GUIDE TO THE DEVELOPMENT OF EDUCATION PROGRAMS
FOR PHYSICAL THERAPISTS OR PHYSICAL THERAPIST ASSISTANTS:

INITIAL CONSIDERATIONS AND FEASIBILITY

This document provides information for individuals considering the development of a physical therapist (PT) professional graduate education program or a physical therapist assistant (PTA) associate degree program. Because the initial investment in a PT or a PTA program is substantial, careful planning is required to determine if there is a need/market for the program, if the program will be congruent with the institution’s mission, if the internal and external resources will be sufficient to ensure a quality program, and other important questions.

This document is not meant to address or replace accreditation requirements; information regarding accreditation by the Commission on Accreditation in Physical Therapy Education can be obtained by clicking here.

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The Physical Therapy Profession

Physical therapy, as a profession, dates from the beginning of the 20th century, when advances in health care increased the survival rate of people affected by poliomyelitis and war injuries. Physical therapy has continued to evolve and to respond to the needs of society, with physical therapists now practicing in a variety of clinical settings with unprecedented levels of professional responsibility. Physical therapists and physical therapist assistants are integral members of the health care team involved not only in restorative care, but also in the prevention of disability and promotion of positive health. Physical therapy practice today is based on a well-developed body of scientific and clinical knowledge.

Provision of care is a collaborative process that requires recognition of the essential roles of the individual, families, insurers/payers, other consumers of physical therapy services, and other health care practitioners. Caregivers must understand the continuing evolution of the health care system and be aware of the need to ensure high-quality care in the most efficient manner to realize societal goals for health care services and delivery.

The Physical Therapist

Physical therapists (PTs) are health care professionals who diagnose and treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives.

PTs examine each individual and develop a plan using treatment techniques to promote the ability to move, reduce pain, restore function, and prevent disability. In addition, PTs work with individuals to prevent the loss of mobility before it occurs by developing fitness and wellness-
oriented programs for healthier and more active lifestyles. Click here for more information about PTs.

Physical therapists provide care for people in a variety of settings, including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. State licensure is required in each state in which a physical therapist practices.

All PTs must receive a graduate degree from an accredited physical therapist program before taking the national licensure examination that allows them to practice. The programs located in the United States offer the Doctor of Physical Therapy (DPT) degree.

**The Physical Therapist Assistant**

Physical therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, and sports facilities. PTAs must complete a 2-year associate's degree and be licensed. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation. Click here for more information about PTAs.

**Licensure requirements:** Obtaining licensure after graduation from a CAPTE accredited physical therapy education program is required for all physical therapists to practice. The Federation of State Boards of Physical Therapy (FSBPT) manages the National Physical Therapy Exams (NPTE) for physical therapists and PTAs. Successful passing scores on the NPTE are required for PTs and PTAs. Further information can be obtained at the FSBPT website.

In summary, current requirements for licensing include:

**For PTs:** All states require graduation from a CAPTE accredited physical therapist education program and a passing score on the NPTE to be eligible to be licensed as a physical therapist.

**For PTAs:** All states require graduation from a CAPTE accredited PTA program and all states require a passing score on the NPTE to be eligible for licensure.

**Accreditation**

The Commission on Accreditation in Physical Therapy Education (CAPTE) is the only recognized agency in the United States for accrediting education programs for the preparation of physical therapists and physical therapist assistants. CAPTE is recognized by the Board of Directors of the American Physical Therapy Association and makes autonomous decisions concerning the Standards and Elements, its Rules and Procedures, and the accreditation status of education programs for the preparation of physical therapists and physical therapist assistants. The 31 members of the Commission represent the communities of interest, including physical therapy and physical therapist assistant educators, clinicians, consumers, employers, representatives of institutions of higher education, and the public. This document is not intended to address accreditation requirements. Information about CAPTE can be found at www.capteonline.org. Staff in accreditation may be contacted at accreditation@apta.org.
The Standards and Elements and CAPTE’s policies and procedures, including those for Candidacy and initial Accreditation, are found in the Accreditation Handbook. The Standards and Elements utilized in accreditation decisions for education programs that prepare physical therapists is found in the document entitled Standards and Elements for Accreditation of Education Programs for the Preparation of Physical Therapists. The Standards and Elements utilized in accreditation decisions for education programs that prepare physical therapist assistants is found in the document entitled Standards and Elements for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants.

