup>3</sup>

### **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.) has welcomed two cohorts of students so far (fall 2021 and fall 2022). 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 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. Like the Psy.D., the proposed Doctor of Physical Therapy program has been designed in alignment with the University's mission and values and prepares students for a lifetime of learning and contribution. **By offering doctoral education, Stevenson continues to build on its strengths while making career-focused education accessible to new and diverse 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 state, region, and nationally. **Moreover, in considering national and regional enrollment trends and the expected decline in the number of high school graduates, Stevenson is extending its mission by developing career-focused graduate programs, which is in clear alignment with the guidance provided in the 2022 State Plan. [Goal 1, Priority 4, p. 42]**

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

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<sup>3</sup> The credit requirement is in keeping with nationwide averages as reported in the CAPTE Aggregate Program Data Report. <https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2020-2021-aggregate-pt-program-and-salary-data.pdf>; see page 9 (accessed 22 September 2022).

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 for the DPT program. 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.<sup>4</sup>

Stevenson’s strong simulation program, which features collaborations among graduate and undergraduate nursing, medical laboratory science, and biomedical engineering programs, 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 mission and 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, the Academic Affairs Leadership Council, Cabinet, Provost, President, and Board of Trustees.

The DPT program aligns with Stevenson University’s Mission, which is set forth 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 throughout this proposal, the practical application of knowledge through professional preparation courses, laboratory courses, research, and diverse clinical

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<sup>4</sup> Stevenson University Portal, Berman School of Nursing and Health Professions, <https://now.stevenson.edu/schools/healthprofessions/Pages/default.aspx> (accessed 22 September 2022).

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's current Strategic Plan<sup>5</sup> was implemented in 2021. The Plan establishes ten strategic goals, and two of these goals pertain directly to developing the academic portfolio, demonstrating that the proposed program meets an institutional priority:

Goal: Develop Academic Programs

Goal: Focus on Students' Professional Success and Career Development

The Strategic Plan sets forth the overarching goals for the University that are then supported by a set of annual initiatives. The initiatives for the last two years have specifically included development of the DPT program, which further demonstrates Stevenson's affirmation that the program supports strategic goals and is an institutional priority. The Fiscal Year 2023 (FY23) initiatives related directly to the DPT program are as follows:

Goal: Develop Academic Programs

- Continue to pursue the approval of a Doctor of Physical Therapy (DPT) program.

Goal: Focus on Students' Professional Success and Career Development

- Continue to develop academic programs with specific career pathways.

As further context, the previous strategic plan, under which development of this program began, included the following goal, which illustrates Stevenson's long-standing commitment to developing career-oriented academic programs as an institutional priority:

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.

**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.)**

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<sup>5</sup> Stevenson University Portal, President's Office (2021). *Our Roots, Our Future: The Strategic Plan for Stevenson University*, <https://now.stevenson.edu/depts/president/University%20Documents/University%20Strategic%20Plan%202021.pdf> (accessed 22 September 2022)

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. Specifically, new program costs include hiring faculty and staff, recruiting and supporting students, providing appropriate facilities and technological infrastructure, and pursuing program accreditation. Personnel costs will be shared by the Academic Affairs Division (25%) and Central Budgeting (75%). Beginning in FY 23, 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.

Stevenson is investing sufficient institutional resources in this critical program to maintain our commitment to providing **affordable graduate education opportunities for students, which is in clear alignment with Goal 1, Priority 1 of the 2022 Maryland State Plan**. The tuition and fees for this doctoral program will be set with the goal of supporting student access. Pioneering an affordable model for career-focused graduate education is consistent with Stevenson's mission and planning priorities as well as with our reputation as a Best Value School in USNWR.<sup>6</sup>

#### **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 Executive Vice President & Provost's Office under the direct supervision of the Senior Associate Vice President for Academic Affairs & Research, who also oversees the university's other doctoral program (Psy.D.). This organization will facilitate the development of policies and procedures that are common to the doctoral programs while providing high-level administrative support in the program's early development and growth phases. Similar to the Psy.D. program, a cross-departmental leadership team will be established, including the DPT Program Director, Dean of the School of Nursing and Health Professions, and the Senior Associate Vice President, to provide ongoing administrative support and direction as the program is established.

A Graduate Program Director, reporting to the Senior Associate Vice President, will be hired during the planning phase (FY26) to lead the development of program-specific courses, oversee facilities work, connect with clinical placement sites, lead the CAPTE accreditation process, and collaborate with the Admissions and Marketing teams 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 FY27 and a third and fourth in FY28. The complete faculty hiring plan for the program is set forth in Section I. Administrative support in the form of an administrative coordinator will also be added in FY28.<sup>7</sup> 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 relevant units, costs have been staggered to allow for effective planning and continuous financial and technical support for the DPT program.

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<sup>6</sup> U.S. News and World Report. *2022-2023 Best Colleges*. <https://www.usnews.com/best-colleges/stevenson-university-2107> (accessed 10 October 2022).

<sup>7</sup> The timelines included in this proposal are based upon SU applying for candidacy following CAPTE Cycle 2027B. 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." <https://www.capteonline.org/globalassets/capte-docs/faculty-and-program-resources/program-development/candidacy-review-cycle-availability2.pdf> (accessed 22 September 2022).

At the present time, the earliest CAPTE accreditation review cycle available to Stevenson is now 2027B. The timeline of this cycle is such that the University will submit an Application for Candidacy by December 1, 2027, CAPTE will make their decision in late April 2028, and, if successful, Stevenson would enroll its first DPT students in June 2028.

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

Stevenson University is committed to the continuation of this degree program beyond the time needed for students to complete. The University is centered on the success of its students and provides support services to ensure timely progression and completion, such as high-touch advising and subject-specific tutoring. Building upon Stevenson's early success with the Psy.D. program, the institutional investment in the DPT program furthers the University's commitment to providing access to doctoral education for new and diverse populations of students.

## **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.*

**In support of Goal 1 of the 2022 State Plan<sup>8</sup>, Stevenson University's proposed program will serve societal needs by filling a critical need for educational access and improving and enhancing existing physical therapy services to Maryland residents in underserved communities.** The occupational workforce need for additional Doctors of Physical Therapy, especially in underserved areas, is well-documented, as is the need for a more diverse DPT workforce.

Detailed data demonstrating the critical and compelling regional and statewide need is presented in Sections B.2, C.2-4, and N.1 of this proposal. To highlight a number of key findings:

- On average, there are 340 job openings for physical therapists in Maryland each year. The two existing programs produce a total of approximately 90 graduates annually, which leaves **250 jobs unfilled by Maryland DPT graduates every year**. This shortage of physical therapists has pronounced impacts on underserved communities, including communities of color and rural communities.
- **On average, each year there are over 200 qualified Maryland residents who are not accepted to any DPT program**, which speaks to challenges with access and untapped potential to address societal needs.
- Physical therapy remains one of the least racially-diverse professional fields with only 4% of physical therapists being African-American. Stevenson serves a highly diverse

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<sup>8</sup>The 2022 Maryland State Plan for Higher Education. [http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29\\_2022.pdf](http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29_2022.pdf) (accessed 22 September 2022).

student population, with 44% of Stevenson students being people of color and 25% being Pell eligible. **Stevenson will attract and graduate similarly diverse cohorts of DPT students, which will contribute to bringing more diversity to the DPT profession and expanding access to care in underserved communities.**

Additionally, Stevenson’s proposed program meets the present and future needs of the region and state in advancing knowledge and access to minority and educationally disadvantaged students as set forth in Maryland law.<sup>9</sup> Further, our mission to prepare individuals for a “lifetime of learning and contribution” supports Goal 2, Priority 7 of the 2022 State Plan in expanding opportunities for lifelong learning to these students. As a mission-driven, career-focused program, the opportunities made available through this program to new and diverse populations of students yield outcomes that are far reaching. Not only will these future doctorally-prepared clinicians be positioned well for their individual success, they will contribute to the advancement of society as role models, practitioners, and educators.

Stevenson’s proposed program is also meeting societal needs nationally in alignment with the priorities of the American Physical Therapy Association (APTA) House of Delegates, the organization’s representative policy-making body. The House has lifted the importance of addressing systemic racism and supporting diversity, equity, and inclusion, adopting a statement in 2021 that the APTA is "committed to being an anti-racist organization" that believes the association and its members, “collectively and individually, have an obligation to address policies and practices that perpetuate systemic racism and inequity in our association, the profession, and society.”<sup>10</sup>

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

The specific data regarding the demand and the need for the program are provided in Section C of this proposal and clearly demonstrate that Stevenson’s DPT program is well-aligned with the three primary goals for higher education set forth in the 2022 Maryland State Plan for Higher Education:

1. Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
2. Promote and implement practices and policies that will ensure student success.
3. Foster innovation in all aspects of Maryland higher education to improve access and student success.<sup>11</sup>

Throughout its 75-year history, Stevenson University has focused on meeting students where they are and providing access to high-quality education, which is a mission in clear alignment with the 2022 State Plan goal to “ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.” Our admissions practices focus on student potential, not exclusion, and this equity-minded perspective informs decisions at the undergraduate and graduate levels. (Goal 1, Priority 3)

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<sup>9</sup> State of Maryland Division of State Documents. *Code of Maryland Regulations, Title 13B Maryland Higher Education Commission Minimum Requirements for In-State Degree Granting Institutions, Need Criteria*. <http://www.dsd.state.md.us/comar/comarhtml/13b/13b.02.02.05.htm> (accessed 05 October 2022).

<sup>10</sup> 2021 APTA House of Delegates Minutes. 77<sup>th</sup> Annual Session. RC 9-21 Adopt: American Physical Therapy Association’s Commitment to Being an Anti-Racist Organization. Final: Passed (12 September 2021).

<sup>11</sup> The 2022 Maryland State Plan for Higher Education. [http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29\\_2022.pdf](http://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105%28b%29%283%29%28i%29_2022.pdf) (accessed 22 September 2022).

Cited by US News and World Report as a Best Value School for the last five years, Stevenson continues to provide an affordable, high-quality education to students at all levels of study, including master's and doctoral programs.<sup>12</sup> **Pioneering an affordable model for career-focused graduate education, Stevenson has established a comparatively low tuition rate for the existing doctoral program in clinical psychology. This commitment extends to the proposed DPT program (as evidenced by the revenue budget outlined in Section L.1) and supports Goal 1, Priorities 1 and 4, and Goal 3, Priority 8 of the 2022 State Plan.**

In support of student access and success and particularly relevant to doctoral students, the university's efforts have included facilitating increased use of open educational resources (OER) at all levels of curriculum as well as inclusive access options for required texts through the University Store. Professional staff in the Center for Student Success, including the Office of Academic Advising and the Office of Accessibility & Disabilities Services, offer an array of services to all Stevenson students. Reports on Stevenson's initiatives and support for the State's completion goals are provided to MHEC annually<sup>13</sup>, demonstrating the University's ongoing efforts to promote and implement policies and practices that ensure student success in close alignment with the 2022 State Plan goals.

As referenced in the 2022 State Plan, Maryland has the fourth highest diversity index in the United States as of the 2020 census, with the District of Columbia a close fifth. According to the 2020 US Census report, Maryland showed the largest gain in diversity index of states in the top ten, increasing from 60.7% in 2010 to 67.3% in 2020.<sup>14</sup> In other words, the chance that two people chosen at random in Maryland will be from different racial or ethnic groups has increased to 67.3% in 2020 from 60.7% in 2010. These statistics, along with the data showing Maryland's population has grown over the last decade<sup>15</sup>, reinforce the importance of attending to matters of equity and access when considering academic programs for development.

At 44% total, Stevenson is home to the second most diverse student population among Maryland's independent colleges and universities, with Washington Adventist reporting over 60% students of color.<sup>16</sup> **Forty-six percent (46%) of Stevenson's undergraduate students and 41% of graduate students self-identify as being part of a minority group, with 27% of the total student population identifying as Black or African American.**<sup>17</sup> The University's student demographics

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<sup>12</sup> U.S. News and World Report. *2022-2023 Best Colleges*. <https://www.usnews.com/best-colleges/stevenson-university-2107> (accessed 10 October 2022).

<sup>13</sup> Maryland Higher Education Commission (December 2021). *Report on Best Practices and Annual Progress Toward the 55% Completion Goal*. <https://mhec.maryland.gov/publications/Documents/Research/AnnualReports/2021BestPractices.pdf> (accessed 10 October 2022).

<sup>14</sup> United States Census Bureau. *America Counts: Stories Behind the Numbers, 2020 Population More Racially and Ethnically Diverse than Measured in 2010. "The Chance that Two People Chosen at Random are of Different Race or Ethnicity Groups has Increased Since 2010.* <https://www.census.gov/library/stories/2021/08/2020-united-states-population-more-racially-ethnically-diverse-than-2010.html> (accessed 10 October 2022).

<sup>15</sup> United States Census Bureau. *America Counts: Stories Behind the Numbers, STATE PROFILES: 2020 Census. MARYLAND: 2020 Census.* <https://www.census.gov/library/stories/state-by-state/maryland-population-change-between-census-decade.html> (accessed 10 October 2022).

<sup>16</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 13 October 2022).

<sup>17</sup> Stevenson University Portal, Factbook Fall 2021. All students. <https://now.stevenson.edu/depts/oira/Shared%20Documents/Fact%20Book/FACT%20BOOK%202021.pdf> (accessed 26 September 2022).

reflect approximately those of the state (see Table 1), and Stevenson is proud of its record as an accessible, affordable option for a diverse population of students.

In stark contrast, national data demonstrate that doctoral education in physical therapy is one of the least racially diverse forms of professional education. The most recently available aggregate program data from the Commission on Accreditation in Physical Therapy Education show that **only 4.1% of students enrolled in a DPT program 2020-2021 identified as African American, 6.9% as Hispanic/Latino, and 9.5% as Asian**, with an overwhelming majority (72.1%) identifying as Caucasian.<sup>18</sup>

Table 1. Selected national-level 2020 US Census results<sup>19</sup>

Metric (2020)	National (USA)	Maryland	Stevenson <sup>a, 20</sup>
<b>Population</b>	Up 7.4% from 2010 to 331.4 million	Up 7% from 2010 to 6.2 million	3,454
<b>Race and Ethnicity</b>			
• White alone	61.6%	47.2%	52.0%
• Black alone	12.4%	29.1%	26.6%
• Hispanic	18.7	11.8%	8.8%
• Asian alone	6%	6.8%	3.5%
<b>Diversity Index</b>	61.1%	67.3%	
<b>Age</b>			
• Under 18 years old	Down 1.4%		
• Over 18 years old	Up 10.1%		

<sup>a</sup> When students self-identifying as American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Two or more races, are added to the numbers shown in Table 1, a total of 44.6% of Stevenson students (undergraduate + graduate) are from diverse populations.

The diversity of Stevenson’s graduate student enrollments positions the proposed DPT program to contribute to increasing diversity in physical therapy education. As illustrated in Table 2 below, the proportion of graduate students at Stevenson who identify as African-American is substantially greater than the corresponding proportion at all but one of the non-HBI institutions listed with approximately 41% of our graduate students identifying as students of color and approximately 29% of our graduate students identifying as African-American. **Notably, Stevenson actually has a higher percentage of African-American graduate students than UMES and UMB, which underscores our opportunity to contribute to diversifying the physical therapy workforce.**

<sup>18</sup> CAPTE, *Aggregate Program Data 2020 Physical Therapist Education Programs Fact Sheet*. <https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2020-2021-aggregate-pt-program-and-salary-data.pdf>; see page 14, Table 21 (accessed 23 September 2022).

<sup>19</sup> United States Census Bureau. *Census Infographics and Visualizations, Census Interactive Gallery. Racial and Ethnic Diversity in the United States: 2010 Census and 2020 Census*. <https://www.census.gov/library/visualizations/interactive/racial-and-ethnic-diversity-in-the-united-states-2010-and-2020-census.html>. (accessed 05 October 2022).

<sup>20</sup> Stevenson University Portal, *Factbook Fall 2021 All Students*. <https://now.stevenson.edu/depts/oira/Shared%20Documents/Fact%20Book/FACT%20BOOK%202021.pdf> (accessed 26 September 2022).



Table 2. Proportion of Graduate Students Who Identify as African-American at Maryland Universities<sup>21</sup>

Institution	Percentage of Graduate Students Who Identify as African-American
John Hopkins	8%
UMCP	9%
McDaniel College	9%
Hood College	11%
Salisbury University	13%
Towson University	13%
Frostburg State University	14%
UMBC	14%
UMB	17%
UMES	27%
<b>Stevenson</b>	<b>29%</b>
University of Baltimore	35%
Morgan State	60%
Bowie State	72%
Coppin State	73%

Similarly, Stevenson’s program can help build a pipeline of diverse students for all of Maryland’s Doctor of Physical Therapy programs. The proposed program will provide Stevenson’s undergraduate students (46% of whom identify as students of color<sup>22</sup>) with opportunities to learn about, and interact with, the Doctor of Physical Therapy program during their undergraduate study. Along the same lines, given the diversity of the Owings Mills region (where 79% of the population identify as persons of color, and 61% identify as African-American<sup>23</sup>) and surrounding areas, Stevenson’s location in Owings Mills allows us to provide an important option for students from diverse backgrounds who are place bound (e.g., cannot relocate due to family or work obligations) and are not accepted into another Maryland program.

Expanding access and diversifying the DPT student pipeline will, in turn, yield diversity outcomes for graduates of the program. As noted in Goal 2, Priority 5 of the 2022 State Plan, “It is essential that campuses make explicit efforts to expand academic pipelines to underrepresented populations for a long-term goal of diversifying faculty, both in Maryland and across the nation.” In this context, Stevenson’s program will graduate licensed physical therapists who hold a doctorate and increase the supply of potential DPT Clinical Instructors. Further, graduates of Stevenson’s DPT program will increase the faculty pipeline in other STEM undergraduate programs in which the DPT is considered a terminal degree.

<sup>21</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 07 November 2022).

<sup>22</sup> Stevenson University Office of Institutional Research and Assessment. *Fall 2021 Fact Book*. <https://now.stevenson.edu/depts/oira/Shared%20Documents/Fact%20Book/FACT%20BOOK%202021.pdf> (accessed 10 October 2022)

<sup>23</sup> U.S. Census Bureau Quick Facts, Owings Mills CDP, Maryland <https://www.census.gov/quickfacts/fact/table/owingsmillscdpmaryland,US/PST045221> (accessed 10 October 2022)

Clearly, and consistent with the 2022 State Plan goals, Stevenson is well-positioned to attract and educate a population of diverse physical therapy students and, by extension, to contribute to diversifying the DPT workforce, whether as practitioners, clinical faculty, or STEM faculty.

### **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) are required credentials for clinical practice as a DPT. Upon completion of Stevenson’s DPT program, students will have completed the necessary coursework and supervised clinical hours making them eligible to sit for the national licensure exam.

Licensed Physical Therapists are prepared to provide direct patient care in settings 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 staff.<sup>24</sup> They are also able to serve as faculty in related university programs, with or without additional credentialing depending on the status of the program’s overall faculty profile.

Median annual compensation for licensed DPTs in 2021 was \$95,620 according to the Bureau of Labor Statistics, which also projects a “much faster than the average” employment outlook for these practitioners<sup>25</sup>. The investment of three years of graduate education at Stevenson’s modest tuition will position graduates to enjoy a comfortable standard of living while contributing to the health and well-being of their communities.

- 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.***

Note: Given the overlap between the referenced topics, Stevenson is addressing C.2, C.3, and C.4 holistically in this section.

**Employment projections for Physical Therapists are consistently strong at the national, state, local, and regional levels. Emerging data related to post-acute sequelae of SARS CoV-2 (PASC, or “long-covid”) suggests that demand for physical therapists may be even higher than projected as a result of the pandemic.**

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<sup>24</sup>American Physical Therapy Association. <https://www.apta.org/your-career/careers-in-physical-therapy/becoming-a-pt> (accessed 26 September 2022).

<sup>25</sup> US Bureau of Labor Statistics. *Occupational Outlook Handbook, Physical Therapists*. <https://www.bls.gov/ooh/healthcare/physical-therapists.htm> (accessed 08 October 2022).

## National

According to the Bureau of Labor Statistics (BLS), both nationally and locally, the employment projections for Physical Therapists are strong and expected to exceed the average. **As shown in Table 3, national employment opportunities for Physical Therapists are anticipated to increase by 17% in the next 9-10 years, which is much higher than the national average of 0.5% annually.**<sup>26</sup>

Table 3: National Employment Projections: Physical Therapist<sup>27</sup>

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-2031	
				Percent	Numeric
Physical Therapist	29-1123	238,800	279,200	17	40,400

Surveys of actual job openings reinforce the existing labor demand for physical therapists. In a **nationwide workforce survey** of over 2,600 outpatient physical therapy clinics conducted in summer 2022 by the American Physical Therapy Association (APTA)<sup>28</sup>, **more than 76% of respondents reported having at least 25% more job openings than in 2019** (pre-pandemic). In addition, one in almost every two clinics reported having at least one opening for a physical therapist.

The 17% employment growth projection for physical therapists is “much faster than average for all occupations” per the BLS, with an average of approximately 15,400 openings for physical therapists each year over the 2021—2031 decade.<sup>29</sup> The most recent aggregate data available from CAPTE shows 11,331 degrees conferred in 2020, which suggests that **only 74% of the current demand is being met, with a national deficit of 4,069 graduates each year.** [accessed 11-12-22]

## Maryland

Within the state of Maryland, the long-term occupational projections for Physical Therapists are similarly strong, showing an increase of 18% from 2020-2030.

Table 4. Maryland Employment Statistics, 2020-2030<sup>30</sup>

Occupation Title	Occupation Code	Employment 2020	Employment 2030	Employment Change, 2018-2028	Employment % Change, 2018-2028
Physical Therapist	29-1123	5,484	6,476	992	18.09%

<sup>26</sup> U.S. Department of Labor, U. S. Bureau of Labor Statistics. (08 September 2022) *News Release, Employment Projections 2021-2031*. <https://www.bls.gov/news.release/pdf/ecopro.pdf> (accessed 13 November 2022).

<sup>27</sup> U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, Physical Therapists*. <https://www.bls.gov/ooh/healthcare/physical-therapists.htm> (accessed 10 October 2022).

<sup>28</sup> American Physical Therapy Association. *Benchmark Report: Hiring Challenges in Outpatient Physical Therapy Practices* (2022). <https://www.apta.org/contentassets/3fb40c075094427b98ac1fd93edd7e20/apta-benchmark-report-hiring-challenges-2022.pdf> (accessed 23 September 2022).

<sup>29</sup> U.S. Bureau of Labor Statistics. *Occupational Outlook Handbook, Physical Therapists*. <https://www.bls.gov/ooh/healthcare/physical-therapists.htm> (accessed 12 November 2022).

<sup>30</sup> Maryland Department of Labor. *Maryland Occupational Projections – 2020 - 2030 – Workforce Information and Performance*. <https://www.dlir.state.md.us/lmi/iandoproj/maryland.shtml> (accessed 10 October 2022).

As demonstrated in Tables 5 and 6 below, the average number of openings for Physical Therapists per year in Maryland (340) significantly exceeds the number of graduates from CAPTE-accredited DPT programs in the state (average 88 graduates per year 2016-2020). **The State of Maryland has a 74% gap between the employment projections and the number of DPT graduates from the two existing Maryland programs. The 252 unfilled jobs represent a lost opportunity for Marylanders that Stevenson’s proposed program could help to address.**

Table 5: Maryland Employment Projections: Physical Therapist, 2020-2030<sup>31</sup>

Area	Title	Base Year Employment	Projected Year Employment	Change	Percent Change	Average Annual Openings
Maryland	Physical Therapist	5480	6480	1000	18.2	340

Table 6: CAPTE-accredited Doctor of Physical Therapy programs and number of graduates, Maryland: 2016-2020<sup>32</sup>

Institution Name	State	2016	2017	2018	2019	2020
University of Maryland Eastern Shore	MD	29	27	29	29	32
University of Maryland Baltimore	MD	55	56	61	61	61
<b>TOTAL</b>		<b>84</b>	<b>83</b>	<b>90</b>	<b>90</b>	<b>93</b>
<b>5-Year MD Average</b>	<b>88</b>					

Table 7: Projected Enrollment and Graduation, Stevenson University DPT Program: 2028-2033 (note: program start year is pending CAPTE accreditation)

	Year 1 2028-2029	Year 2 2029-2030	Year 3 2030-2031	Year 4 2031-2032	Year 5 2032-2033
<b>Projected Enrollment</b>	25	47	69	69	69
<b>Projected Graduates</b>	-	-	-	25	25

<sup>31</sup> Long Term Occupational Projections.

[https://projectionscentral.org/Projections/LongTerm?AreaName=Maryland&Name=Physical+Therapist&items\\_per\\_page=10](https://projectionscentral.org/Projections/LongTerm?AreaName=Maryland&Name=Physical+Therapist&items_per_page=10) (accessed 22 September 2022).

<sup>32</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 02 May 2022).

The projected number of graduates from Stevenson’s proposed program are shown in Table 7, which, when combined with the current average number of graduates from existing programs, yields 113 graduates from Maryland programs. **Even with the addition of Stevenson’s program, the state still has a 67% gap between the employment projections and the number of DPT graduates from Maryland programs.**

Given that the impacts of provider shortages may be more pronounced in underserved areas, Stevenson conducted an additional **survey** of physical therapy providers in the region immediately surrounding our campus in June of 2022 (e.g., Owings Mills and Baltimore County, Baltimore City, Carroll County). This survey provides a community-based perspective on the demand for physical therapists. We asked three specific questions:

- 1) whether they had current vacancies for physical therapists;
- 2) whether they anticipated additional hiring in the next two years; and
- 3) whether they anticipated additional openings in the next 3 to 5 years.

Of the respondents who have responsibility for hiring physical therapists, 55% indicated they had more than 167 openings. These same respondents indicated they will have 171 additional openings over the next 2 years and 352 openings during the next 5 years. Many of these clinical sites are in communities where large portions of people identify as African-American. Example communities include Stevenson’s home town of Owings Mills (61% of the population identify as African-American), Randallstown (80% of the population identify as African-American), Waldorf (62% of the population identify as African-American), Brandywine (75% of the population identify as African-American), Oxon Hill (74% of the population identify as African-American), and many more communities, large and small.<sup>33</sup> **Moreover, consistent with the concern that the state is training an insufficient number of physical therapists, hiring managers conveyed that low numbers of applicants is a significant challenge in hiring. The magnitude of openings in this relatively small set of respondents representing a limited geographic area (i.e., 523 in 5 years) illustrates the dramatic need for physical therapists relative to the number who graduate each year from Maryland’s programs and supports the particular need for more practitioners in underserved communities.**

Amplifying the importance of providing clinical services to our communities and the demonstrated need in the physical therapy workforce that is not being met by the extant programs, seven State and local elected leaders have submitted letters in support of Stevenson’s proposal to start a third DPT program in our State. These leaders include Senator Shelly Hettleman from District 11, Senator-elect Benjamin Brooks from District 10, Delegate Dana Stein, Delegate John Cardin and Delegate-elect Cheryl Pasteur from District 11, Councilman and Baltimore County Council Chairman Julian Jones from District 4, and Baltimore County Councilman Izzy Patoka from District 2. The Maryland Independent Colleges and University Association (MICUA) has also provided a letter supporting our proposal, noting in particular that our program will help to address unmet demand from academically qualified students and will increase student choice and institutional diversity of programs.

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<sup>33</sup>U.S. Census Bureau Quick Facts, Randallstown, CDP, Waldorf CDP, Brandywine CDP, Oxon Hill CDP, Owings Mills CDP, Maryland.  
<https://www.census.gov/quickfacts/fact/table/oxonhillcdpmaryland,brandywinecdpmaryland,waldorfdpmaryland,randallstowncdpmaryland,owingsmillscdpmaryland,US/PST045221> (accessed 10 October 2022)

Both the Greater Baltimore Chamber of Commerce and the Owings Mills Corporate Roundtable, have submitted letters emphasizing the workforce, economic and quality of life benefits a new DPT program will have for Owings Mills and surrounding communities.

The leadership of the largest healthcare providers in our immediate region, Northwest Hospital, Sinai Hospital, and Greater Baltimore Medical Center (GBMC), have also provided letters of support, attesting to the impact of current and looming healthcare shortages. All of the aforementioned letters supporting Stevenson’s proposed DPT program are found in Appendix A.

**Region**

Across Delaware, Washington D.C., New Jersey, Pennsylvania, Virginia, and West Virginia, the long-term occupational projections for Physical Therapists show an increase in employment opportunities of 24.5% (DE), 20.3% (DC), 24% (NJ), 19.6% (PA), 19.3% (VA), and 34.8% (WV) from 2020 to 2030. As demonstrated in Tables 8 and 9 below, the average number of openings for Physical Therapists per year in these areas (1940 total) is still outpacing the number of graduates from CAPTE-accredited DPT programs in the area (average 1631 graduates per year 2016-2020). **This extended regional analysis of DPT graduates and employment projections specifically shows that there are 309 more openings for physical therapists than the number of graduates that are produced regionally (Table 10).**

Table 8: DE, DC, NJ, PA, VA, WV Employment Projections: Physical Therapist, 2020-2030<sup>34</sup>

Area	Title	Base Year Employment	Projected Year Employment	Change	Percent Change	Average Annual Openings
<b>Delaware</b>	Physical Therapists	980	1,220	240	24.5	70
<b>District of Columbia</b>	Physical Therapists	590	710	120	20.3	40
<b>New Jersey</b>	Physical Therapists	7,700	9,550	1,850	24.0	530
<b>Pennsylvania</b>	Physical Therapists	11,970	14,320	2,350	19.6	770
<b>Virginia</b>	Physical Therapists	6,640	7,920	1,280	19.3	420
<b>West Virginia</b>	Physical Therapists	1,350	1,820	470	34.8	110
<b>Total</b>						<b>1,940</b>

<sup>34</sup> Long Term Occupational Projections. <https://projectionscentral.com/Projections/LongTerm> (accessed 23 September 2022). Confirmed on each state Department of Labor website.

Table 9: DE, DC, NJ, PA, VA, and WV CAPTE-accredited Doctor of Physical Therapy programs and number of graduates: 2016-2020 <sup>35</sup>

Institution Name	State	2020	2019	2018	2017	2016
Alvernia University	PA	33	25	28	0	0
Arcadia University	PA	331	308	171	128	130
Chatham University	PA	38	37	37	41	37
DeSales University	PA	28	25	24	0	0
Drexel University	PA	13	53	51	54	51
Duquesne University	PA	35	36	36	34	34
Emory & Henry	VA	32	0	28	0	0
Gannon University	PA	75	47	46	48	51
George Washington University	DC	42	44	41	41	40
Hampton University	VA	18	23	26	20	21
Howard University	DC	17	20	10	13	18
Kean University	NJ	20	22	0	0	0
Marshall University	WV	33	35	36	38	36
Mary Baldwin University	VA	30	34	31	31	0
Marymount University	VA	35	40	38	37	35
Misericordia University	PA	44	47	61	45	56
Old Dominion University	VA	39	41	38	43	44
Radford University	VA	30	28	28	18	27
Rutgers University, Camden	NJ	0	32	29	27	27
Rutgers University, New Brunswick	NJ	92	64	60	62	63
Saint Francis University	PA	25	29	26	35	30
Seton Hall University	NJ	37	71	32	26	26
Shenandoah University	VA	82	86	88	75	77
Slippery Rock University of PA	PA	50	54	52	50	50
Stockton University	NJ	28	30	24	27	39
Temple University	PA	55	49	56	83	87
Thomas Jefferson University	PA	58	60	54	118	52
University of Delaware	DE	58	50	55	56	32
University of Lynchburg	VA	46	48	48	45	41
Univ of Pittsburgh-Pittsburgh Campus	PA	63	58	56	59	55
University of Scranton	PA	0	38	47	35	42
University of the Sciences	PA	76	69	71	78	66
Virginia Commonwealth University	VA	54	54	51	49	56
West Virginia University	WV	42	41	40	37	36
Wheeling University	WV	54	56	47	49	47
Widener University	PA	44	39	44	45	42
<b>TOTAL</b>		<b>1,757</b>	<b>1,793</b>	<b>1,610</b>	<b>1,547</b>	<b>1,448</b>

<sup>35</sup> U.S. Department of Education. Institute of Education Sciences, National Center for Education Statistics (accessed 02 May 2022).

Table 10. Extended Regional Analysis of DPT Graduates and Employment Projections (States Included in Region: DE, DC, NJ, PA, VA, WV)

<b>EXTENDED REGIONAL ANALYSIS</b>	
Average Annual Openings for Physical Therapists	1940
Average number of graduates from accredited DPT Programs	1631
<b>Unmet Workforce Need in Region</b>	<b>309</b>

**REGIONAL SUPPLY AND DEMAND AT-A-GLANCE**

**Demand** (Table 8): Average Annual Openings in Region = 1,940

**Supply** (Table 9): Average Total Number of Annual DPT Graduates in Region = 1,620

**GAP** between Demand and Supply in Region (Table 10) = **309**

Additionally, an analysis of trends in the number of unique job openings for physical therapists in the region further illustrates and supports the need. As shown in Table 11, **the number of unique active job postings for physical therapists increased by 41% nationally in the last year and by an average of 37% in Maryland and surrounding states.**

Table 11. National and Regional Job Postings for Physical Therapists<sup>36</sup>

<b>Region/State</b>	<b>Month/Year<sup>a</sup></b>	<b>Number of Job Postings</b>	<b>Percent Change</b>
<b>National</b>	<b>September 2021</b>	<b>26,697</b>	<b>41%</b>
	<b>August 2022</b>	<b>37,710</b>	
<b>Maryland</b>	<b>September 2021</b>	<b>737</b>	<b>17%</b>
	<b>August 2022</b>	<b>862</b>	
Delaware	September 2021	163	18%
	August 2022	193	
New Jersey	September 2021	1,037	22%
	August 2022	1,261	
Pennsylvania	September 2021	891	47%
	August 2022	1,311	
Virginia	September 2021	604	71%
	August 2022	1,030	
Washington, DC	September 2021	113	4%
	August 2022	117	
West Virginia	September 2021	67	78%
	August 2022	119	

<sup>a</sup> Unique job postings active in the monthly period listed.

<sup>36</sup> Lightcast (formerly Emsi), Job Postings Dashboard. “Physical Therapists.” <https://www.economicmodeling.com/job-posting-dashboard/> (accessed 23 September 2022)



## **Demand Due to Long-COVID**

It is important to note that the prevalence of post-acute sequelae of SARS CoV-2 (PASC, or “long-covid”) is also likely to increase the need for more physical therapists. Recent surveys indicate that as many as 14% of adults in the United States have experienced symptoms of COVID which have lasted 3 months or longer and 7% of adults are currently experiencing long COVID.<sup>37</sup> Symptoms include fatigue that interferes with daily life, difficulty breathing or shortness of breath, dizziness, pins-and-needles feelings, and joint or muscle pain, among others. Among people with long COVID, 80% are experiencing limitations of their activity with 26% reporting significant limitations. A recent study reported in the *Lancet* tracked 4,231 individuals diagnosed with COVID-19 and found that 12% of patients experienced long-term (90-150 days after diagnosis) symptoms that could be attributed to their COVID-19 infections.<sup>38</sup>

Physical therapists are uniquely qualified to support patients and help treat these long-term symptoms. In fact, the American Physical Therapy Association (APTA) House of Delegates, the organization’s representative policy-making body, passed a motion in 2021 recommending that physical therapist services be promoted as essential for the treatment of people who have had COVID-19.<sup>39</sup> Data presented in a recent retrospective cohort study published in the *Archives of Physical Medicine and Rehabilitation* showed functional gains and improvements in patients with long COVID who received therapy.<sup>40</sup> These results were consistent with those from an earlier study, which demonstrated improved outcomes for COVID-19 patients receiving a higher frequency of physical therapy services.<sup>41</sup> **Long-COVID is here to stay, and emerging evidence and common sense would suggest the need for front line primary care providers, including Doctors of Physical Therapy, will continue to increase.**

In the context of this overwhelming evidence of need for additional physical therapists, we wish to comment on the 2020 position statement of the American Council of Academic Physical Therapy (ACAPT), which raises cautions about increasing class sizes or adding new DPT programs. This position, which was adopted before the impact of long COVID on the need for physical therapists was understood, has been convincingly refuted by a recent analysis in the journal *Physical Therapy* in which the authors demonstrate that the current supply of physical therapist graduates does not meet the current demand.<sup>42</sup> **In analyzing data tied to a variety of variables, including attrition, projection models, expansion of the DPT’s scope of practice, and reimbursement practices, they conclude that the demand for physical therapists in the workforce is likely to continue to**

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<sup>37</sup> Centers for Disease Control, National Center for Health Statistics. *Household Pulse Survey, Long COVID*. <https://www.cdc.gov/nchs/covid19/pulse/long-covid.htm> (accessed 10 November 2022).