Use of Consultants

The Role of Consultants
Consultant services are strongly advised for institutions considering developing a new physical therapy education program for guidance in program planning, development, and implementation, including program assessment. Consultants that are experienced physical therapy educators can facilitate discussions about whether or not to proceed with program development. Should the decision be made to move forward, consultants may be beneficial to guide program development or to provide expertise in a specific area of program development; for example, curriculum development, faculty development or outcomes assessment. A word of caution: the consultant, regardless of his/her previous experience, does not represent CAPTE and therefore cannot speak for CAPTE. However, the right consultant can provide helpful guidance in the development or review of documents prepared for accreditation. It is important to obtain consultants with the expertise and experience needed to meet your specific needs.

A list of educational consultants may be obtained by contacting Academic Services, at AcademicServices@apta.org.

Other resources are available to developing programs
There are various resources that provide developing programs with information; these include:

The American Physical Therapy Association (APTA): APTA, the largest national association of physical therapists and physical therapist assistants, provides a wide range of information regarding physical therapy education, clinical education, accreditation, and the practice environment. The following table identifies the types of information available from different APTA departments; access to web based information provided by each can be obtained by clicking on the link.

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The following special interest groups comprise the
Section for Education:
- Academic Administrators (AASIG)
- Academic Faculty (AFSIG)
- Clinical Education (CESIG)
- PTA Educators (PTAESIG)

Additional Resources:

Administrators of established education programs for the preparation of physical therapists and physical therapist assistants: Personnel from the institution considering the establishment of a program may find it helpful to visit other programs from similar academic institutions to gather information on space, staffing, equipment, and other resources. The director of an existing program may be willing to share information on essential resources and costs. However, since a new program may be in competition with an existing program for students, faculty and clinical education sites, program directors may be limited in the amount or type of assistance they can provide.

Physical therapists and physical therapist assistants employed in varied practice settings within the community: Physical therapists in the community may be able to assist in the assessment of the availability and accessibility of local clinical education sites and the potential for positions in the local area for graduates of the proposed program. These individuals may be good sources for members of a program advisory committee.

Advisory Committee: Establishing an advisory committee to guide and direct the feasibility study can enhance the depth of the discovery process and distribution of the feasibility tool. Advisory committees typically include representatives from stakeholder groups from within and outside the college. In addition to the clinicians, advisory committees often include leaders in the health care community, other health care professionals, health care administrators, future employers, and consumers. Representatives from within the college may include faculty and administrators of the basic sciences and other health care professions, admissions officials, student services personnel, and the deans of appropriate colleges (e.g., graduate, medicine, pharmacy, dentistry).

The Feasibility of Developing a Program: Initial Considerations
There are many things that an institution should consider in deciding if it should develop a PT or PTA program. These include, but may not be limited to:

The program as a good match for the institution
The mission and philosophy of an education institution are broad statements about the nature and purpose of the institution. Therefore, it is essential to first determine if the education of physical therapists or physical therapist assistants is congruent with the mission and philosophy of the institution, including any mission that is unique to the institution. Institutional administrators must determine if the establishment of the program furthers the institutional goals and assists the institution in fulfilling its mission. In addition, administrators must determine if the mission of the institution can support a program in an ever changing health care arena. It should be expected that there will be changes in manpower needs once a program is established, as well as changes in curriculum content, which in turn relates to changes in needed resources, including faculty expertise and lab equipment.

Most institutions have policies and procedures to guide the development of new programs, including a faculty governance body that considers and discusses the impact of new programs on the institutional mission, goals, and philosophy.
It is important to assess whether a potential program will be able to be an integral part of the institution, and whether the preparation of health care practitioners is consistent with the institution’s mission.