<sup>38</sup> Ballering, A.V., van Zon, S.K.R., Hartman, T.C., Rosemalen, J.G.M. (06 August 2022). Persistence of somatic symptoms after COVID-19 in the Netherlands: an observational cohort study. *Lancet* 2022, 400 (10350): 452-61. [https://doi.org/10.1016/S0140-6736\(22\)01214-4](https://doi.org/10.1016/S0140-6736(22)01214-4) (accessed 02 November 2022).

<sup>39</sup> 2021 APTA House of Delegates Minutes. 77<sup>th</sup> Annual Session. RC 11-21 Charge: Promote Physical Therapist Services as Essential for People Who Have Had COVID-19. Final: Passed (12 September 2021).

<sup>40</sup> Coakley, K., Friedman, L., McLoughlin, K., Wozniak, A., Hutchison, P. (31 July 2022). Acute occupational and physical therapy for patients with COVID-19: A retrospective cohort study. *Archives of Physical Medicine and Rehabilitation* 2022, 000:1-7. <https://doi.org/10.1016/j.apmr.2022.07.010> (accessed 02 November 2022).

<sup>41</sup> Johnson, J.K., Lapin, B., Green, K., Stilphen, M. (28 September 2020). Frequency of physical therapist intervention is associated with mobility status and disposition at hospital discharge for patients with COVID-19. *Physical Therapy* 2021, 101 (1): 1-8. <https://doi.org/10.1093/ptj/pzaa181> (accessed 02 November 2022).

<sup>42</sup> Childs, J.D., Benz, L.N., Arellano, A., Briggs, A.A., Walker, M.J. (15 October 2021). Challenging assumptions about the future supply and demand of physical therapists in the United States. *Physical Therapy* 2022, 102: 1-5. <https://doi.org/10.1093/ptj/pzab239> (accessed 02 November 2022).

**outpace the supply of physical therapist graduates for at least the next 10 years.** In the context of this compelling analysis, the authors recommend ACAPT retract its 2020 Position Statement.

## 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.*

Note: Given the overlap between the referenced topics, Stevenson is addressing D.1 and D.2 holistically in this section.

### Similar Programs in Maryland

In Maryland, DPT programs are currently offered by the University of Maryland, Baltimore (UMB) and the University of Maryland, Eastern Shore (UMES). As shown in Table 12, the three universities have very different characteristics, institutional missions, and geographic locations, which serve different populations of students.

Table 12. Characteristics of Maryland Institutions Offering a DPT Program

University	Carnegie Classification <sup>43</sup>	Average DPT Cohort Size <sup>a,b</sup>	Campus Location	Control
UMB	Special Focus Four-Year: Research Institution	70 <sup>a</sup>	Urban	Public
UMES	Doctoral Universities: High Research Activity	32 <sup>b</sup>	Rural	Public
Stevenson	Master's Colleges and Universities	25 <sup>c</sup>	Suburban	Private Not-for-Profit

<sup>a</sup> UMB cohort size provided in Frequently Asked Questions (FAQ) tab on DPT program website (<https://pt.umaryland.edu/education/doctor-of-physical-therapy/>).

<sup>b</sup> UMES cohort size based on maximum number of graduates in a single year (see Table 6), which assumes a 100% completion/graduation rate. Size of starting cohort is likely higher, but is not publicly available information.

<sup>c</sup> Stevenson proposed cohort size as shown in Table 7

In contrast to the public, high-research universities where Maryland's two extant programs reside, Stevenson is a small, private, student-centered university located in Northwest Baltimore County. As our institutional mission and geographic location are distinct from those of UMES and UMB, our program will also be distinct and provide distinct opportunities to Maryland's students.

<sup>43</sup> American Council on Education. *Carnegie Classification of Institutions of Higher Education*. <https://carnegieclassifications.acenet.edu/lookup/lookup.php> (accessed 08 October 2022).

As described below and per the expectations set forth in Maryland law, Stevenson University's proposed program does not constitute "unreasonable program duplication which would cause demonstrable harm to another institution."<sup>44</sup>

### **No Unreasonable Duplication**

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.<sup>45</sup>

However, CAPTE also requires that programs have a mission that is "compatible with the mission of the institution."<sup>46</sup> **As public institutions that are recognized as high research universities, the missions of UMB and UMES are distinctly different from Stevenson's focus on its students' career preparation.** Additionally, the program objectives of UMB's and UMES's programs differ from the proposed program in critical ways. While UMES graduates "will be prepared to carry out the expanding responsibilities as autonomous healthcare providers"<sup>47</sup> and UMB graduates will "function as independent entry-level practitioners"<sup>48</sup>, Stevenson graduates "will function as integral members of a multi-disciplinary healthcare team," as well as autonomously. This distinction in the stated purpose of training clearly differentiates our programs.

Outcomes related to research also reflect differences in institutional mission. UMES's and UMB's programs conduct original research, while the graduates of Stevenson's proposed program will use research findings "to enhance and improve clinical practice and patient outcomes." In support of this objective, the proposed program integrates research methods into multiple courses and clinical experiences throughout the curriculum, as described in Section G.4.

The proposed program is also fundamentally distinct from UMB and UMES based on geography and academic environment. 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

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<sup>44</sup> MD. Education Code Ann. §11-206.1 (2021) <https://law.justia.com/codes/maryland/2021/education/division-iii/title-11/subtitle-2/section-11-206-1/> (accessed 23 September 2022).

<sup>45</sup> American Physical Therapy Association, American Council of Academic Physical Therapy. *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](https://acapt.org/docs/default-source/default-document-library/minimum-required-skills-of-physical-therapist-graduates-at-entry-level.pdf?sfvrsn=769c8bd8_2) (accessed 10 October 2022).

<sup>46</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

<sup>47</sup> University of Maryland Eastern Shore, Department of Physical Therapy. *Overview of the Program*.

<https://www.umes.edu/Physical-Therapy/Pages/The-Program/Overview-of-the-Program/> (accessed 23 September 2022).

<sup>48</sup> University of Maryland School of Medicine, Department of Physical Therapy and Rehabilitation Science. *Doctor of Physical Therapy; Curriculum*. <https://pt.umaryland.edu/education/doctor-of-physical-therapy/> (accessed 23 September 2022).

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. Stevenson's program will provide a unique educational opportunity to study at an independent university where the entering cohort size will be limited to 25 students, in contrast to larger entering cohorts at UMB and UMES and to the average entering cohort size (i.e., 45) nationally. **Our smaller program size will provide more opportunities for individualized and customized instruction and clinical experiences, and this learning environment is beneficial for students who face learning challenges in larger cohorts.** In this context, we anticipate that the proposed Stevenson University program will draw and serve students who prefer a smaller, more personalized approach.

In alignment with the guidance regarding specialization provided in the 2022 Maryland State Plan (Goal 2, Priority 5), Stevenson is proposing to tap into the strength of our longstanding extant clinical programs in Nursing and Medical Laboratory Science and our doctoral program in clinical psychology by adding the proposed clinical program in physical therapy. As a university with a proven history of delivering high-quality clinical programs, we are able to provide a number of unique opportunities for collaboration and integrated education. For example, students in the proposed DPT 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 team dynamics and ethical considerations. In addition, DPT students will have opportunities for innovation and collaboration with the faculty and students in the University's Biomedical Engineering program, in the areas of assistive technologies, for example.

Additionally, and distinct from the extant programs, students in Stevenson's DPT program will engage in at least one terminal clinical experience (15 weeks, full-time) in an underserved community, guaranteeing direct exposure to issues of equity and access in healthcare to inform their professional practice and enhancing the development of cultural competence. This experience complements the emphasis on concepts of culture, equity, and access in the delivery of healthcare throughout the curriculum and is in keeping with Stevenson's commitment to curricular intercultural knowledge and competency outcomes.

### **No Demonstrable Harm**

In addition to being distinct from the two existing programs in Maryland, the proposed program will not cause demonstrable harm to enrollment in UMB's or UMES's program, nor will it negatively impact either program's ability to obtain clinical placements for students or to hire faculty.

***No Demonstrable Harm to Enrollment:*** 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.<sup>49</sup> UMES cites a matriculation rate of 52% for 2016 and 40% for 2017.<sup>50</sup> Nationally, according to the CAPTE Aggregate Program Data, only 26-38% of qualified

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<sup>49</sup> University of Maryland School of Medicine, Doctor of Physical Therapy, FAQ.

<https://pt.umaryland.edu/education/doctor-of-physical-therapy/> (accessed 23 September 2022).

<sup>50</sup> University of Maryland Eastern Shore. Physical Therapy Admissions and Acceptance Policies.

<https://www.umes.edu/Physical-Therapy/Pages/Admissions/Admissions-and-Acceptance-Policies/> (23 September 2022).

applicants were offered a spot in a DPT cohort between 2012-2020.<sup>51</sup> Data from the centralized application service (PTCAS) further demonstrate that 87% of applicants from Maryland since 2020, an average of almost 200 applicants in each of the last three years, are not accepted to any DPT program.<sup>52</sup> Given that **nearly three-quarters of the qualified applicants nationally, including hundreds of applicants in Maryland, are not offered a seat in any DPT program**, it is extremely unlikely that the addition of the DPT program at Stevenson University will negatively impact enrollment in DPT programs at other institutions in the state.

***No Demonstrable Harm to Clinical Placements:*** As a well-respected provider of highly regarded clinical education programs for over 35 years, Stevenson recognizes the challenges that can be encountered in securing clinical placements for students, which were exacerbated during the pre-vaccine era of the COVID pandemic. With the return to pre-pandemic operations in student placements at most clinical entities, stringent pre-accreditation requirements from CAPTE, and the university's proactive efforts in exploring potential partnerships, we are confident that the proposed program will not harm either UMES' or UMB's ability to secure clinical placements for their students.

The CAPTE accreditation process, which is a requirement for offering the DPT degree, includes extensive protections for the clinical placements of existing programs. In order to enter into the pre-accreditation process and establish a Candidacy Review Cycle, CAPTE requires an extensive needs assessment that includes a set of seven components.

“The required written components of the needs assessment include:

- Local (less than state) data that includes, but not limited to, current vacancies and proposed vacancies 2 and 5 years out
- Regional (could be more than state) data that includes, but not limited to, current vacancies and proposed vacancies 2 and 5 years out
- National data on current workforce needs and proposed need 2 and 5 years out
- Survey and analysis of local, regional and national health care organizations and hospital systems
- Data of current graduate numbers from local and regional existing and developing programs
- Demographics of local and regional area that impact PT practice
- Foreseeable and possible challenges to starting and sustaining the program, as well as strategies to address these challenges.”<sup>53</sup>

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<sup>51</sup> CAPTE, *Aggregate Program Data 2020 Physical Therapist Education Programs Fact Sheet*.

<https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2020-2021-aggregate-pt-program-and-salary-data.pdf>; see page 12, Table 19 (accessed 23 September 2022).

<sup>52</sup> Physical Therapy Centralized Application Service (PTCAS), *Applicants by State of Residency and State of Residence – Accepted Students* data received from PTCAS via email, 27-28 September 2022.

<sup>53</sup> CAPTE (July 2017). *Conducting and Writing a Needs Assessment*. <https://www.capteonline.org/globalassets/capte-docs/faculty-and-program-resources/program-development/dpw-2016-conducting-and-writing-a-needs-assessment.pdf> (accessed 10 October 2022).

In accordance with CAPTE accreditation requirements,<sup>54</sup> the needs assessment must demonstrate that an aspiring program will have access to sufficient clinical placements for at least 150% of the expected number of students to be enrolled in the first year. **If there is not sufficient capacity in the surrounding professional community to meet or exceed this threshold, CAPTE will not allow the new program to proceed to the next phase of the accreditation process, which is an application for candidacy.** Further, signed letters of agreement for specific placements are required as part of the application for candidacy. Given this rigorous review process, it is extremely unlikely that a new program with a cohort size of 25 would be able to harm the clinical placements of the programs at UMES or UMB.

Additionally, Stevenson is proactively working to ensure that there are no negative effects on the availability of local clinical placements for extant programs by identifying potential placement sites with which either there is no current affiliation with UMES or UMB or where there are current affiliations, but the organization has the ability to support additional student clinical hours. **As shown in Table 13 below and in associated letters of support in Appendices A and B, 33 clinical entities representing thousands of individual sites have indicated that they are willing and able to support clinical placements for Stevenson students without impacting the placements offered to students in the programs at UMES or UMB. In fact, a number of these potential partners have indicated that up to more than half of the placements they have available in Maryland are currently going unused by the programs at UMES and UMB.**

We are also intentionally building relationships with out-of-state entities in order to reduce the program's reliance on in-state placements and provide more varied options to our students. Of the potential partners listed below, 9 offer placement opportunities outside the state of Maryland. Importantly, 15 of these entities also offer potential placement sites in areas of Maryland that can be considered underserved communities based on the median household income (less than or equal to 75% of the state average) and/or the unemployment rate (24-month rate higher than the state average).<sup>55</sup> Thus, these partners will support the proposed program's design for every student to engage in at least one clinical experience in an underserved community.

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<sup>54</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

<sup>55</sup> Annotated Code of Maryland. *Article – Natural Resources, §8-1911*. <https://mgaleg.maryland.gov/mgawebsite/Laws/StatuteText?article=gnr&section=8-1911&enactments=true> (accessed 10 October 2022).

Table 13. Clinical Sites with Available Clinical Placements

<b>Provider</b>	<b>Affiliation with UMB</b>	<b>Affiliation with UMES</b>	<b>Ability to support additional clinical hours<sup>a</sup></b>
Adventist Healthcare Shady Grove Medical Center	Yes	Yes	Yes
Agape Physical Therapy	Yes	Yes	Yes
Align Physical Therapy	No	No	Yes
Alliance Physical Therapy	No	No	Yes
Anne Arundel County Public Schools	Yes	No	Yes
Ascension St. Agnes Hospital	Yes	Yes	Yes
ATI Physical Therapy <sup>b</sup>	Yes	Yes	Yes
Baltimore VA Medical Center (including Perry Pt and Loch Raven VAMC)	Yes	No	Yes
Carroll County Public Schools	No	No	Yes
Carroll Hospital Center	Yes	Yes	Yes
Evolution Sports Physiotherapy	Yes	No	Yes
Frederick Health/Frederick Memorial Hospital	Yes	Yes	Yes
Greater Baltimore Medical Center	Yes	Yes	Yes
Harford County Public Schools	No	No	Yes
Impact Sports Physical Therapy	Yes	No	Yes
Innovative Health Care	Yes	Yes	Yes
Kassimir Physical Therapy	Yes	No	Yes
Kennedy Krieger Institute	Yes	Yes	Yes
MedStar Health Physical Therapy <sup>b</sup>	Yes	Yes	Yes
MedStar Washington Rehabilitation Hospital	Yes	Yes	Yes
Northwest Hospital	Yes	Yes	Yes
NovaCare Rehabilitation <sup>b</sup>	Yes	Yes	Yes
Pivot Physical Therapy/Athletico <sup>b</sup>	Unknown	Unknown	Yes
Prime Physical Therapy	Yes	No	Yes
PT Plus Physical Therapy <sup>b</sup>	No	No	Yes
Rehab 2 Perform <sup>b</sup>	Yes	Yes	Yes
Select Rehabilitation <sup>b</sup>	Unknown	Unknown	Yes
Sinai Hospital	Yes	Yes	Yes
Spine and Sports Rehabilitation	Yes	No	Yes
Tidal Health Peninsula Regional Medical Center <sup>b</sup>	Yes	Yes	Yes
True Sports Physical Therapy <sup>b</sup>	Yes	No	Yes
UM Shore Regional Health	Yes	Yes	Yes
Wellspan Rehabilitation Network/York Hospital <sup>b</sup>	Yes	No	Yes

<sup>a</sup> Organization has indicated that it can support additional student placements for Stevenson without reducing placements for UMB/UMES.

<sup>b</sup> Organization offers placement opportunities outside of Maryland.

The responses received to date from potential partners demonstrate that there are significant opportunities to support additional clinical placements. It is also worth noting in this context that virtually all partner sites award clinical placements to out-of-state students. NC-SARA notwithstanding, **it is unreasonable to permit out-of-state programs to compete in Maryland, but not to allow a small, new in-state program to meet a critical student access and workforce need in Maryland.**

In short, while the securing of clinical placements is always challenging, we believe that the relatively small size of Stevenson's program, the multi-year lead time we have for establishing these clinical relationships, our substantial experience in clinical partnerships, and the accreditation constraints articulated here will allow us to create partnerships that will advance our program without producing harmful effects on extant programs. **This expansion of professional opportunities for licensed physical therapists will, ultimately, benefit the state and citizens of Maryland.**

***No Demonstrable Harm to Faculty Availability:*** Stevenson's proposed program will not have a significant impact on the ability of either UMES or UMB to complete faculty searches and, in fact, will increase the number of available Clinical Instructors for onsite clinical experiences by adding licensed DPTs to the pipeline. We recognize that CAPTE standards which require at least half of a program's full-time faculty hold an academic doctorate in addition to appropriate physical therapy credentials and licensure pose a challenge to hiring physical therapy faculty in general. However, it is important to note that faculty labor markets are not limited to candidates who reside within a small region. While candidates may have regional preferences, there is also substantial mobility across regions and nationally in the faculty labor market. Stevenson plans to hire an average of one faculty member per year over a six-year period starting in FY26. Given the years long lead-time and the comparatively small number of faculty, this hiring will have minimal impact on the larger market's supply and demand for faculty who UMES or UMB might hire.

Additionally, as research universities, UMB and UMES recruit faculty who desire and are able to meet high research productivity standards in contrast to Stevenson's focus on recruiting faculty who prioritize teaching. **Due to significant differences in institutional missions, faculty work responsibilities, salary levels, and location, Stevenson does not generally compete with UMES or UMB for faculty members.** In the 75 years of our institution's history we are not aware of a single case in which Stevenson has successfully recruited against UMES or UMB for a faculty member, and we do not see this circumstance changing in the foreseeable future given the significant differences in the cited variables.

As stated in the 2022 State Plan, "It is essential that campuses make explicit efforts to expand academic pipelines to underrepresented populations for a long-term goal of diversifying faculty, both in Maryland and across the nation. Maryland's diverse state population is primed for doing just that: providing every opportunity for any individual to consider a long-term career as a faculty member in academia." [p. 49] In this context, Stevenson's program will graduate licensed Physical Therapists who hold a doctorate and can immediately become part of the supply of Clinical Instructors in the state. This outcome will help to expand access to clinical placements for all of the state's DPT programs. It should also be noted that graduates of Stevenson's DPT program will be able to contribute to the faculty pipeline in other STEM undergraduate programs in which the DPT is considered a terminal degree. **Given the diversity of Stevenson's student population, the proposed program is likely to contribute to diversifying the faculty pipeline.**



## Summary

In Section D, in compliance with MHEC's guidelines and, specifically, COMAR 13B.02.03.09.C.2.g, Stevenson has provided a robust educational justification for the addition of a third DPT program in Maryland and compelling evidence that the addition of this small program will not harm the program at UMES or UMB. The key elements of the justification are summarized below.