**Determining the manpower need**

When assessing the manpower needs, questions to consider include:

- What geographic area will the program support?
- Is there a shortage of physical therapists or physical therapist assistants within this geographic area?
- Will workforce needs be met with the graduation of a few classes?
- Can the clinical community continue to absorb the number of graduates expected?

National manpower statistics may be different than the manpower needs in the geographic area the program intends to support; therefore, a survey of facilities within the geographic area is imperative. Although local clinical sites might express a manpower need and an interest in supporting a new program, it is important to conduct a thorough feasibility study to determine the actual vs. perceived need.

**Needed resources essential to develop the program**

Significant resources are needed to develop and implement a PT or PTA education program. This includes, but is not limited to:

- **Financial resources for**
  - Renovations of existing facilities or for new facilities
  - Appropriate student services.
  - Faculty recruitment
  - Faculty salaries that may need to be competitive with the clinical salaries
  - Faculty development
  - Research lab and equipment, including start up funds (PT programs)
  - Equipment and supplies
  - Travel (clinical education; professional development)
  - Library and learning resources

- **Space/Facilities**
  - Appropriate student services.
  - Classrooms that will accommodate planned class size
  - Laboratory space that accommodates needed treatment tables and physical therapy equipment for planned class size; laboratory space will need appropriate water and electrical access that will meet the needs of lab activities. Lab space is typically dedicated space. Keep in mind that students will need access outside of class time for additional practice.
  - Anatomy lab (PT programs)
  - Research labs (for PT programs) that support the scholarly agendas of the core faculty
  - Storage: of laboratory equipment and supplies
  - Offices: space that ensures confidentiality
  - Space for dressing/locker room space, computer labs, student gatherings
  - Clinical education

Information collected from PT programs that developed programs indicated that startup costs for development through graduation of the charter class was between $750,000 and $1,000,000; not including any costs related to new buildings or renovations of existing buildings. These programs also reported that the annual budget for the year after initial accreditation
was granted was over $500,000 and included significant funding for continued equipment purchases.

Most common challenges or issues that will initially need to be overcome should the decision be to go forward with developing a program

Hiring a qualified program director Recruiting a qualified director is typically a difficult task due to the ongoing shortage of qualified program directors for both PT and PTA programs. A program director with expertise in curriculum development, accreditation requirements and academic administration is vital to the success of a new program. Because of the shortage of qualified program directors, it often takes institutions a year or more to hire a qualified person. Therefore, institutions must recognize that timelines will need to be flexible.

Setting realistic timelines Only after a qualified program administrator is hired can a realistic timeline be developed to achieve Candidacy status, which is the necessary precursor to matriculating students into the program. It is imperative that this timeline allow for the sufficient development of all aspects of the program that will meet CAPTE’s expectations for Candidacy. The timeline also needs to take into consideration the development of an Application for Candidacy. This document, which is the equivalent to a self-study report, describes the development to date in relationship to compliance with each required element. The timeline must be driven by what needs to be accomplished and not when the institution would ideally prefer to matriculate students.

Hiring qualified core faculty Because there is also a shortage of qualified faculty, recruiting qualified core (physical therapy educators) faculty will need to occur early during program development and could also impact the timeline for starting the program. Planning to utilize only local therapists with no experience in academia is inappropriate. The ability of the institution to attract and retain qualified faculty must be taken into account.

Obtaining sufficient clinical education sites Both PT and PTA programs must have sufficient numbers and varieties of clinical sites to ensure that students achieve expected program outcomes. It is important to have an abundance of available clinical education sites as staff shortages and competition from other physical therapy education programs may limit the number and quality of available clinical experiences. Local clinical facilities that are expressing a manpower shortage and encouraging the development of a program most likely will not be able to provide quality clinical education experiences as their staff have insufficient time to supervise students.

Because developing the clinical education component of the curriculum is a time consuming activity, the Director of Clinical Education/Academic Coordinator of Clinical Education (DCE/ACCE) is often the second person to be hired. Curriculum development in physical therapy education requires careful coordination of the classroom/laboratory and clinical components. Clinical education sites must be recruited and developed to provide the appropriate clinical experiences for the level of student preparation.

Qualified clinical instructors are essential to ensure sufficient clinical mentoring and teaching. Clinical education experiences are typically completed at clinical sites in the immediate geographic area for PTA programs and through integrated clinical education experiences for PT programs. In PT programs, terminal clinical education experiences are typically offered in a much wider geographic area. Sufficient time, personnel and budget will be needed to obtain and develop clinical education sites that will meet the needs of the program related to program and institutional mission, curricular expectations, curricular format, planned class size and needed state approvals.
What curricular issues should be considered?
What degree should be offered?

PTA: PTA programs are 2-year programs, typically offered over 5 semesters and award an associate’s degree for the physical therapist assistant.

PT: PT programs award the Doctor of Physical Therapy (DPT) degree. Click here for the current number of PTA and PT programs.

What curricular formats are options?

PTA: The two curricular format options that are utilized are an integrated, 2 year format or a 1+1 format, where the general education courses are taught in the first year and the technical PTA courses are offered in the second year. Admission requirements may vary depending on the format selected. Information regarding the frequency of these formats is available in the Aggregate Program Data.

PT: The following formats are options; for each, the professional phase of the PT program typically varies in length from 3 years to 4 years. Information regarding the frequency of these formats is available in the Aggregate Program Data.

4+3: Students are admitted into the program after completion of a baccalaureate degree.

3+3 programs: Students start the program after 3 years of undergraduate education, either at the institution or transferring from other institutions. Students are typically awarded a baccalaureate degree (in a field other than physical therapy) after successfully completing the first year of the professional physical therapist program. For this format, careful attention needs to be given to the courses required for admission into the professional program to ensure sufficient upper division prerequisite courses that will meet the accreditation expectations. The professional program typically varies in length from 3 years to 3.8 years.

Freshman Admit: Students are admitted into the program as freshman and are guaranteed a seat in the physical therapist program as long as they meet the progression policies developed by the program. The professional phase of the program could either begin in the 4th year (3+3 program) or in the 5th year, after the completion of a baccalaureate degree (in a field other than physical therapy). Freshman-admit programs often have transfer policies that allow students from other institutions or from other majors within the institution to be admitted into the first year of the professional program when space is available. For this format, careful attention needs to be given to the courses required in the 3rd undergraduate year to ensure compliance with accreditation standards, which requires that students entering the professional phase of the program have upper division courses in at least one content area.
Appendix A

**FINAL REPORT
of the
ad hoc Subcommittee of the Curriculum Committee

Preliminary Academic Considerations for the
Proposed Development of a Physical Therapy Program
At Transpotomac University

** Adapted with permission from a report utilized by a PT program during the very early stage of development
Introduction

Dr. Smith, the President of Transpotomac University (TU) has proposed the development of a Physical Therapy (PT) Program to begin two years from now. The projected total enrollment for the proposed PT program would be 250 full-time students across a 3-year professional curriculum. In response to this proposal, an ad hoc subcommittee was created by the Curriculum Committee in response to a request of the Executive Committee of the faculty. The subcommittee was charged with consideration of the following topics:

a. The compatibility of a physical therapy program with the college’s mission (compatibility of the program with our mission statement, fit of the PT curricular requirements with our General Education requirements, etc.);

b. The qualifications of the faculty for the new department (e.g., professional certification required, degree(s) required, etc.);

c. The identification of areas in our academic program that might require additional resources (use of existing courses in the proposed PT program, fit of program with general education requirements, etc.);

d. The impact of this program on the “culture of the college” (how does the “profile” of PT students fit with the existing Transpotomac student “profile”?; How will PT faculty integrate with the faculty culture?; etc)

The subcommittee met initially in June and subsequently on the dates indicated by the minutes. The subcommittee also presented information to and recorded concerns from the faculty at the September 5th and September 20th professional meetings of the faculty. In addition, in response to financial concerns expressed by the faculty, the subcommittee requested that President provide information to the faculty concerning financial issues, which he did on October 13th. Several subcommittee members also participated in a telephone conference on October 20th with the program director of an accredited physical therapy program; this program was chosen because of its similarities to TU, including type of institution, size and mission.