- **Differences in Institutional Mission** – As a private, student-centered institution offering career-focused education, Stevenson's institutional mission is fundamentally different from UMES and UMB, which are public, high-research institutions.
- **Differences in Program Objectives** – The distinct institutional missions are reflected in the outcomes for each program. While graduates of UMES and UMB will be prepared to practice autonomously and to conduct original research, graduates of Stevenson's program will be prepared to practice as individuals and as integral members of a healthcare team who use research findings to improve patient care.
- **Differences in Geography and Learning Environment** – Stevenson's location 145 miles away from UMES in a suburban setting offers a distinctly different learning environment than either of the extant programs and provides access to students who may be place-bound and would not apply to or be accepted at either UMES or UMB. Additionally, the small cohort size of the proposed program relative to that of both of the existing programs provides a smaller, more personalized learning environment.
- **Differences in Implementation of Intercultural Competency** – The proposed program will integrate concepts of culture, equity and access in healthcare throughout the curriculum, including a required terminal clinical experience in an underserved community.

Furthermore, the proposed program will not cause demonstrable harm to the programs at UMES or UMB in relation to clinical placements, faculty availability, enrollment, or employment of graduates. As noted earlier in this section, Stevenson has proactively identified potential clinical partners who (1) have out-of-state placement opportunities and/or (2) have specifically indicated that they can support additional clinical placements for Stevenson students **without negatively impacting placements reserved for UMES or UMB students**. The multi-year timeline and comparatively small number of faculty to be hired by the proposed program preclude any harm to faculty availability for the existing programs. In fact, graduates of Stevenson's program have the potential to add to the pool of available clinical instructors. Finally, the proposed program will not cause demonstrable harm to UMES's or UMB's enrollment or the employment of their graduates due to the dramatic and growing workforce demand as well as the excessive student demand. Rather, the proposed program will offer additional opportunities to students who may not be accepted to either of the two existing programs, thus benefiting prospective students and addressing workforce shortages of licensed physical therapists in Maryland.

## **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.**

Note: Given the overlap between the referenced topics in Section E and Section F, Stevenson considers the content of both sections taken together as our response to the COMAR statutes on relevance to the extant HBI program and institution.

In Section D, Stevenson provided compelling data demonstrating that the addition of a DPT program to Stevenson’s academic offerings is a reasonable duplication and is justified. In this section, for the purpose of fully addressing the important concerns related to the potential impact to an HBI, some of the data from Section D is presented again to provide a complete response.

The University of Maryland Eastern Shore (UMES) is an Historically Black Institution (HBI) with the Carnegie classification as a Doctoral University with High Research Activity, and is the only HBI in the state that offers a Doctor of Physical Therapy program. Stevenson University fully acknowledges the historical and current effects of discrimination that have had a negative impact on academic program development at Maryland’s HBIs. We therefore recognize and embrace the critical importance of the program review process as a means to ensure equity of opportunity and prevent unreasonable program duplication.

Stevenson University is a small, private regional institution in a suburban location, whereas UMES is a public, land-grant institution in a rural environment. As noted in Section D (Table 11, p.15) and Section F, the missions of each institution differ on multiple critical dimensions which significantly impact their educational programs.<sup>56</sup> Given the fundamental differences in size, control, location, and mission, the addition of a DPT program at Stevenson will not have an adverse impact on UMES’ uniqueness, institutional identity, or mission.

Though we addressed program duplication in Section D, the importance of ensuring equity of opportunity and preventing unreasonable program duplication warrant further explication in this section as related directly to UMES. **Four important features of our proposal support the assurance of no demonstrable harm to UMES:**

- 1) **Difference in program objectives;**
- 2) **Small cohort size and excess student demand;**
- 3) **Availability of clinical placements; and**
- 4) **Faculty pipeline.**

### **Differences in Program Objectives**

The program objectives for UMES’ and Stevenson’s Physical Therapy programs differ in critical ways.<sup>57</sup> First, while UMES graduates “will be prepared to carry out the expanding responsibilities as autonomous healthcare providers,” Stevenson graduates “will function effectively as integral members of a multi-disciplinary health care team,” as well as autonomously. This distinction in the stated purpose of training clearly differentiates our programs. Consistent with our team-based approach, and in distinction to UMES’ approach, our program will integrate patient care simulations

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<sup>56</sup> University of Maryland Eastern Shore. *Mission Statement*. <https://wwwcp.umes.edu/about/mission/> (accessed 10 October 2022).

Stevenson University. 2022-2023 Catalog. *The Stevenson Approach, Stevenson Ideals*. <https://stevenson.smartcatalogiq.com/en/2022-2023/stevenson-university-undergraduate-catalog/the-stevenson-approach/stevenson-ideals/> (accessed 10 October 2022).

<sup>57</sup> University of Maryland Eastern Shore, Department of Physical Therapy. *Overview of the Program*. <https://www.umes.edu/Physical-Therapy/Pages/The-Program/Overview-of-the-Program/> (accessed 23 September 2022).

involving nursing, medical laboratory science, biomedical engineering, and Doctor of Psychology students into all levels of our DPT program’s training.

Second, and consistent with the differences in institutional mission cited above, UMES graduates will “contribute to the field of physical therapy through research and other scholarly activities,” while Stevenson graduates will “enhance and improve clinical practice.” Consistent with these differences in focus, the proposed program integrates six clinical experiences in the first year of the program while UMES’ students have their first clinical experience in the summer following the first two semesters of instruction. Similarly, and reflective of our different institutional missions, UMES’ curriculum offers a stand-alone Research Methods course in the first year, while Stevenson will meet the CAPTE requirements for research by integrating research methods into our Issues and Advancements in Physical Therapy course, as well as into multiple content-based courses. Thus, while UMES’ program and the proposed program will meet common accreditation requirements, they will do this in different ways given our differing institutional missions and pedagogical traditions.

**No Demonstrable Harm to UMES’ Enrollments Due to Excess Student Demand**

As described previously, we will limit enrollment to 25 students per year. **Each year, there are approximately 200 academically-qualified Maryland residents who apply to DPT programs, but are not accepted into any DPT program.**<sup>58</sup> Given this dramatic excess enrollment demand, limiting our program to 25 students guarantees limited impact on UMES’ enrollment. Additionally, the number of applicants for doctoral programs in Physical Therapy far exceeded the number of accepted applicants for every state in the 2021-2022 cycle, including Maryland and our adjacent neighbors (Delaware, District of Columbia, Pennsylvania, and Virginia). Specifically, there were 11,944 more qualified applicants than accepted applicants across the United States and 1,014 more qualified applicants than accepted applicants in Maryland and its referenced neighbors.

Table 14 below demonstrates that this excess student demand has remained consistent since 2012. An average of 70% of qualified applicants nationally are not accepted to any DPT program.

Table 14. Average Qualified Applicants vs Accepted Students per DPT program, 2012-2020<sup>59</sup>

	2012	2014 <sup>a</sup>	2015	2016	2017	2018	2019	2020
<b>Mean Number of Qualified Applicants</b>	284	289	328	336	330	312	281	254
<b>Mean Number of Accepted Students</b>	86	87	92	87	86	91	92	96

<sup>a</sup>The year 2013 is missing from the CAPTE table.

**Given the consistent excess demand in Maryland and nationally, limiting our program to 25 students effectively precludes demonstrable harm to UMES’ enrollment.**

<sup>58</sup> Physical Therapy Centralized Application Service (PTCAS), *Applicants by State of Residency and State of Residency – Accepted Student, classes of 2020, 2021, 2022* data received from PTCAS via email, 27-28 September 2022.

<sup>59</sup> CAPTE, *Aggregate Program Data 2020 Physical Therapist Education Programs Fact Sheet*.

<https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2020-2021-aggregate-pt-program-and-salary-data.pdf>; see page 12, Table 19 (accessed 23 September 2022).

In the context of this excessive enrollment demand, it is important to note that accreditation requirements and their associated enrollment limits place a significant constraint on UMES' (and all extant programs') ability to meet excess student demand. Specifically, CAPTE does not allow programs to permanently increase their enrollment more than 10% (e.g., 4 additional students in a 40 student cohort) without having to submit a substantive change form that requires a needs assessment.<sup>60</sup> **Given this significant barrier to the growth of extant programs, the addition of Stevenson's DPT program presents an important opportunity for Maryland to increase the number of trained Doctors of Physical Therapy, provide opportunities for Maryland's students, and increase the clinical services available to Maryland's citizens without harming extant programs.**

### **No Demonstrable Harm to UMES' Clinical Placements**

**Stevenson is only pursuing clinical placements at sites that explicitly affirm that the placement of Stevenson students will not negatively impact clinical placements for UMES or UMB students.** We have identified at least 33 clinical entities, representing thousands of individual sites, that have indicated they are eager to support clinical experiences for Stevenson students without negatively impacting the clinical placements they already provide for UMES (or UMB). There is still very significant demand for clinical interns in our immediate region (see Section D, Table 13 for a list of partners and Appendix B for letters of support), providing clear evidence that our program will not produce demonstrable harm to UMES' (or UMB's) clinical placements throughout the state of Maryland. Given Stevenson's DPT program's cohort size of 25 and the unmet demand for clinical sites referenced above, there will still be significant unmet demand for clinical interns from the 33 clinical entities even when Stevenson's DPT program is fully enrolled (i.e., approximately 65 total students).

In this context, we note that there are many reasons why academic programs have difficulty finding internships for their students even when there is significant unmet demand for clinical interns at various clinical sites. For example, a clinical site that has strong demand for clinical interns and is geographically distant from a university may not be an appropriate site for a student's internship during the parts of the student's academic program when they have to be in residence at their university because of the impossibility of commuting from the university to the clinical site on a daily basis. Thus, as described above, this is one important reason why it is possible for Stevenson's program to help meet the needs for clinical interns at Maryland's clinical sites without harming the programs at UMES or UMB.

In further support of this point, the 2022 Maryland State Plan explicitly states that "Physical proximity to educational institutions can also pose challenges for Maryland students to access affordable higher education," [page 41] making the case for the importance of geography to student access. **The importance of physical proximity to ensuring equitable student access to educational opportunities, including access to clinical placements, is an important feature of our program that is codified and reflected in the 2022 State Plan.**

We have demonstrated that **Stevenson's proposed DPT program presents no demonstrable harm to the program at UMES given the differences in program objectives, small cohort size and excess student demand, and availability of clinical placements. In fact, Stevenson's**

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<sup>60</sup> CAPTE (January 2022) *Rules of Practice and Procedure*. <https://www.capteonline.org/about-capte/policies-and-procedures/accreditation-handbook/rules-of-practice-and-procedure> (accessed 23 September 2022).

**program will contribute to expanding the supply of licensed DPTs who may serve as Clinical Instructors for UMES and other programs, and will contribute to improving the diversity of this clinical faculty pool.**

## **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.**

Note: Given the overlap between the referenced topics in Section E and Section F, Stevenson considers the content of both sections taken together as our response to the COMAR statutes on relevance to the extant HBI program and institution.

In Section D, Stevenson provided compelling data demonstrating that the addition of a DPT program to Stevenson’s academic offerings is not an unreasonable duplication and is justified. In this section, for the purpose of fully addressing the important concerns related to the potential impact to HBIs, some of the data from Sections D and E are presented again to provide a complete response.

As noted in Section E.1, Stevenson University fully acknowledges the historical and current effects of discrimination that have had a negative impact on academic program development at Maryland’s HBIs. We therefore recognize and embrace the critical importance of the program review process as a means to ensure equity of opportunity and prevent unreasonable program duplication.

### **Stevenson’s program is not unreasonably duplicative and will not impact the implementation or maintenance of the DPT program at UMES because:**

- 1) as described in Sections D, E, and F, Stevenson’s **institutional mission and proposed program objectives are significantly different** than those of UMES;
- 2) national data show that there is a significant surplus (at least 62%) of qualified applicants relative to available spots in DPT programs nationally and by its own reporting, **UMES is not able to accept all of the students who apply to its program;** and
- 3) as described in Section C, the existing and projected **demand for physical therapists in the state and region greatly exceeds the number of graduates** that are currently produced.

As described in detail below, our program differs from UMES’ program on the following critical dimensions: institutional mission; program objectives; geographic location; and cohort size. Thus, it is highly unlikely will have any impact on the implementation or maintenance of UMES’ program.

### **Differences in Institutional Mission**

UMES’ and Stevenson’s missions differ on three critical dimensions, which significantly impact their educational programs.<sup>61</sup>

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<sup>61</sup> University of Maryland Eastern Shore. *Mission Statement*. <https://wwwcp.umes.edu/about/mission/> (accessed 10 October 2022).

Stevenson University. 2022-2023 Catalog. *The Stevenson Approach, Stevenson Ideals*. <https://stevenson.smartcatalogiq.com/en/2022-2023/stevenson-university-undergraduate-catalog/the-stevenson-approach/stevenson-ideals/> (accessed 10 October 2022).

1. UMES is a public institution in a rural location, and Stevenson is an independent regional institution in a suburban location.
2. UMES is a high research university, and Stevenson focuses primarily on its students' career preparation.
3. UMES is a land-grant institution with associated programs in agriculture and advanced technology, as well as many other academic areas, while Stevenson blends its career focus with a liberal arts tradition.

The collective impact of these three differences on our respective missions and programs is significant and reflected in the distinct expectations each program has for its graduates.

### **Differences in Program Objectives**

As detailed in Section E, the program objectives for UMES' and Stevenson's Physical Therapy programs differ in critical ways given our different institutional missions and pedagogical traditions.<sup>62</sup> While UMES' program and Stevenson's proposed program will meet common accreditation requirements, they will do so in different ways:

- First, while UMES graduates "will be prepared to carry out the expanding responsibilities as autonomous healthcare providers," Stevenson graduates "will function effectively as integral members of a multi-disciplinary health care team," as well as autonomously. This distinction in the stated purpose of training clearly differentiates our programs. Consistent with our team-based approach, and in distinction to UMES' approach, our program will integrate patient care simulations involving nursing, medical laboratory science, biomedical engineering, and Doctor of Psychology students into all levels of our DPT program's training.
- Second, and consistent with the differences in institutional mission cited in Sections D and E, UMES graduates will "contribute to the field of physical therapy through research and other scholarly activities," while Stevenson graduates will "enhance and improve clinical practice." Consistent with these differences in focus, the proposed program integrates six (6) clinical experiences in the first year of the program while UMES' students have their first clinical experience in the summer following the first two semesters of instruction. Similarly, and reflective of our different institutional missions, UMES' curriculum offers a stand-alone Research Methods course in the first year, while Stevenson will meet the CAPTE requirements for research by integrating research methods into our Issues and Advancements in Physical Therapy course, as well as into multiple content-based courses.

### **Differences in Geographic Locations**

Per the 2022 Maryland State Plan for Higher Education, "Physical proximity to educational institutions can also pose challenges for Maryland students to access affordable higher education." [page 41] Though shared in the context of regional higher education centers, the State Plan makes the case for the importance of geography to student access. The Plan references leveraging regional centers "to offer existing programs to students who are unwilling or unable to relocate," as well as "to attract faculty and staff who are similarly unwilling or unable to relocate for employment."

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<sup>62</sup> University of Maryland Eastern Shore, Department of Physical Therapy. *Overview of the Program*. <https://www.umes.edu/Physical-Therapy/Pages/The-Program/Overview-of-the-Program/> (accessed 23 September 2022).

UMES' and Stevenson University's institutions and programs are located approximately 145 miles from each other in distinct regions of the state. Moreover, travel time between our institutions and regions is generally at least 3 hours and can be substantially longer when there is traffic congestion. Given the distinct locations of our and UMES' programs, we can provide access to students from our immediate region who are place bound (e.g., cannot relocate due to family or work obligations) and are not accepted into the other extant Maryland DPT programs. Moreover, because of its geographic location, Stevenson's program will have the unique feature of providing much-needed additional clinical services to a number of underserved communities through the clinical placements of our graduates and students, including Owings Mills, Randallstown, Waldorf, and others (see Section C).

Additionally, given the students Stevenson traditionally serves, many of our students are place-bound and/or less likely to be accepted to extant programs. We anticipate that many of our enrolled students will be students who either did not previously apply for admission at extant programs or were not accepted at such programs. (In the context of these comments, we note that 19 of the 31 students currently enrolled in our Doctor of Psychology degree reside in the immediate vicinity of our campus and an additional 6 students reside within a 1-hour distance from the campus.)

### **Differences in Cohort Size**

Stevenson's DPT program will provide students a unique educational opportunity to study at an independent university where the entering cohort size will be limited to 25 students. Our smaller program size is aligned with our mission and will provide more opportunities for individualized and customized instruction and clinical experiences, and this learning environment is beneficial for students who face learning challenges in larger cohorts.

### **Demonstrable Benefits to Faculty Pipeline**

Stevenson University DPT graduates will contribute to expanding the supply of licensed DPTs who may serve as Clinical Instructors for UMES (and UMB). Stevenson's ability to attract and retain a diverse student population (see Section B) will contribute to improving the diversity of this clinical faculty pool. Additionally, as graduates of a doctoral level program, Stevenson's DPTs will be qualified to serve as faculty in a variety of STEM or other programs at UMES as well as at other institutions locally, regionally, and nationally. On this point, we suggest that the proposed program will, in fact, produce appreciable benefit for the state's faculty pipeline.

In the context of this discussion of increased access, we reinforce the point made in Section B that physical therapy education and practice suffer from a lack of diversity and affirm that our program will be focused on addressing this pressing issue. Stevenson's current student body, in which approximately 50 percent of our students identify as students of color and approximately 30 percent identify as African-American, sets important benchmarks for our program. **In this context, we are pleased to report that 29 percent of the students who enrolled in our Doctor of Psychology program, our first doctoral program, identify as African-American.**

### **Summary**

**Significant differences in institutional mission, program objectives, geographic location and cohort size, coupled with significant student and workforce demand (see Sections C and D) demonstrate that there is not unreasonable program duplication and, further, no likelihood of adverse impact on the implementation or maintenance of the DPT program at UMES.**

The addition of a DPT program at Stevenson will not have an adverse impact on UMES' uniqueness, institutional identity, or mission, nor does it constitute unreasonable program duplication.

Stevenson University honors and respects the uniqueness, institutional identity, and mission of the University of Maryland Eastern Shore, which are distinct from our own in a number of significant ways. These distinctions are detailed in Sections D and E, with highlights as follows:

- **Mission:** UMES is a doctoral university with high research activity, whereas Stevenson is a university with an emphasis on teaching in career-focused academic programs.
- **Uniqueness:** UMES is a public, land-grant university in a rural location, whereas Stevenson is a private career-focused university in a suburban location.
- **Institutional Identity:** UMES is an Historically Black Institution (HBI), whereas Stevenson University (previously Villa Julie College) was founded by the Catholic Church and has been independent since 1967.

The reasonableness of adding a third DPT program is justified in Sections B.2, C.2-4, and N.1 of this proposal in which detailed data demonstrating the critical and compelling regional and statewide need for DPT programs is presented. To highlight a number of key findings:

- On average, there are 340 job openings for physical therapists in Maryland each year. The two existing programs (UMES + UMB) produce a total of approximately 90 graduates annually, which leaves **250 jobs unfilled by Maryland DPT graduates every year**. This shortage of physical therapists has pronounced impacts on underserved communities, including communities of color and rural communities.
- **On average, each year there are over 200 qualified Maryland residents who are not accepted to any DPT program**, which speaks to challenges with access and untapped potential to address societal needs.
- Physical therapy remains one of the least racially-diverse professional fields with only 4% of physical therapists being African-American. Stevenson serves a highly diverse student population, with 44% of Stevenson students being people of color and 25% being Pell eligible. **Stevenson will likely attract and graduate similarly diverse cohorts of DPT students, which will contribute to bringing more diversity to the DPT profession and faculty pipeline, and expanding access to care in underserved communities.**

Other relevant considerations include the fact that Stevenson's program will increase access for students who, for a variety of reasons, might not apply to, or be accepted at, the UMES program. The annual applicant data reports from the Physical Therapist Centralized Application Service (PTCAS) have repeatedly demonstrated that several hundred Maryland residents apply to, but are not accepted to, DPT programs each year. As described in more detail in Section D, a significant number of qualified applicants are not enrolled by the two extant programs in the state, many of whom are Maryland residents. Stevenson's mission and long history of "meeting students where they are" and preparing them for successful careers is well-aligned with the 2022 State Plan and provides a distinctive opportunity to serve students who do not apply to or are not accepted by UMES.

Stevenson's program can provide access for students for whom the UMES program is simply not feasible due to a variety of personal constraints. For example, UMES is 145 miles away from Stevenson in a rural part of the state and is a high research university. A student, who is not able



to relocate from their home and lives in Owings Mills, Randallstown, Carroll County, Frederick County, or any other location in Maryland not within easy commuting distance of Princess Anne, may not apply to UMES because of the distance from their home. Stevenson could provide access for this student. Further, not all students are comfortable in a rural setting or interested in the benefits of a research university. The proposed program will also provide access for these students.

Further, Stevenson's DPT program is designed to be smaller than UMES' program (25 students per cohort compared to a minimum of 32) and this size and setting may be beneficial for some students depending on their learning styles.

As noted in Section E, the 2022 Maryland State Plan explicitly states that "Physical proximity to educational institutions can also pose challenges for Maryland students to access affordable higher education," [page 41] making the case for the importance of geography to student access. **The importance of physical proximity to ensuring equitable student access to educational opportunities is an important feature of our program that is codified and reflected in the 2022 State Plan.**

We have demonstrated that **Stevenson's proposed DPT program meets the present and future needs of the region and state in advancing knowledge and access to minority and educationally disadvantaged students, while in no way harming the uniqueness, institutional identity, or mission of UMES.** As a mission-driven, career-focused program, the opportunities made available through Stevenson's program to new and diverse populations of students yield outcomes that are far reaching. Not only will these future doctorally-prepared clinicians be positioned well for their individual success, they will contribute to the advancement of society as role models, practitioners, and educators.

## **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 and planning 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. Cognizant of the enrollment trends noted in the 2022 State Plan, our strategic planning efforts include serving career-preparation through graduate-level academic programs. (Goal 1, Priority 4)

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 (launched 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 Dr. Meredith Durmowicz, Interim Dean of the School of Nursing and Health Professions (SNHP), in collaboration with the faculty and administrators in

the SNHP and a CAPTE-approved program development consultant, 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, the University contracted with Dr. Jennifer Collins to serve as a program development consultant.<sup>63</sup> As an experienced Program Director and CAPTE reviewer, Dr. Collins provided her expertise in ensuring alignment with CAPTE standards. Following program approval, we anticipate Dr. Collins or another CAPTE-approved consultant will assist SU with preparing the 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 mission, 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. As new faculty are hired in the planning phase to support the development of the DPT program, they will be tapped to develop courses and other elements of the program. 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 didactic content and experiential learning opportunities 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. Evidence-based practice and reflection is integrated throughout the curriculum in classroom and laboratory-based courses. Additionally, a robust slate of varied clinical experiences will include different types of healthcare settings (e.g., inpatient, outpatient, long-term care and other specialized facilities), as well as experience in an underserved community (defined as a community with a 24-month unemployment rate higher than the state average and/or a median household income less than or equal to 75% of the state average). Specifically, students in Stevenson's DPT program will engage in at least one terminal clinical experience (15 weeks, full-time) in an underserved community, enabling them to have direct exposure to and engagement with

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<sup>63</sup> CAPTE recommends, but does not require, the use of a consultant to aid in program development and accreditation processes.

issues of equity and access in healthcare to inform their professional practice and enhance the development of their cultural competence.

The combination of coursework and clinical experiences will provide students with the knowledge, technical skills, and cultural competence to effectively serve diverse populations as highly competent and compassionate 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.<sup>64</sup> Per CAPTE specifications, the curriculum is designed to be a generalist program and will not have concentrations.

### **Educational Objectives**

The proposed program aims to prepare a diverse population of 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, is culturally responsive, 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 on an ongoing basis according to Stevenson's standard 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

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<sup>64</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

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, Assessment Coordinator, 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 and maintain ongoing assessment according to CAPTE standards.

### **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 standard 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 Assessment Coordinator, 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 G.6 below.

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

### **Course Number, Title, and Semester Credit Hours**

Table 15: Doctor of Physical Therapy Program Curricular and Experiential Requirements

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>
PT 605	Advanced Human Anatomy	8 credits
PT 610	The Physical Therapy Profession	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 credit
PT 655	Integrated Clinical Experience II	1 credit
PT 660	Neuromuscular I	3 credits
PT 670	Musculoskeletal I	3 credits
PT 710	Issues and Advances in Physical Therapy	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 Preparation	6 credits
PT 880	Terminal Clinical Experience I	12 credits
PT 890	Terminal Clinical Experience II	12 credits
<b>TOTAL CREDITS</b>		<b>114 credits</b>

Per COMAR 13B.02.03.24.K, “An institution may award a doctoral degree for the highest level of formal collegiate study in a field, typically requiring successful completion of at least 60 credit hours or the equivalent at the graduate level, including completion of a dissertation, final project, or other form of culminating academic work.” CAPTE, the accrediting body for the DPT program, requires a minimum of 90 credit hours (didactic) as well as a minimum of 1,050 clock hours in full-time (at least 35 hours/week) terminal clinical experiences (experiential) for the program. Per our credit hour definition, one 15-week terminal clinical experience at 35 hours/week equates to 12 credits. In order to meet CAPTE standards, Stevenson’s DPT program has a credit requirement (114), which is in excess of the State’s minimum (60) but is on par with the national average of 117 credits for DPT programs.

## **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 The Physical Therapy Profession (3 credits)**

Introduces the clinical settings in which Physical Therapists work, including outpatient clinic, inpatient hospital, and long-term care settings as well as additional career paths, such as in school-based settings, athletic teams, and academia. 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. Through discussion and reflection activities, the role of the Physical Therapist in the healthcare team and interprofessional collaboration will be explored.

**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. Discussion and reflection activities will explore the ways that diverse patient populations access and experience healthcare.

**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 Issues and Advances in Physical Therapy (3 credits)**

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

**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 Preparation (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 (12 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 (12 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.

## **Description of Program Requirements**

Program requirements are established by CAPTE in their *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*<sup>65</sup> and include:

- A professional (didactic) curriculum of at least 90 semester credit hours, which is completed (including clinical education) in no less than 6 semesters; and
- A clinical education curriculum of at least 30 weeks and 1,050 hours of full-time (35 hours/week) clinical education experiences.

Stevenson's program meets CAPTE's required 90 credit hours for didactic courses as well as the required full-time clinical experiences (PT 880 and PT 890, Terminal Clinical Experience I and II), which equate to 24 credit hours, yielding the program total of 114 credits.

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

This item is not applicable because the proposed program is at the doctoral level.

### **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 22.1.00 (January 2022)<sup>66</sup>, and the curriculum and policies are aligned with the CAPTE *Standards*.<sup>67</sup> A list of the eight standards appears in the discussion of assessment below (section M.1).

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

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<sup>65</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

<sup>66</sup> CAPTE (January 2022) *Rules of Practice and Procedure*. <https://www.capteonline.org/about-capte/policies-and-procedures/accreditation-handbook/rules-of-practice-and-procedure> (accessed 23 September 2022).

<sup>67</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

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.<sup>68</sup> As noted above, following the recommendation of CAPTE, Stevenson University will engage 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.<sup>69</sup> In Maryland, the following licensure requirements are noted from COMAR 10.38.01.02.D: “(1) Achieve a passing score on the licensing examinations; and (2) Submit to a State and national criminal history records check in accordance with Health Occupations Article §13-302.1, Annotated Code of Maryland.”<sup>70</sup>

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

Stevenson University will not contract with another institution or non-collegiate organization to deliver the proposed program.

**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 22.1.00 (January 2022), 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.<sup>71</sup> 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 Graduate Catalog.<sup>72</sup> Each student will be able to access the learning management system (Blackboard), academic support services, financial

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<sup>68</sup> CAPTE Accreditation Process. <https://www.capteonline.org/about-capte/what-we-do/accreditation-process> (accessed 24 September 2022).

<sup>69</sup> Federation of State Boards of Physical Therapy. <https://www.fspt.org/Free-Resources/Licensing-Authorities-Contact-Information> (accessed 24 September 2022).

<sup>70</sup> Code of Maryland Regulations, Title 10. <http://www.dsd.state.md.us/comar/comarhtml/10/10.38.01.02.htm> (accessed 24 September 2022).

<sup>71</sup> CAPTE (January 2022) *Rules of Practice and Procedure*. <https://www.capteonline.org/about-capte/policies-and-procedures/accreditation-handbook/rules-of-practice-and-procedure> (accessed 23 September 2022).

<sup>72</sup> Stevenson University Graduate Catalog. <https://stevenson.smartcatalogiq.com/2022-2023/stevenson-university-graduate-catalog/> (accessed 26 September 2022).

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.

Stevenson assures that the proposed DPT 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.

**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 Academic Affairs Division 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.

Stevenson assures that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed DPT program and the services available. We will ensure compliance with CAPTE's requirements.

## **H. Adequacy of Articulation**

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

This section is not applicable because the proposed program is a doctoral program.

## **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.**

The University has developed a Faculty Hiring Plan (Table 17), which includes hiring a minimum of seven (7) new full-time faculty in addition to hiring part-time faculty as needed in the School of

Nursing and Health Professions to teach courses in the DPT program. To ensure that sufficient faculty with appropriate clinical and academic expertise are in place prior to the launch of the program, the University's five-year hiring plan (Table 17) was developed 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). These standards meet the requirements of COMAR 13B.02.03.11.D

In addition to the full-time and part-time faculty who will be hired in accordance with CAPTE guidelines and COMAR 13B.02.03.11, 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 (see Table 16 below).

Table 16. Contributing Faculty Currently at Stevenson

<b>Faculty Name</b>	<b>Title</b>	<b>Degree/Field</b>	<b>Professional Expertise</b>	<b>Relevant Courses</b>
Nikki Adepoju*	Assistant Professor, Nursing	M.S., Education; M.S., Nursing Education and Leadership	Pharmacology, Pathophysiology	PT 625, PT 740
James Borrelli*	Assistant Professor, Biomedical Engineering	Ph.D., Mechanical Engineering	Biomechanics, Fall Prevention	PT 630
Sandra Clabough*	Lecturer, Biological Sciences	M.S., Biology	Human Anatomy & Physiology	PT 605, PT 615, PT 616
Carolyn Danna*	Associate Professor, Biological Sciences	Ph.D., Neuroscience	Human Anatomy & Physiology	PT 605, PT 615, PT 616, PT 660, PT 760
Timothy Dwyer*	Professor, Biochemistry	Ph.D., Biochemistry	Medicinal Chemistry	PT 740
Will Harrell*	Associate Professor, Organic Chemistry	Ph.D., Organic Chemistry	Medicinal Chemistry	PT 740
Kristy Fuller	Adjunct Instructor,	M.S., Anatomy	Human Anatomy	PT 605

	Biological Sciences			
Helena Jenkins*	Assistant Professor, Nursing & Director, Nursing Simulation	D.N.P.	Clinical Simulation, Interprofessional Education	PT 650, PT 710, PT 805, PT 806, PT 810
Neil Rothman*	Professor and Program Coordinator, Biomedical Engineering	Ph.D., Mechanical Engineering	Clinical Simulation, Interprofessional Education, Assistive Devices	PT 650, PT 710, PT 775, PT 805, PT 806, PT 810

\* Full-time faculty

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. 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 exciting 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.<sup>73</sup> 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 student/faculty ratio of 12.2/1, and additional faculty will be hired as the program expands. It is 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 and a Director of Clinical Training in August 2022.

<sup>73</sup> CAPTE, *Aggregate Program Data 2020 Physical Therapist Education Programs Fact Sheet*. <https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2020-2021-aggregate-pt-program-and-salary-data.pdf>; see page 3 (accessed 23 September 2022).

Table 17: Faculty Hiring Plan, Stevenson University DPT<sup>74</sup>

Timeframe	Action	CAPTE Notes
2025: April-June	Begin search for <b>full-time</b> Program Director, Associate/Full Professor	
2026: January-March	Employ <b>full-time</b> 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
2026: March-June	Begin search for <b>full-time</b> Clinical Education Coordinator, Assistant/Associate Professor	
2027: January	Employ <b>full-time</b> 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
2027: July-August	Identify and establish contracts with part-time Clinical Education faculty (ongoing)	
2027: September	Submit Reconfirmation of Intent to Apply for Candidacy	
2027: September-December	Employ third <b>full-time</b> core faculty member, Assistant/Associate Professor  Employ fourth <b>full-time</b> 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.
2027: December	Submit Application for Candidacy	Date set by CAPTE
2028: January	Candidacy Site Visit	
2028: March-May	Hire specialized adjunct faculty as needed	To be determined by staffing needs
2028: June	Enroll first cohort	Pending CAPTE approvals and timelines
2029: August	Employ fifth <b>full-time</b> core faculty member, Assistant/Associate Professor	
2030: August	Employ sixth and seventh <b>full-time</b> core faculty members, Assistant/Associate Professor	

<sup>74</sup> Anticipated faculty hiring ranks reflect the averages reported in CAPTE Aggregate Program data: <https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2020-2021-aggregate-pt-program-and-salary-data.pdf>; see page 18, Figure 7 (accessed 23 September 2022).

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 Zirkin Center for Excellence in Teaching and Learning (ZCETL), which integrates Stevenson’s ZCETL Faculty Teaching Fellows, ZCETL Faculty Librarian Fellow, and the Instructional Design Team. The Faculty Fellows, Faculty Librarian Fellow, and the Instructional Designers prepare and implement faculty programming throughout the academic year on topics such as inclusive pedagogy, promoting student engagement and 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. This training is now required of all new campus-based faculty upon hire. 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 Zirkin Center for Excellence in 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 website and at three campus locations: Greenspring, Owings Mills, and Owings Mills North.<sup>75</sup> Currently, a new library is under construction at Owings Mills North, with a planned opening in fall 2023. The new library 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

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<sup>75</sup> The SU Library webpage can be found at: <https://stevenson.libguides.com/stevensonlibrary> (accessed 26 September 2022).



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.

Stevenson's librarians are champions of Open Educational Resources (OER) and actively seeking to expand access to these resources in an ongoing effort to lower the cost of attendance, which is consistent with Goal 1, Priority 1 of the 2022 State Plan. Librarians work actively with faculty to develop alternatives to textbooks for their classes. The ZCETL Librarian Fellow gives workshops on OER resources available to faculty, and the library has created a resource guide for finding, evaluating, and utilizing OER resources in the classroom. Of note, two Stevenson faculty have received Maryland Open Source Textbook Initiative (M.O.S.T.) grants, one in 2020 for Introduction to Math Reasoning and the other in 2021 for Precalculus. Stevenson's librarians and faculty are proactively seeking to find and implement OER in courses across the curriculum, cognizant of the implications for affordability and access for students.

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 DPT 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-instructional spaces to support the program. Renovating instructional spaces on Stevenson's Greenspring location would allow the DPT program to be co-located with the university's other doctoral program (Psy.D.) and the Greenspring library. As noted in Section J, a new library is under construction on the Owings Mills North campus, which will allow the Greenspring library to be developed as Stevenson's graduate program 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, a biomedical engineering lab and maker space are in the design stage and will be available to support interprofessional education in the Manning Academic Center (MAC) at Stevenson’s Owings Mills location well ahead of the launch of the DPT program. In addition, the MAC houses state-of-the-art clinical skills and high-fidelity simulation laboratories that can be used in multiple DPT courses, also in support of interprofessional education. Additional space is also available for development of additional skills laboratory or general classroom space as needed. On the Owings Mills campus in the facility previously owned by the Baltimore Ravens, the high caliber athletic training facilities are available to support the DPT program. The facilities include a hydrotherapy pool (Swim Ex), Polar Plunge (cold tub), 9 treatment tables, 4 taping tables, 1 upper body bike (UBE), 3 bikes, a Hydrocollator, three ultrasound/electrical stimulation units, and secure, private office space. The space is also equipped with full rehabilitation equipment, including dumbbell weights, ankle cuff weights, theraband/theratubing, bosu balls, and recovery leg pumps.