In addition, the information presented in this document was collected from and/or is based upon a variety of sources including the Standards and Elements for accreditation set forth by the Commission on Accreditation in Physical Therapy Education (CAPTE) entitled “Standards and Elements for Accreditation of Education Programs for the Preparation of Physical Therapists” (available at: www.capteonline.org); information gathered from four accredited PT programs; the Transpotomac University Strategic Plan; the Vice President and Controller of TU; and telephone conversations with the PT Lead Specialist at CAPTE.

Working Assumptions

In preparing this report, the subcommittee worked under the following assumptions:

- The college community has already committed itself to growth in the future as described in the Strategic Plan. The proposed physical therapy program was seen as a potential means to achieve this growth. The issue of whether the college should grow was not the charge of this committee and thus, information pertaining to general growth, although inextricably related to a PT program, was not addressed specifically in this report.

- Availability of dormitory space and student-to-faculty ratios, although relevant to the PT program, are not program-specific but are assumed to be issues regardless of the means with which we choose to increase our size.
Although financial uncertainties and realities present potential risks and are concerns of the subcommittee as it is composed of members of the TU community, the subcommittee focused on the specific charges it was given to address, which do not include these administrative issues.

The general education requirements which our students must fulfill are currently satisfactory in attaining a liberal arts education as previously voted upon by the faculty. That is, the subcommittee did not aim to specifically challenge, revise or endorse the previously approved general education requirements at TU.

First Charge: Consistency of a PT Program with the Mission of Transpotomac University and General Education Requirements

“a. The compatibility of a physical therapy program with the college’s mission (compatibility of the program with our mission statement, fit of the PT curricular requirements with our General Education requirements, etc.)”

The subcommittee approached this issue from four perspectives. Firstly, the subcommittee determined specifically whether the college’s mission statement is consistent with the goals and activities which would be associated with a PT program. Secondly, the subcommittee reviewed curricular requirements from a variety of currently accredited programs from institutions similar to TU to determine whether course requirements at these institutions would allow for a background in liberal arts education. Thirdly, the subcommittee determined whether the accrediting requirements set forth by CAPTE would preclude the goals of TU to provide students with a liberal arts background. Finally, the subcommittee considered whether the proposed PT program was consistent with other programs on campus, which could be considered “pre-professional” and “professional”.

The mission statement of Transpotomac University can be found on page 3 of the college catalog. Specifically relevant to the issue of a proposed PT program is the fact that, as found in the mission statement, the aim of the college is to provide a broad background that will enable students to have a broad vision, capable of making informed decisions, and prepared for a life of service to others. The college also aspires to pursue this mission within a community in which caring and concern for others is a core value. In addition, the college “affirm(s) the interrelatedness of liberal learning and the ideal of vocation”. These components of the mission statement appear to be consistent with a profession devoted to the care and service of others. Consistent with the goal of liberal learning in the TU mission statement is the CAPTE accreditation guidelines which state that “in addition to preparing practitioners, one goal of physical therapy education is to build on liberal education of the student by incorporating the concepts of responsible citizenship into the professional curriculum”. The CAPTE document continues by stating that “The professional program is built on a foundation of liberal arts, and social and basic sciences.” In fact, the accreditation Standards and Elements also stipulate that “Physical Therapy programs must be vital parts of the institutions in which they are located, and the existence of programs must be consistent with the institutional missions and resources.

Institutions that offer physical therapist education programs must do so because of their commitment to humanistic principles, scientific inquiry, and service to society.” In fact, CAPTE requires that any PT program seeking accreditation must reflect the mission of the institution as a whole and be an “integral part of the mission of the institution”. It becomes the onus of the institution to develop a PT program which fits the mission rather than vice versa. To this end, it
will be necessary for the PT Program Director work closely with the Director of General Education and the Curriculum Committee in developing a curriculum which guarantees the desired goals. These guidelines are consistent with the mission of Transpotomac University.