Anticipated facilities needs include:

Table 18: Facilities Plan, Stevenson University DPT Program

<b>Facility</b>	<b>Status</b>	<b>Timeline</b>
Cadaver Laboratory Space	Renovate existing space	FY27-FY28
Skills Laboratory Space	Currently existing; additional spaces to be developed	FY27-FY28
High-fidelity Simulation Laboratory Space	Currently existing	Available immediately
General use classrooms	Currently existing; additional spaces to be developed if needed	FY28
Athletic Training Facilities	Currently existing	Available immediately
Non-instructional spaces (offices, student lounge, etc.)	Currently existing	Available immediately

As demonstrated below in section L.2, the current timeline and budget include significant investment in FY27 and FY28 for facilities work and renovation ahead of the CAPTE Candidacy Visit. Investment in these spaces will also create opportunities to enhance existing and develop new programs in the health professions and sciences as circumstances warrant.

As noted in the discussion of the CAPTE process (Section G.6), 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.”<sup>76</sup>

Stevenson assures that physical facilities, infrastructure, and instruction equipment adequate to initiate the program will be in place prior to the start of the first student cohort, and this assurance is backed-up by CAPTE’s enforcement of Standard 8 prior to program initiation.

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:***
  - 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 Office 365, which was adopted campus-wide a number of years ago. 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 Zirkin Center for Excellence in 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: Narrative Rationale**

The first class of students is anticipated to enroll in Summer 2028, and the tables below include a planning period for FY23-FY27. The length of this planning 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 (FY31).

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<sup>76</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

**Reallocated Funds (Row 1):**

The University does not anticipate reallocating funds to support the proposed program.

**Tuition/Fee Revenue (Row 2):**

Row 2 reflects the projected total revenue from tuition and fees for the planning years as well as the first five years of program implementation. For each column, the number in the cell in this row represents the sum of the numbers in Rows 2a, 2b, 2c, 2d, 2e, 2f, and 2g (i.e.  $\text{Row 2a} + \text{2b} + \text{2c} + \text{2d} + \text{2e} + \text{2f} + \text{2g} = \text{Row 2 subtotal}$ ).

Row 2a (number of full-time students): Enrollment is projected based on admitting a cohort of 25 students with 10% attrition (3 students) between the first and second year.

Row 2b (annual tuition/fee rate): 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 (FY31), with this raised tuition continuing through FY32.

Row 2c (annual full-time revenue): For each column, the number in the cell in this row represents the product of the numbers in Row 2a and 2b (i.e.  $\text{Row 2a} \times \text{2b} = \text{2c}$ ).

Row 2d (number of part-time students): No part-time students will enroll in the program, which is reflected by the number zero (0) in each cell in this row.

Row 2e (credit hour rate): Since no part-time students will enroll in this program, a credit hour tuition rate will not be offered, which is reflected by the number zero (0) in each cell in this row.

Row 2f (annual credit hour rate): Since no part-time students will enroll in this program, a credit hour tuition rate will not be offered, which is reflected by the number zero (0) in each cell in this row.

Row 2g (total part-time revenue): Since no part-time students will enroll in this program, no part-time revenue is projected, which is reflected by the number zero (0) in each cell in this row.

**Grants, Contracts, and Other External Sources (Row 3):** The University does not anticipate receiving funds from grants, contracts, or other external sources at this time.

**Other Sources (Row 4):** There are no additional sources of revenue for the proposed program at this time.

**Total (Last Row):**

For each column, the number in the cell in this row represents the sum of the numbers in Rows 1, 2, 3, and 4, providing a total figure for program resources (i.e.  $\text{Row 1} + \text{2} + \text{3} + \text{4} = \text{Total}$ ).

Table 19: Program Resources: DPT

Resource Categories	Planning FY23-FY27	Year 1 FY 28	Year 2 FY 29	Year 3 FY 30	Year 4 FY 31	Year 5 FY 32
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	\$0	\$0	\$0	\$0	\$0	\$0
f. Annual Credit Hour Rate	\$0	\$0	\$0	\$0	\$0	\$0
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: Narrative Rationale**

The first class of students is anticipated to enroll in Summer 2028, and the tables below include a planning period for FY23 through FY27. The length of this planning 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 (FY29), 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.

In the context of this proposal, it is worth noting that because Stevenson is an independent institution, the implementation of our program and the associated benefits to the state of Maryland and its citizens, will not require the commitment of additional state resources. Our commitment to investing in and pioneering a low-cost model for graduate education is supported by the Board of Trustees, and appropriate resources will be allocated to ensure tuition remains low to promote access to this doctoral program of study.

### **Faculty (Row 1):**

Row 1 reflects the total anticipated expenses in the faculty category. For each column, the number in the cell in this row reflects the sum of salary and benefits for faculty (i.e. Row 1b + 1c = Row 1 subtotal).

Row 1a (number of full-time equivalent faculty):

Stevenson anticipates hiring a full-time Graduate Program Director (12-month faculty administrator position) in early 2026 (FY26) 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 2027 (FY27), followed by two full-time faculty in FY28, an additional full-time faculty member in FY30 and two full-time faculty in FY31. 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 is presented in Section I.

Row 1b (total salary): Faculty salaries were projected based on CAPTE average salary data for each position.

Row 1c (total benefits): Stevenson uses 28% of the salary to calculate projected benefits costs (i.e. Row 1b x 28% = Row 1c subtotal).

**Admin Staff (Row 2):**

Row 2 reflects the total anticipated expenses in the administrative staff category. For each column, the number in the cell in this row reflects the sum of salary and benefits for staff (i.e. Row 2b + 2c = Row 2 subtotal).

Row 2a (number of full-time equivalent staff):

The budget includes hiring an Admissions Coordinator and program administrative support in the year prior to the launch of the program (FY27). 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.

Row 2b (total salary): Staff salaries were projected based on CAPTE average salary data for each position.

Row 2c (total benefits): Stevenson uses 28% of the salary to calculate projected benefits costs (i.e. Row 2b x 28% = Row 2c subtotal).

**Support Staff (Row 3):**

Row 3 reflects the total anticipated expenses in the support staff category. No additional support staff are anticipated during the planning period or first five years of the program. The number zero (0) is entered in each cell in this row

Row 3a (number of full-time equivalent staff): Since Stevenson does not anticipate the need to hire additional support staff, the number zero (0) is entered in each cell in this row.

Row 3b (total salary): Since Stevenson does not anticipate the need to hire additional support staff, the number zero (0) is entered in each cell in this row.

Row 3c (total benefits): Since Stevenson does not anticipate the need to hire additional support staff, the number zero (0) is entered in each cell in this row.

**Technical Support and Equipment (Row 4):**

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 FY26.

**Library (Row 5):**

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 (Row 6):**

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 FY26 and FY27.

**Other Expenses (Row 7):**

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.

**Total (Last Row):**

For each column, the number in the cell in this row represents the sum of the numbers in Rows 1, 2, 3, 4, 5, 6, and 7, providing a total figure for program expenses (i.e. Row 1 + 2 + 3 + 4 + 5 + 6 + 7 = Total).

Table 20: Anticipated Program Expenses: DPT

<b>Expenditure Categories</b>	<b>Planning FY23-FY27</b>	<b>Year 1 FY 28</b>	<b>Year 2 FY 29</b>	<b>Year 3 FY 30</b>	<b>Year 4 FY 31</b>	<b>Year 5 FY 32</b>
<b>1. Faculty (b+c below)</b>	\$763,264	\$634,087	\$748,245	\$961,829	\$989,821	\$1,019,516
<b>a. Number of FTE</b>	4	5.75	6.75	7.75	7.75	7.75
<b>b. Total Salary</b>	\$596,300	\$495,381	\$584,567	\$751,429	\$773,298	\$796,497
<b>c. Total Benefits</b>	\$166,964	\$132,409	\$157,381	\$183,103	\$188,596	\$194,254
<b>2. Admin Staff (b+c below)</b>	\$120,320	\$123,929	\$127,647	\$131,476	\$135,421	\$139,483
<b>a. Number of FTE</b>	2	2	2	2	2	2
<b>b. Total Salary</b>	\$94,000	\$96,820	\$99,725	\$102,716	\$105,798	\$108,972
<b>c. Total Benefits</b>	\$26,320	\$27,110	\$27,923	\$28,761	\$29,623	\$30,512
<b>3. Support Staff (b+c below)</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>a. Number of FTE</b>	0	0	0	0	0	0
<b>b. Total Salary</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>c. Total Benefits</b>	\$0	\$0	\$0	\$0	\$0	\$0
<b>4. Technical Support &amp; Equipment</b>	\$25,000	\$15,450	\$15,914	\$16,391	\$16,883	\$17,389
<b>5. Library</b>	\$10,000	\$10,300	\$10,609	\$10,927	\$11,255	\$11,593
<b>6. New or Renovated Space</b>	\$1,954,816	\$86,850	\$46,850	\$57,956	\$49,094	\$50,267
<b>7. Other Expenses</b>	\$97,650	\$49,625	\$55,475	\$59,362	\$63,160	\$61,998
<b>TOTAL (add 1-7)</b>	\$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.

Stevenson has decades of experience successfully running accredited clinical programs in undergraduate nursing, graduate nursing, and medical laboratory science (MLS). In October 2022, the Commission on Collegiate Nursing Education (CCNE) acted to renew their accreditation of Stevenson's nursing programs for the maximum period of 10 years. Likewise, the MLS program was reaccredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS) in 2020 for the maximum period of 10 years. We are also on track with the accreditation of our new Doctor of Clinical Psychology. This information is provided as an assurance that Stevenson has in place standard procedures for evaluating courses, faculty, and student learning outcomes that satisfy rigorous national accreditation standards.

***2. 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 program review process outlined in Section M.1 includes the evaluation of each program's educational effectiveness, the assessment of student learning outcomes, student retention in the program, student and faculty satisfaction, and cost-effectiveness. The program review process concludes with the development of an action plan and steps for ongoing improvement that are discussed in a meeting with the Provost and Senior Associate Vice President for Academic Affairs & Research. The program review process was designed to ensure that programs engage in a cycle of continuous improvement, and 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. To this end, programs provide yearly progress reports on the steps outlined in the action plan.

The Director of Institutional Research & Effectiveness produces an annual retention predictor model as well as a student retention dashboard several times a year that is monitored by the President and Cabinet. The Vice Provost for Student Success, the Center for Student Success, and the Registrar's Office are highly engaged in student retention efforts, as are deans, faculty, athletic coaches, and colleagues in student affairs. At Stevenson, student retention is considered everyone's responsibility. 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 aligned with CAPTE accreditation requirements 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. The University Registrar reviews the academic standing of every Stevenson student at the end of each semester, which

permits careful monitoring of student success and progression, coupled with intervention and support if needed.

Student retention is also reported to and reviewed by CAPTE as part of the program accreditation process as described in Section M.1. 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.”<sup>77</sup> Stevenson’s student success and retention practices support a diverse student body, as evidenced by, for example, our longstanding clinical program accreditations by CCNE and NAACLS.

Student and faculty satisfaction and engagement are measured by campus-wide surveys, including a number of nationally normed instruments (e.g. Noel-Levitz, NSSE, FSSE). 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—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.

In summary, Stevenson will evaluate the proposed DPT program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness, through our standard processes, which have earned us multiple specialized program accreditations as well as continuous institutional accreditation in good standing by the Middle States Commission on Higher Education (MSCHE) since 1962.

## **N. Consistency with the State’s Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.16)

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

Doctoral education in physical therapy is one of the least racially diverse forms of professional education, and this lack of diversity is directly related to the rejection of African-American applicants by extant programs across the country. National data for the 2021 and 2022 entering cohorts demonstrate that while over 8% of applicants to DPT programs identify as African-American, only 6% of the admitted students and only 4% of enrolled students identify as African-American.<sup>78</sup>

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<sup>77</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

<sup>78</sup> Physical Therapy Centralized Application Service (PTCAS), *Race-Ethnicity Applicants 2020-21 and 2021-22, Race-Ethnicity Accepted Students 2020-21 and 2021-22* data received from PTCAS via email, 27-28 September 2022. CAPTE, *Aggregate Program Data 2020 Physical Therapist Education Programs Fact Sheet*. <https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2020-2021-aggregate-pt-program-and-salary-data.pdf>; see page 3 (accessed 23 September 2022).

As noted in Sections B and F, Stevenson University's minority student population is the second highest within Maryland's private colleges and universities. In the 2021-2022 academic year, 46% of undergraduate students and 41% of graduate students represented minority groups, with 27% of all students identifying as African American.<sup>79</sup> Stevenson is well-positioned to provide opportunities to minority students to enroll in doctoral education.

Standing as a touchstone with the University's mission is Stevenson's 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.<sup>80</sup>

One of the ways we operationalize our commitment to cultural diversity goals and initiatives is through a university-wide Diversity and Inclusion (D & I) Committee, which is led by two members of the President's Cabinet (Vice Presidents) and has a membership that includes faculty and staff from across all divisions of the University. Stevenson integrates the work of the D & I Committee with the annual initiatives process that is under the aegis of the Cabinet and is central to our strategic planning framework. The two Vice Presidents who chair the D&I committee participate in Cabinet discussions of the annual initiatives, and the goal of this integration is to ensure that topics raised by the D & I Committee are given appropriate consideration for inclusion in the annual initiatives. This approach asks Cabinet members to consider a variety of goals through the lens of diversity and inclusion, and to monitor and report on progress. Stevenson also has a student-facing 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.

For academic year 2022-2023, related University-level initiatives include:

- Continue to assess the implemented curricular changes in ENG 152 and First Year Seminar, and implement and assess the pilot program for incorporating Intercultural Knowledge and Competency (IKC) into the curriculum of the disciplines.
- Support the efforts of the Faculty Council's Anti-Racism Committee.
- Explore options to expand access to and use of Open Educational Resources, Inclusive Access, and other free/lower cost learning materials in courses across the curriculum.
- Evaluate and enhance the "Winning Together" collaboration between Athletics and the Center for Diversity & Inclusion.
- Pursue outreach to traditionally underrepresented students and families through print, social media, and digital advertising platforms.

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<sup>79</sup> Stevenson University Fact Book, Fall 2021.

<https://now.stevenson.edu/depts/oira/Shared%20Documents/Fact%20Book/FACT%20BOOK%202021.pdf>

<sup>80</sup> Diversity and Inclusion at Stevenson. <https://www.stevenson.edu/about/diversity-inclusion/> (accessed 26 September 2022).

- The Provost’s Office will continue to explore and develop ways to support the recruitment and retention of BIPOC faculty.
- In addition to the completed and continuing efforts of (1) advertising positions on BIPOC-specific sites, (2) reviewing search panels for diversity, (3) providing Unconscious Bias training to search panel members, and (4) posting sample diversity interview questions on the HR Portal; in FY23 explore additional recruiting tactics, such as outreach to HBCUs, evaluations new BIPOC recruitment sites, and/or creating standardized processes for reviewing applications and scoring candidate interviews.
- In partnership with D&I Committee, conduct survey to gauge interest in Employee Support Groups (BIPOC/LGBTQ/Religious), and implement with the help of Student Affairs if sufficient interest exists.
- Update exit interview form (in consultation with D&I Committee) to gain more useful feedback about reasons employees are departing.

In addition to Stevenson’s commitment to these priorities, the American Physical Therapy Association (APTA) 2022-2025 Strategic Plan includes a commitment to “increasing diversity, equity, and inclusion in the association, profession, and society.”<sup>81</sup> The organization also has a standing committee on Diversity, Equity, and Inclusion and plans to publish a Diversity, Equity, and Inclusion Action Plan in 2022. Further, and 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.”<sup>82</sup> **By virtue of the accreditation requirements together with Stevenson’s mission and diversity touchstones, the proposed DPT program clearly supports and promotes the priorities for student access and success outlined in the 2022 State Plan.**

**On the innovation front, Stevenson is pioneering an affordable model for career-focused graduate education that ensures equitable access to affordable and high-quality postsecondary education for Maryland residents.** The success of this pricing model is demonstrated in our recently launched doctor of psychology program, a clinical doctorate, which, like the DPT, is well-aligned with Stevenson’s mission and commitment to expanding student access to career-focused degree programs. Additionally, the geographic proximity of our campus to traditionally underserved populations further supports student access, as does our commitment to finding and utilizing no or lower cost educational resources when possible. Our diverse student population demonstrates that our commitments and aligned actions have yielded tangible results. Our 75-year history of meeting students where they are and helping them to realize their full potential is true to our mission. **Stevenson is a university focused on student potential, not exclusion, which is reflected in our approach to admission and pricing and clearly supportive of the State’s minority student achievement goals.**

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<sup>81</sup> American Physical Therapy Association (APTA) Strategic Plan 2022-2025. <https://www.apta.org/contentassets/14be4b91c1b94da8a92dfb76fe041b99/apta-strategic-plan-2022-2025.pdf> (accessed 26 September 2022).

<sup>82</sup> Commission on Accreditation in Physical Therapy Education. *Standards and Required Elements for Accreditation of Physical Therapist Education Programs*. <https://www.capteonline.org/globalassets/capte-docs/capte-pt-standards-required-elements.pdf> (accessed 22 September 2022).

**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)**

This section is not applicable to the proposed program because it is a campus-based program.

**Appendix A**  
**Support Letters, Legislative Officials and Employers**

**SHELLY HETTLEMAN**  
Legislative District 11  
Baltimore County

Judicial Proceedings Committee

Joint Committee on Children, Youth,  
and Families

Joint Committee on the Chesapeake  
and Atlantic Coastal Bays Critical Area



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*The Senate of Maryland*  
ANNAPOLIS, MARYLAND 21401

November 22, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

I am writing to offer my strong support for a new Doctor of Physical Therapy (DPT) program at Stevenson University. If approved by MHEC, a Stevenson DPT program would be only the third program in our State. Now more than ever, a new DPT program would positively impact our local, regional, and State economies and address critical healthcare access issues.

Stevenson is an anchor institution in my District and contributes significantly to the economic vibrancy of this community. Currently, there are dramatic shortages in physical therapy and other healthcare services in Maryland, including in this region. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing programs only produce approximately 90 graduates each year. This contributes to a shortage in providers, and this shortage has a distinct impact on underserved communities. A third DPT program, located at Stevenson, would begin to address existing healthcare shortages, thereby improving quality of life for many Marylanders, particularly those who are most vulnerable.

Stevenson University is also a community of diverse learners. Approximately 50% of Stevenson's current enrollment consists of students of color, 30% of whom identify as African American. Given Stevenson's historic diversity, a new DPT program would likely attract and graduate similarly diverse cohorts of students, providing expanded academic and professional opportunities for all students in this region. A new program at Stevenson would support Maryland's diverse communities and fill an existing need for expanded educational and workforce opportunities.

It is for these reasons that I support Stevenson's proposal for a new DPT program. I am excited about the impact this program will have in my District and in the greater community.

Sincerely,

A handwritten signature in cursive script that reads "Shelly Hettleman".

Shelly Hettleman  
Senator District 11



**BENJAMIN BROOKS**  
*Legislative District 10*  
Baltimore County

CHIEF DEPUTY MAJORITY WHIP

Economic Matters Committee

*Subcommittees*

Chair, Public Utilities

Alcoholic Beverages

Property and Casualty Insurance



## *The Maryland House of Delegates*

ANNAPOLIS, MARYLAND 21401

*Annapolis Office*

The Maryland House of Delegates  
6 Bladen Street, Room 151  
Annapolis, Maryland 21401  
410-841-3352 · 301-858-3352  
800-492-7122 Ext. 3352  
Fax 410-841-3132 · 301-858-3132  
Benjamin.Brooks@house.state.md.us

*District Office*

8419 Liberty Road, Suite B  
Windsor Mill, Maryland 21244-3133  
410-496-4037

November 30, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

I am writing to offer my strong support for a new Doctor of Physical Therapy (DPT) program at Stevenson University. If approved by MHEC, the Stevenson DPT program would be only the third program in our State. Now more than ever a new DPT program in our State would positively impact the local, regional, and State economies and address critical healthcare access issues.

Stevenson contributes significantly to the economic vibrancy of the region, which includes my District. Currently, there are dramatic shortages in physical therapy and other healthcare services in Maryland and in this region. Each year, there are approximately 300 job openings for physical therapists statewide, and the two existing programs only produce approximately 90 graduates each year. This contributes to provider shortage, and this shortage has a distinct impact on underserved communities. A third DPT program, located at Stevenson, would begin to address existing healthcare shortages, thereby improving quality of life for many Marylanders, particularly those who are most vulnerable.

Stevenson University is also a community of diverse learners. Approximately 50% of Stevenson's current enrollment consists of students of color, 30% of whom identify as African American. Given Stevenson's historic diversity, a new DPT program would likely attract and graduate similarly diverse cohorts of students, therefore providing expanded academic and professional opportunities for all students in this region. A new program at Stevenson would support Maryland's diverse communities and fill an existing need for expanded educational and workforce opportunities.

It is for these reasons that I support Stevenson's proposal for a new DPT program. I am excited about the impact this program will have in my District and in the greater community.

With kindest regards,

A handwritten signature in cursive script that reads "Benjamin T. Brooks". The signature is written in black ink and is centered horizontally below the closing of the letter.

Delegate Benjamin Brooks

DANA M. STEIN  
Legislative District 11  
Baltimore County

Vice Chair  
Environment and Transportation  
Committee

Subcommittees  
Chair, Environment  
Natural Resources,  
Agriculture and Open Space



The Maryland House of Delegates  
6 Bladen Street, Room 251  
Annapolis, Maryland 21401  
410-841-3527 · 301-858-3527  
800-492-7122 Ext. 3527  
Fax 410-841-3509 · 301-858-3509  
Dana.Stein@house.state.md.us

*The Maryland House of Delegates*  
ANNAPOLIS, MARYLAND 21401

November 21, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

I am writing to offer my strong support for a new Doctor of Physical Therapy (DPT) program at Stevenson University. If approved by MHEC, a Stevenson DPT program would be only the third such program in our State and would address critical healthcare access issues in Maryland.

There have been large shortages of physical therapy services and other healthcare services in Maryland and the region in recent years. Statewide, there are about 300 job physical therapist openings annually, but the two existing programs produce only about 90 graduates each year. The lack of available therapists has a distinct impact on the underserved communities in the state. A third DPT program, located at Stevenson, would begin to address these shortages, thereby improving quality of life for many Marylanders.

Stevenson is an anchor institution in my district and contributes significantly to the economic vibrancy of the local community. Stevenson University provides opportunities for a diversity of learners: approximately 50% of Stevenson's current student enrollment consists of students of color, 30% of whom identify as African American. A new DPT program located at Stevenson would likely attract and graduate similarly diverse cohorts of students, thus filling the existing need for physical therapy care across the state.

It is for these reasons that I support Stevenson's proposal for a new DPT program. I am excited about the impact this program will have in Baltimore County and the surrounding region.

Sincerely,

A handwritten signature in blue ink that reads "Dana Stein".

JON S. CARDIN  
Legislative District 11  
Baltimore County

Judiciary Committee

*Chair*  
Civil Law and Procedure  
Subcommittee



The Maryland House of Delegates  
6 Bladen Street, Room 217  
Annapolis, Maryland 21401  
410-841-3054 · 301-858-3054  
800-492-7122 Ext. 3054  
Fax 410-841-3385 · 301-858-3385  
Jon.Cardin@house.state.md.us

THE MARYLAND HOUSE OF DELEGATES  
ANNAPOLIS, MARYLAND 21401

November 29, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

I am writing to offer my strong support for a new Doctor of Physical Therapy (DPT) program at Stevenson University. If approved by MHEC, a Stevenson DPT program would be only the third program in our State. Now more than ever a new DPT program in our State would positively impact the local, regional, and State economies and address critical healthcare access issues.

Stevenson is an anchor institution in my District and contributes significantly to the economic vibrancy of this community. Currently, there are dramatic shortages in physical therapy and other healthcare services in Maryland, including in this region. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing programs only produce approximately 90 graduates each year. This contributes to a shortage in providers, and this shortage has a distinct impact on underserved communities. A third DPT program, located at Stevenson, would begin to address existing healthcare shortages, thereby improving quality of life for many Marylanders, particularly those who are most vulnerable.

Stevenson University is also a community of diverse learners. Approximately 50% of Stevenson's current enrollment consists of students of color, 30% of whom identify as African American. Given Stevenson's historic diversity, a new DPT program would likely attract and graduate similarly diverse cohorts of students, therefore providing expanded academic and professional opportunities for all students in this region. A new program at Stevenson would support Maryland's diverse communities and fill an existing need for expanded educational and workforce opportunities.

It is for these reasons that I support Stevenson's proposal for a new DPT program. I am excited about the impact this program will have in my District and in the greater community.

Sincerely,

*Jon S. Cardin*

Delegate Jon S. Cardin

November 17, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder:

I come to you to strongly offer my strong support for a new Doctor of Physical Therapy (DPT) program at Stevenson University. If approved by MHEC, a Stevenson DPT program would be only the third program in our State. Now more than ever a new DPT program in our State would positively impact the local, regional, and State economies and address critical healthcare access issues.

Stevenson is an anchor institution in District 11A, where I am member-elect in the Maryland Legislature. With my long history as an educator in Baltimore County and Baltimore City and as a community advocate in the region, I have witnessed first-hand the important ways Stevenson contributes to the economic, health and well being of our community.

Currently, there are dramatic shortages in physical therapy and other healthcare services in Maryland, including in this region. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing programs only produce approximately 90 graduates each year. This contributes to a shortage in providers, and this shortage has a distinct impact on underserved communities. A third DPT program, located at Stevenson, would begin to address existing healthcare shortages, thereby improving quality of life for many Marylanders, particularly those who are most vulnerable.

Stevenson University is also a community of diverse learners. Approximately 50% of Stevenson's current enrollment consists of students of color, 30% of whom identify as African American. Given Stevenson's historic diversity, a new DPT program would likely attract and graduate similarly diverse cohorts of students, therefore providing expanded academic and professional opportunities for a diverse population of students in this region. A new program at Stevenson would not only support and fill an existing need for expanded educational and workforce opportunities, but serve the growing population of residents in need of physical therapy, in and outside of the region.

It is for these reasons that I support Stevenson's proposal for a new DPT program. I am excited about the impact this program will have in my District and in the greater community.

Sincerely,  
  
Cheryl E. Pasteur



COUNTY COUNCIL OF BALTIMORE COUNTY  
COURT HOUSE, TOWSON, MARYLAND 21204

JULIAN E. JONES, JR.  
COUNCILMAN, FOURTH DISTRICT  
COUNCIL4@BALTIMORECOUNTYMD.GOV

COUNCIL OFFICE: 410-887-3389  
DISTRICT OFFICE: 410-887-0784  
FAX: 410-887-5791

November 25, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

I am writing to offer my strong support for a new Doctor of Physical Therapy (DPT) program at Stevenson University. If approved by MHEC, a Stevenson DPT program would be only the third program in our State. Now more than ever a new DPT program in our State would positively impact the local, regional, and State economies and address critical healthcare access issues.

Stevenson is an anchor institution in my District and contributes significantly to the economic vibrancy of this community. Currently, there are dramatic shortages in physical therapy and other healthcare services in Maryland, including in this region. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing programs only produce approximately 90 graduates each year. This contributes to a shortage in providers, and this shortage has a distinct impact on underserved communities. A third DPT program, located at Stevenson, would begin to address existing healthcare shortages, thereby improving quality of life for many Marylanders, particularly those who are most vulnerable.

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It is for these reasons that I support Stevenson's proposal for a new DPT program. I am excited about the impact this program will have in my District and in the greater community.

Sincerely,

A handwritten signature in cursive script that reads "Julian E. Jones, Jr." The signature is written in dark ink and is positioned below the word "Sincerely,".

Julian E. Jones, Jr.- Baltimore County Council Chairman



**COUNTY COUNCIL OF BALTIMORE COUNTY  
COURT HOUSE, TOWSON, MARYLAND 21204**

**IZZY PATOKA  
COUNCILMAN, SECOND DISTRICT  
COUNCIL2@BALTIMORECOUNTYMD.GOV**

**COUNCIL OFFICE: 410-887-3385  
FAX: 410-887-5791**

November 10, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

I am writing to offer my strong support for a new Doctor of Physical Therapy (DPT) program at Stevenson University. If approved by MHEC, a Stevenson DPT program would be only the third program in the state. Now, more than ever, a new DPT program would positively impact the local, regional, and state economies and address critical healthcare access issues.

Stevenson is an anchor institution in my district and contributes significantly to the economic vibrancy of this community. Currently, there are dramatic shortages in physical therapy and other healthcare services in Maryland, including in this region. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing programs produce approximately 90 graduates each year. This contributes to a shortage in providers, and this shortage has a distinct impact on underserved communities. A third DPT program, located at Stevenson, would begin to address existing healthcare shortages, thereby improving quality of life for many Marylanders, particularly those who are most vulnerable.

Stevenson University is also a community of diverse learners. Approximately 50% of Stevenson's current enrollment consists of students of color, 30% of whom identify as African American. Given Stevenson's historic diversity, a new DPT program would likely attract and graduate similarly diverse cohorts of students, providing expanded academic and professional opportunities for all students in this region. A new program at Stevenson would support Maryland's diverse communities and fill an existing need for expanded educational and workforce opportunities.

It is for these reasons that I support Stevenson's proposal for a new DPT program. I am excited about the impact this program will have in my district and in the greater community.

Sincerely,

Councilman Israel "Izzy" Patoka



01 December 2022

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

Dear Secretary Fielder:

On behalf of the Maryland Independent College and University Association (MICUA), I am writing to express our strong support of Stevenson University's proposed Doctor of Physical Therapy (DPT) degree. This program will increase student choice and institutional diversity of programs, while responding to healthcare shortages and the challenges created by the ongoing pandemic.

### **There is Clear Market Demand for Stevenson's Program**

Currently shortages in physical therapy services exist in Maryland, particularly in Northwest Baltimore and across Western Maryland. There are 300 job openings annually and the existing programs produce less than a third of the required graduates, resulting in a dramatic shortage of services. This shortage of physical therapists has particularly pronounced impacts on historically underserved communities.

### **The Program Increases Student Choice and Institutional Diversity**

Maryland's neighboring states offer a range of public and private educational options for DPT programs. With the rapid expansion in online education and Maryland's membership in the State Authorization Reciprocity Agreement (SARA), the marketplace for Maryland students in DPT programs and other high demand fields is already wide open. Maryland students will be better served if students who prefer the experience of a small nonprofit college have the opportunity to remain in-state to pursue their educational goals. The Stevenson DPT program will provide another in-state option for Maryland students, while promoting innovation, and enhancing student choice.

### **Stevenson's Proposal Helps Address Challenges Created by the Pandemic**

There has been an increase in the need for physical therapists to help employees return to work, not only due to workplace injuries, but also as a result of the global pandemic. While the number of graduates in physical therapy programs has decreased year over year from 2021, the number of job openings continues to increase. The impacts of long covid are only now becoming clear and it is anticipated that it will create a growing need for additional physical therapists well into the future.

### **The DPT Program Will Have a Positive Impact on Equity, Diversity, and Inclusion**

Stevenson's program will have a positive impact on diverse populations in Maryland. Physical Therapy remains one of the least racially diverse professional fields. Only 4% of Physical Therapy students are African American. The student body at Stevenson is racially diverse and has a wide range of income levels. A new DPT program will attract and graduate diverse cohorts of students that will result in greater diversity within the physical therapy profession.

### **The DPT Program is Carefully Crafted to Prevent Harm to Existing Programs**

In planning this new program, Stevenson went to great lengths to ensure it won't duplicate existing programs. Stevenson's proposed program has cohorts of less than 25 students and won't impact the ability of other programs to recruit students given the large number of qualified Maryland students who are currently unable to gain acceptance to a DPT program. Similarly, it would not impact clinical placements for these programs because Stevenson has independently secured commitments from more than 33 entities (equivalent to more than 500 placements) for clinical settings needed to complete DPT training. All of the sites concur that these placements will not come at the expense of existing academic programs.

### **The Need for the Program is Extremely Clear**

A new DPT program at Stevenson will create more physical therapists, create a more diverse profession, and help meet the existing market demand. MICUA strongly encourages your support of Stevenson's proposal to allow greater access and additional choice for Maryland students interested in physical therapy.

Sincerely,



Matt Power,  
Incoming MICUA President

## OFFICERS:

**Marc Hertzberg**  
*Chairman*  
WBH Advisory, Inc.

**John Kneisly**  
*Vice Chairman*  
State Farm, The Kneisly Team

**Marcy Gorman**  
*Immediate Past Chairwoman*  
Truist

**Rashod Gardner**  
*Treasurer*  
Shod Enterprises, VM Tax &  
Financial Services, Lendio

**Holli Friedland**  
*Secretary*  
Social Squids

**Roxanna Roloff**  
*Member At Large*  
First National Bank

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Primary Residential Mortgage

**Mark Pressman**  
Retired

## STAFF:

**Beth Rheingold**  
*President & CEO*

# GREATER BALTIMORE CHAMBER OF COMMERCE

November 29, 2022

To the Members of The Commission,

On behalf of the Board of Directors of the Greater Baltimore Chamber of Commerce (formerly the Pikesville-Owings Mills Regional Chamber), I write to support the approval of Stevenson University's proposed Doctor of Physical Therapy program.

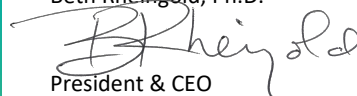
The Greater Baltimore Chamber of Commerce consists of well over 300 local businesses and supports the economic growth and vitality in our region. Our chamber is highly respected in the area among business and community leaders, as well as our elected officials, for supporting workforce development. Over 30% of our membership is in the health and wellness industry. Stevenson University is a key partner contributing to the local economy and filling the high demand for healthcare workers, particularly in an area with a large population of residents over the age of 50.

Notably, Stevenson is an anchor institution in our community and it contributes significantly to the economic vibrancy of our region. Stevenson students come from the immediate region, the state of Maryland and beyond. They are diverse with approximately 50% of Stevenson's students identifying as persons of color and over 30% of Stevenson's students identifying as African-American. Stevenson's diverse students patronize local businesses, supporting our region's economy, and Stevenson's signature career focus consistently produces six-month job placement rates of over 90% for its graduates, many who remain in our local region and contribute as employees to our local businesses, government entities and not-for-profit institutions. Further, Stevenson provides high-paying knowledge-economy jobs for its faculty and staff who, almost universally, reside in our region and state, supporting families, communities and the tax base of our region and state.

The proposed Doctor of Therapy program will produce all of these outcomes, and more. Following the model of its extant graduate programs in which 43% of the students identify as persons of color and 33% of the students identify as African-American, Stevenson's DPT program will recruit a diverse student body, providing critical opportunities for students from our region. DPT program students will make critical contributions to health care in our region through their clinical internships and DPT program graduates will provide clinical services to communities in our region and beyond, particularly in historically-underserved communities. Moreover, the Stevenson DPT program will create new high-paying jobs for faculty and staff in a field where there is dramatic excess enrollment demand. These faculty and staff will, in turn, make important economic and social contributions to our region and state.

As an organization that supports economic growth, we strongly support Stevenson's DPT program and are excited about the positive impact it will have on our community.  
Sincerely,

Beth Rheingold, Ph.D.



President & CEO



7 Church Lane, Ste. 6 | Pikesville, MD 21208  
(410) 484-2337 | beth@greaterbaltimorechamber.org

*Serving Pikesville, Owings Mills, Reisterstown & Northwest Baltimore*



November 25, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder,

I am writing to support the approval of Stevenson University's proposed Doctor of Physical Therapy program.

I am writing on behalf of the Owings Mills Corporate Roundtable which is comprised of over 30 organizations surrounding the Stevenson University Campus. Our mission is to facilitate a sense of community among the major employers who are significantly invested in the Owings Mills area. We collaborate to support a diverse and inclusive Owings Mills as a premier destination to live, work and play.

Stevenson is an anchor institution in our community, and it contributes significantly to the economic vibrancy of our community. Stevenson students come from the immediate region, the state of Maryland and beyond. They are diverse with approximately 50% of Stevenson's students identifying as persons of color and over 30% of Stevenson's students identifying as African-American.

Stevenson's diverse students patronize local businesses, supporting our region's economy, and Stevenson's signature career focus consistently produces 6-month jobplacement rates of over 90% for its graduates, many who remain in our local region and contribute as employees to our local businesses, government entities and not-for-profit institutions. Further, Stevenson provides high-paying knowledge-economy jobs for its faculty and staff who, almost universally, reside in our region and state, supporting families, communities and the tax base of our region and state. The proposed Doctor of Physical Therapy program will produce all these outcomes, and more.

Graduates of Stevenson's DPT program will also make critical contributions to health care in our region first as clinical interns and later as licensed practitioners who can help to address the critical shortages in the healthcare workforce in this region, particularly in under-served communities. Currently, each year there are approximately 300 openings for physical therapists in this region and only approximately 90 graduates from the two extant programs. A third DPT program at Stevenson will help to address this imbalance and serve the local community and the State.

As an organization that supports the economic growth of the Owings Mills community and the health and quality of life for citizens living in our region, we strongly support Stevenson's DPT program and are excited about the positive impact it will have on our community.

Sincerely,

A handwritten signature in black ink, appearing to read "Barak Hermann", written over a light blue horizontal line.