Perusal of the PT program requirements from four accredited freshman-admit physical therapy programs that are similar in size, type and mission to TU reveals that, although students are required to complete an extensive number of “pre-professional” courses, there appears to be sufficient elective hours outside the specific PT requirements for students to complete the general education requirements now in place at TU.

A number of successful programs already exist at Transpotomac University which could be characterized as “pre-professional” or “professional”. These already-existing programs require a substantial number of credit hours for courses within the major and still allow for students to fulfill the current general education requirements. Information reviewed suggests that a new PT program could be designed that would allow students to both fulfill the required pre-professional curriculum and TU’s mission for a liberal arts education.

**Second charge: Faculty for a PT Program**

b. The quality of the faculty to be hired for the new department (professional certification required, degree(s) required, etc.)

The preliminary faculty needs for a new PT program requesting Candidate for Accreditation status are set forth by CAPTE. Recognizing the obligation for the program to adhere to the most current requirements, which are updated after every CAPTE meeting, the program now plans to employ a Program Director at least 21 months and the second full time faculty member at least 12 months, prior to submission of the Application for Candidacy. The qualifications of the Program Director will, at a minimum, meet the expectations defined in the PT Standards and Elements.

At the time that the Application for Candidacy is submitted, at least three full-time core faculty must be in place (including the Program Director) as well as identification of sufficient, qualified faculty to implement the first two years of the program. The additional core faculty members will typically have full-time appointments and may or may not hold tenure or be in a tenure track position. It is assumed that one of the additional initial core faculty member would be the DCE and would be responsible for clinical education development, including developing clinical education sites.

The Department of Accreditation publishes Aggregate Program Data annually, including salary data. The most current data is available on CAPTE’s webpage (www.capteonline.org). Comparison of this data with faculty salaries at our institution indicates that salaries for PT faculty are higher. This reflects both a current shortage of the number of qualified faculty as well as the salary options for physical therapists in practice.

A general concern which the subcommittee addressed was the number of PT faculty which would be required for a department which would enroll approximately 250 full-time students. In order to retain the desired 16:1 student: faculty ratio across campus, the number of new faculty required for 250 new students on campus would be approximately 16. The subset of these 16 new faculty which would be required specifically in the PT department is somewhat uncertain. Dr. Pagliarulo informed the subcommittee that there are a total of 19 PT faculty for the program
at Ithaca College which enrolls approximately 480 students. Extrapolating to the targeted 250 student enrollment at Transpotomac University, that would result in approximately 10 faculty needed for the PT department (this number is similar to College Misericordia for a similar size program). The remaining 6 faculty would presumably be hired in departments across campus with emphases on those which support the PT program and the increase demand on general education courses which PT students would be required to take. The issue of additional supporting resources for a PT program is addressed in the following section of this report.

Third charge: Identification of Additional Resources

“c. The identification of areas in our academic program that might require additional resources (e.g.; use of existing courses in the proposed PT program, fit of program with general education requirements, etc.)”

The subcommittee discussed both PT-specific and non-specific resource requirements for a proposed PT program which would enroll 250 new students on campus. For example, it is essential to include with any growth at the college, increases in financial resources dedicated to maintenance, housekeeping, security, counseling and secretarial staff, dormitory and parking space, food services, and athletic and recreational needs. The subcommittee acknowledges these important needs and urges the administration to consider these as essential commitments to any program development, but considers these concerns as related but not specific to the PT program per se.