Barak Hermann,  
Chair, Owings Mills Corporate Roundtable



November 15, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder:

Northwest Hospital is pleased to support Stevenson University’s proposal for a new Doctor of Physical Therapy (DPT) program.

As one of the largest providers of healthcare services in the Baltimore region, we understand the breadth and complexity of healthcare needs among the diverse citizens of Maryland and the potentially harmful impact of health care provider shortages, including physical therapists. Currently, there are dramatic shortages in physical therapy providers services in Maryland. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing DPT programs only produce approximately 90 graduates each year. The limited pipeline of DPT students in Maryland contributes to the provider shortages, which we have experienced at Northwest Hospital. A third DPT program, located at Stevenson University, is one solution to address current healthcare shortages, in our region and State.

Northwest Hospital is also well positioned to support the academic and clinical education of DPT students who would study at Stevenson University. We currently have affiliation agreements with the two extant programs in Maryland which support clinical placements for DPT students. If Stevenson’s DPT program is approved, we would also be willing to establish an affiliation agreement with Stevenson University which would support the clinical education of Stevenson students.

Please let us know if you have questions or if we can provide additional information. Thank you for this opportunity to share these perspectives as Stevenson University moves forward with its program proposal.

Sincerely,

Craig J. Carmichael  
President and Chief Operating Officer, Northwest Hospital  
Senior Vice President, LifeBridge Health

Sepi Gharanfeli  
Assistant Vice President, Clinical  
Programs & Performance

**CARE BRAVELY**

5401 Old Court Road, Baltimore, MD 21133 • [lifebridgehealth.org](http://lifebridgehealth.org)

11/21/2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder:

Sinai Rehabilitation Center is pleased to support Stevenson University's proposal for a new Doctor of Physical Therapy (DPT) program.

As a member of one of the largest providers of healthcare services in the Baltimore region, we understand the breadth and complexity of healthcare needs among the diverse citizens of Maryland and the potentially harmful impact of health care provider shortages, including physical therapists. Currently, there are dramatic shortages in physical therapy providers services in Maryland. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing DPT programs only produce approximately 90 graduates each year. The limited pipeline of DPT students in Maryland contributes to the provider shortages, which we have experienced at Sinai Hospital. Currently, we have four open positions in physical therapy, contributing to staff burnout. A third DPT program, located at Stevenson University, is one solution to address current healthcare shortages, in our region and state.

Sinai is also well positioned to support the academic and clinical education of DPT students who would study at Stevenson. We currently have affiliation agreements with the two extant programs in Maryland which support clinical placements for DPT students. If Stevenson's DPT program is approved, Sinai is willing to also establish an affiliation agreement with Stevenson which would support the clinical education of Stevenson DPT students.

Please let me know if you have questions or if I can provide additional information. Thank you for this opportunity to share these perspectives as Stevenson moves forward with its program proposal.

Sincerely,



Curtis Cunningham, PT  
Director of Rehabilitation Services  
Sinai Rehabilitation Center  
Sinai Hospital of Baltimore  
410-601-5609

**CARE BRAVELY**

2401 W. Belvedere Ave., Baltimore, MD 21215-5216 • [lifebridgehealth.org](http://lifebridgehealth.org)

November 16, 2022

Dr. James D. Fielder, Jr.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 North Liberty Street  
Baltimore, MD 21201

Dear Secretary Fielder:

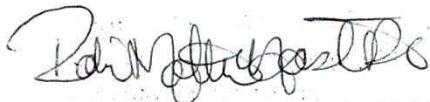
Greater Baltimore Medical Center (GBMC) is pleased to support Stevenson University's proposal for a new Doctor of Physical Therapy (DPT) program.

As one of the largest providers of healthcare services in the Baltimore region, we understand the breadth and complexity of healthcare needs among the diverse citizens of Maryland and the potentially harmful impact of health care provider shortages, including physical therapists. Currently, there are dramatic shortages in physical therapy providers services in Maryland. Statewide, there are approximately 300 job openings for physical therapists each year, and the two existing DPT programs only produce approximately 90 graduates each year. The limited pipeline of DPT students in Maryland contributes to the provider shortages, which we have experienced at GBMC. A third DPT program, located at Stevenson University, is one solution to address current healthcare shortages, in our region and State.

GBMC is also well positioned to support the academic and clinical education of DPT students who would study at Stevenson. We currently have affiliation agreements with the two extant programs in Maryland which support clinical placements for DPT students. If Stevenson's DPT program is approved, we would also be willing to establish an affiliation agreement with Stevenson which would support the clinical education of Stevenson students.

Please let me know if you have questions or if I can provide additional information. Thank you for this opportunity to share these perspectives as Stevenson moves forward with its program proposal.

Sincerely,



Robin Motter-Mast, DO, FAAFP, CPE  
Chief of Staff  
Medical Director of Care Transformation  
Greater Baltimore Medical Center  
T:443-849-2370  
F:443-849-3776



**Appendix B**  
**Support Letters, Clinical Placements**



9901 Medical Center Drive  
Rockville, MD 20850  
[www.AdventistHealthCare.com](http://www.AdventistHealthCare.com)

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

September 30, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Adventist HealthCare Shady Grove Medical Center is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

A handwritten signature in black ink that reads 'Crystal Addison'.

Crystal Addison  
Director, Rehabilitation Medicine  
Adventist HealthCare Shady Grove Medical Center and Aquilino Cancer Center  
9901 Medical Center Drive  
Rockville, MD 20850  
[caddison@adventisthealthcare.com](mailto:caddison@adventisthealthcare.com)  
(240) 826-7046



Joppa  
Eldersburg  
Rising Sun/Colora  
Darlington/Dublin  
White Marsh/Rosedale  
Havre De Grace



Fallston  
Forest Hill  
Abingdon/Bel Air  
Whiteford/Cardiff  
Madonna/White Hall  
Arena Club/Churchville/Bel Air

---

Giving our best to patients in Harford, Carroll, Baltimore, and Cecil County

September 26, 2022

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

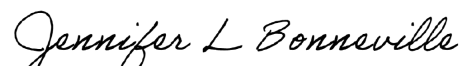
Agape Physical Therapy is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

We have twelve sites in the Baltimore Metro area, including Baltimore, Carroll, Harford and Cecil counties, at which we are able to provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore, as well as other many out-of-state programs, which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements. There is a great need for more therapists in the area and we will give placement preference to residents of Maryland.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

  
Jennifer Bonneville  
Business Manager  
Agape Physical Therapy

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

September 26, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

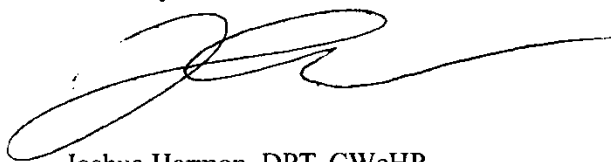
Align Physical Therapy is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Align Physical Therapy has 2 sites located in Cecil County, MD at which we are able to provide student placements.

As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joshua Harmon', with a long horizontal flourish extending to the right.

Joshua Harmon, DPT, CWcHP  
Owner  
Align Physical Therapy

Alliance Physical Therapy  
3600 Clipper Mill Rd  
Suite 115  
Baltimore, MD 21211

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

November 23, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

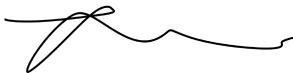
Alliance Physical Therapy is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Alliance Physical Therapy has one site in Baltimore City at which we are able to provide student placements.

As you know, we are a new company and currently do not have affiliation agreements with other programs to support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students as we develop agreements with other programs concurrently.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,



Elizabeth C. Bellinger, PT, DPT  
Board-Certified Orthopedic Clinical Specialist  
Certified Orthopedic Manual Therapist  
President, Bellinger Rehabilitation P.C. DBA Alliance Physical Therapy



## Ascension Saint Agnes

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

October 4, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Ascension Saint Agnes Rehab is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Ascension Saint Agnes Rehab is located in Ascension Saint Agnes Hospital in Baltimore, MD where we have the capability to accept student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Regards,

Dan Gaskell, Director  
Ascension Saint Agnes Rehabilitation Services

**Ascension Saint Agnes Rehabilitation Services**  
900 South Caton Avenue, 1st floor  
Baltimore, MD 21229

667-234-2800 / 667-234-3532 (fax)  
[ascension.org](http://ascension.org)



Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

9/27/22

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

ATI Physical Therapy is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

ATI Physical Therapy currently has 29 Clinical Instructors in the state of Maryland, and 15 clinics within 15 miles of Stevenson University. As of 9/27/22 we have only been asked to provide placements for 7 full time student placements in 2022. Thus I feel confident that we would be able to provide placements for Stevenson's PT students, as well as the current schools that we have engaged.

As Stevenson's program is further developed, we would like to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements both locally and nationally. Along with this, we would like to voice our excitement for another program to serve the state of MD. In the state of Maryland, see a significant demand for physical therapists to help better serve this community.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

*Kurt Gengenbacher, PT, DPT*  
Electronically signed 9.27.22

Kurt Gengenbacher, PT, DPT  
Learning Program Manager  
ATI Physical Therapy

VA



U.S. Department  
of Veterans Affairs

Baltimore VA Medical Center  
10 North Greene Street  
Baltimore, MD 21210

In Reply Refer To: Denise M. Weber

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

October 13, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Baltimore Veterans Affairs Medical Center is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

The VA Maryland Health Care System has three sites in Perry Point, Loch Raven and Baltimore at which we are able to provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore, University of Delaware, Northeastern University and Nova Southeastern University which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

A handwritten signature in black ink that reads "Denise M. Weber". The signature is written in a cursive style.

Denise M Weber, PT, CCCE  
Baltimore VA Medical Center



Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

September 26, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Carroll Hospital Center, Westminster, Md. is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Carroll Hospital Center has an inpatient and outpatient site in the Carroll County Maryland Area at which we are able to provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

Todd Herring, PT, Carroll Hospital Center

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

September 6, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

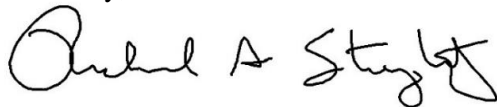
Frederick Health is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Frederick Health has 7 sites in Frederick County, MD at which we are able to provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore, University of Maryland Eastern Shore as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,



Richard A Stieglitz, PT, MS  
Director, Department of Rehabilitation

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

September 19, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

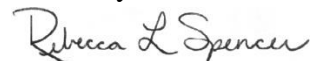
Harford County Public Schools is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Harford County Public Schools has more than five mentors across 52 schools in Harford County at which we are able to provide student placements.

As you know, we currently have affiliation agreements with Cecil College which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,



Rebecca Spencer

*Supervisor, Teacher Preparation & Professional Development*

Harford County Public Schools

rebecca.spencer@hcps.org

410-588-5261

Innovative Health Care Centers  
100 Walter Ward Blvd #200  
Abingdon MD 21009  
P: (443)512-8337  
F: (443)327-5282

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

[11/14/22]

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Innovative Health Care Centers is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Innovative Health Care Centers has approximately 5 sites in the Baltimore Metropolitan area at which we are able to provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

Brenda Alto PT, DPT, OCS, CMTPT  
Director of Clinical Services  
Innovative Health Care Centers



1777 REISTERSTOWN ROAD  
COMMERCENTRE EAST • SUITE 130  
PIKESVILLE • MARYLAND • 21208  
TEL: 410-415-5905  
FAX: 410-415-5906  
www.kptrehab.com

October 19, 2022

**Meredith C. Durmowicz, PhD**  
**Senior Associate Vice President**  
**Academic Affairs & Research**  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

Dear Dr. Durmowicz:

We are writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.


Kassimir Physical Therapy is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Kassimir Physical Therapy is located in Pikesville, MD, and is happy to provide student placements.

As you know, we currently have an affiliation agreement with University of Maryland Baltimore, which supports clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development. Please don't hesitate to reach out for further clarification as needed.

Sincerely,



---

Gary D. Kassimir, PT, MS, CHT  
Owner, Kassimir Physical Therapy  
[gkassimir@kptrehab.com](mailto:gkassimir@kptrehab.com)



---

Michelle Horodowicz  
Practice Manager, Kassimir Physical Therapy  
[michelle@kptrehab.com](mailto:michelle@kptrehab.com)



MedStar Health

102 Irving St N.W.  
Washington, D.C. 20010  
P 410-823-4263  
F 410-823-1861  
MedStarHealth.org

Medstar Health Physical Therapy

October 1, 2022

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Medstar Health Physical Therapy is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Medstar Health Physical Therapy has more than 50 outpatient and hospital-based sites in the Baltimore Metropolitan area, throughout Maryland, Washington D.C., and Northern Virginia at which we are able to provide student placements.

As you know, we currently have affiliation agreements with other Maryland programs including the University of Maryland Baltimore and the University of Maryland Eastern Shore as well as other out of state programs. However, I am confident that with our large number of sites and geographical spread we could easily support Stevenson DPT students.

As Stevenson's program is further developed, we are planning to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

**It's how we treat people.**

Sincerely,

A handwritten signature in black ink, appearing to read "Romina Astifidis, MS/PT/CHT". The signature is written in a cursive style with a large initial "R".

Romina Astifidis MS/PT/CHT

Medstar Health Physical Therapy  
Clinical Coordinator for Physical Therapy and Occupational Therapy Internships



Meredith C. Durmowicz, PhD  
Senior Associate Vice  
President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

September 8, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Novacare Rehabilitation is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Novacare has 66 clinical sites throughout Maryland and Washington DC at which we are able to provide student placements. Annually within these clinics we place 90-110 Physical Therapy and Physical Therapy Assistance students

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore as well as PTA programs within our state and other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

***Terri Galligan PT/MCCE***  
**Market Coordinator of Clinical Education**

**NovaCare Rehabilitation**  
Central Maryland Rehabilitation  
6300 Woodside Court Ste E  
Columbia, MD 21046  
(410) 312-9000 – p  
(410) 312-9001 – f





Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

November 7, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

PT Plus is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

PT Plus has 1 site in Fairfield County, in Fairfield Connecticut at which we are able to provide student placements.

As you know, we currently have affiliation agreements with Massachusetts College of Pharmacy and Health Sciences of which we support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

Katherine Dell Goldberger, PT, DPT  
Owner, PT Plus, LLC

85 Mill Plain Road, Fairfield, CT 06824 Phone: 203-955-1795 Fax: 203-955-1796 Email: [info@ptplusphysicaltherapy.com](mailto:info@ptplusphysicaltherapy.com)



Dr. Josh Funk  
6710a Rockledge Dr.  
Bethesda, MD 20817  
9/26/2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Rehab 2 Perform is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Rehab 2 Perform has 7 sites in Maryland and one in Virginia at which we are able to provide student placements.

As you know, we currently have affiliation agreements with [University of Maryland Baltimore and University of Maryland Eastern Shore as well as other out-of-state programs] which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

Dr. Josh Funk  
Founder & CEO  
Rehab 2 Perform



Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

11/09/2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Select Rehabilitation, LLC is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Select Rehabilitation, LLC has thousands of sites in 43 States at which we are able to provide student placements.

As you know, we currently have affiliation agreements with many Universities and Colleges which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

Erin Guziec-Student Coordinator  
Select Rehabilitation



October 17, 2022

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

Sinai Hospital of Baltimore is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Sinai Hospital of Baltimore has one site in the Baltimore Metropolitan area at which we can provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore, as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,

A handwritten signature in blue ink, appearing to read 'D. Blum', is written over a light blue horizontal line.

**Daniel Blum**  
President, Sinai Hospital and Grace Medical Center  
Senior Vice President, LifeBridge Health

**CARE BRAVELY**

2401 W. Belvedere Ave., Baltimore, MD 21215-5216 • [lifebridgehealth.org](http://lifebridgehealth.org)

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

September 29, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

TidalHealth is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

TidalHealth has four sites in Maryland and Delaware at which we are able to provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore and University of Maryland Eastern Shore as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,



Jill Stone, PT, MPT  
Senior Director  
Physical Medicine & Rehabilitation

# TRUESPORTS PHYSICAL THERAPY

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
1525 Greenspring Valley Rd  
Stevenson, MD 21153

9/20/22

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

True Sports Physical Therapy is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE).

True Sports Physical Therapy has 13 sites throughout Maryland and eastern Pennsylvania at which we are able to provide student placements.

As you know, we currently have affiliation agreements with University of Maryland Baltimore as well as other out-of-state programs which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to establish an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

We look forward to working with you as Stevenson moves forward in its program development.

Sincerely,



Christen Chiesa, PT, DPT, SCS  
True Sports Physical Therapy

Deatrick Commons  
16C Deatrick Drive  
Gettysburg, PA 17325  
717-339-2540 Tel  
717-337-2977 Fax  
[www.WellSpan.org/rehabilitation](http://www.WellSpan.org/rehabilitation)



A Service of WellSpan  
Gettysburg Hospital

Meredith C. Durmowicz, PhD  
Senior Associate Vice President  
Academic Affairs & Research  
Stevenson University  
11200 Ted Herget Way  
Owings Mills, MD 21117  
November 19, 2022

Dear Dr. Durmowicz:

I am writing in response to your recent inquiry relating to Stevenson University's proposal for a new Doctor of Physical Therapy program.

WellSpan Rehabilitation is pleased to support Stevenson University in developing this program by participating in the Needs Assessment that is required by the Commission on Accreditation in Physical Therapy Education (CAPTE). We look forward to reviewing the curriculum prior to formalizing an agreement to have students in our clinical programs.

WellSpan Rehabilitation has a continuum of levels of care including seven acute care hospitals, four inpatient rehabilitation units, over 35 affiliated outpatient sites and home health services in six counties in Pennsylvania. These services offer orthopedic, neuromuscular, industrial, geriatric, and pediatric educational experiences for students.

As you know, we currently have affiliation agreements with the University of Maryland, Towson University, Mount St. Mary's University and many other schools outside the state of Maryland, which support clinical placements for DPT students. As Stevenson's program is further developed, we are willing to consider an agreement which would support the clinical education of Stevenson students in the context of our existing agreements.

This letter of support only represents the intent to provide clinical education experiences and does not constitute a legal or binding agreement for contractual access. Upon approval of candidacy for accreditation of the DPT program with Stevenson University, an Affiliation Agreement will be sought to further the relationship and expectations of both agencies and students. We look forward to working with you as Stevenson moves forward in its program development!

A handwritten signature in black ink, appearing to read "Jill K Herr", followed by a horizontal line.

Jill K Herr

Director of Clinical Operation—WellSpan Rehabilitation

16 C Deatrick Drive

Gettysburg, Pennsylvania 17325

717-339-2627