The resources needed specifically for a PT program include the necessary specialized faculty to provide the pre-professional training of PT students. The number and qualifications of such faculty additions much meet the accreditation Standards and Elements set forth by the CAPTE and were discussed in the previous section of this report. In addition to the PT faculty, it is expected that other faculty lines be created in departments which directly support the PT programmatic requirements. These departments would include, but are not limited to Biology, Chemistry, Physics and Psychology. Within these departments, it is expected that for an average of 50 PT students per year at least one half-time faculty position would be required. In addition, it is important to recognize that the liberal arts ideals must be upheld as essential to maintaining the integrity of the mission of Transpotomac University and thus to the training of students in the PT program at Transpotomac University. In this regard, departments which directly support the liberal arts general education mission such as English, Foreign Languages, Social Sciences and Art would require the creation of a complementary development as well.

Another specific resource which would require substantial investment of resources on an annual basis would be library holdings specific to PT and allied health information. These resources would include annually up-dated requisite monographs, serials within the discipline of PT and related allied health areas, and maintenance of relevant data bases (such as on-line index Medicus). These resources are somewhat distinct from more generalized areas within the liberal arts in that they involve medical and health-related information which may, in general, require more financial commitment than materials in other fields. The CAPTE accreditation Standards and Elements stipulate adequate library support for a PT program. The program director from an institution that is similar to Transpotomac University indicated that the library budget at Ithaca is approximately $25-30K annually.

In addition to the on-campus resources needed for the PT program, the subcommittee was concerned with the ability of the school and program administrator(s) to identify the required clinical training spaces necessary for students in the program. It is expected that, in any given year, 100 students would be utilizing clinical training sites. The accreditation Standards and
Elements require a defined the number of clinical sites. Without this number of quality clinical sites, it would be impossible for the proposed PT program to be accredited. Identification of and commitment from this number of sites is thus imperative for continuation of developing the proposed program.

The resources that this subcommittee has identified above are not exhaustive and should be considered minimum. It is the hope of this subcommittee that if Transpotomac University decides to create and develop a PT program, that it will strive to achieve excellence. To that end, it is hoped that the financial commitment to additional resources will allow the institution to go beyond the minimum which the subcommittee has identified.

**Fourth Charge: Potential Changes in the “Culture” of Transpotomac University**

“d. The impact of this program on the “culture of the college” (e.g.: how does the “profile” of PT students fit with the existing Transpotomac University student “profile”? How will PT faculty integrate with the faculty culture extant here? etc.)”

The response to this charge depends upon how one defines the “culture of the college” and the “profile” of students. The subcommittee approached this charge from two perspectives, again assuming that issues related to general growth were not PT-specific. The first perspective was the issue related to quality of students expected to enroll in a PT program. It was the consensus of the committee that, typically, PT students are more focused and generally better academically prepared than other students may be. Given the fact that the PT students will be required to be fully integrated within the general education framework of the campus (e.g., be enrolled in a number of courses with students from all other disciplines), and if one assumes that the description of PT students given above is accurate, the students enrolled in the PT program should have a positive influence across the entire campus.

There is some concern about the gender distribution which is likely in the pool of applicants for the PT program. Generally there is about a 2:1 female: male ratio among PT students. This may exacerbate the gender distribution inequity already prevalent at Transpotomac University. However, given the fact that the gender distribution is also reflected by the national statistics and is based upon preference of students rather than discrimination based upon gender, this may not be a problem which needs to be of much concern.

In terms of faculty integration, it is difficult to assess what impact a PT program will have on the existing “culture”. Certainly the faculty must realize that there will be salary disparity between faculty within and outside the PT department. To some extent, that kind of disparity already exists at some levels across departments on campus. It would be beneficial, given the information presented earlier in this report, that any new faculty which are hired for the PT program be fully aware of and subscribe to the ideals of a liberal arts education as an important and integral component of pre-professional training.

Given the predictions of the future demographics for PT, it appears that the utmost commitment will be essential for developing a viable and successful program. Factors that should be considered in the final decision process for moving forward:

- Can Transpotomac University attract qualified and experienced faculty, including a program director. The University will need to expect to recruit these individuals from across the country; local PT clinicians with limited or no academic experience will not be able to meet the majority of faculty needs.
• Will there be sufficient clinical education resources available to meet the needs of the program related to sufficient numbers, variety, level of practice, and quality of student supervision?