

Doctor of Physical Therapy Program Business Plan

Overview

The intent of this academic business plan, the accompanying implementation plan and budget overview is to outline the scope of work related to creating the Doctor of Physical Therapy (DPT) program.

1. Program Description

The Doctor of Physical Therapy (DPT) degree prepares graduates to practice as independent and contemporary physical therapists with high standards and ethical behavior who demonstrate the skills, knowledge, clinical reasoning, and differential diagnostics to enhance health and function of those they serve with an emphasis on rural and other vulnerable populations. The curriculum includes 118 credit hours offered over 9 consecutive semesters/terms. Graduates of this program are eligible to sit for the Federation of State Boards of Physical Therapy (FSBPT) state licensure examination to seek licensure in the state of their choice.

2. Enrollment Trends

This is a new program so no trends exist. Enrollment trends at established programs regionally and across the country remain strong. Applications and acceptances to accredited programs continues to far outnumber matriculation into these programs suggesting a continued demand for opportunities available to qualified candidates (applicants). Considering the reputation of Binghamton University and the relatively lower cost of tuition, this program is anticipated to be of significant interest regionally and nationally.

Context

1. Current Academic Unit

Two full time faculty, a Program Director and the Director of Clinical Education, have already been hired. The program, when at full capacity, will employ both tenure/tenure-eligible faculty, clinical non-tenure eligible faculty and adjunct faculty. The projected numbers are included below and are based on the enrollment of three cohorts of 60 students each (n=180). See below for future hires.

2. Enrollment Plan

The table below reflects the anticipated enrollment in the DPT program. Because of the lockstep design of the program, students are required to complete all coursework in the semester and year as indicated in the curriculum plan. Therefore, students must also be full-time throughout the program. This program was initially designed for a targeted cohort size of 40 full time students. We recognize that the physical space, scheduling and pedagogical strategies will permit the program to increase cohort size to 60 assuming other resources (instructional faculty, budgetary, teaching/learning resources and equipment) are made available. Our strategy is to target an initial cohort size of 30 students and intentionally increase size over a period of years until reaching a maximum of 60 students. Although we do not anticipate difficulty in seating an initial cohort of 30 students, if we do experience a lower than expected applicant pool we will both increase, intensify and modify our marketing and enrollment strategies. For example, there is a significant number of undergraduate students at Binghamton University with academic plans to pursue a graduate degree in physical therapy. We can consider early acceptance articulation agreements with BU students enrolled in academic programs that prepare them for success in this program. With a desire to seek a diverse student body with varying undergraduate experiences, we hope to enroll students from a variety of undergraduate institutions and not just students from Binghamton University. If factors such as being labelled at the "Candidacy" stage in the accreditation process or being a new program in general limits our applicant pool we can increase the acceptance rates of students currently enrolled at Binghamton University who are planning to pursue PT education. Once we earn full accreditation status and become an established program with a strong reputation, we can shift enrollments back to the original plan that seeks diverse backgrounds within the student cohort. If target enrollments and program expansion goals are not met, the faculty hiring plan can be modified and marketing to regional 4-year institutions at formal graduate/employment fairs will be increased. The College of Nursing and Health Sciences is in the early stages of developing enrollment pipelines with Historically Black Colleges and Universities which would help with both enrollment targets and diversity goals.

Year	Anticipated enrollments			Total FTE
	Professional Year 1	Professional Year 2	Professional Year 3	
1	30	0	0	30
2	40	30	0	70
3	60	40	30	130
4	60	60	40	160
5	60	60	60	180
6	60	60	60	180
7	60	60	60	180

3. Support Services

The Decker College of Nursing and Health Sciences Graduate Advising Office works to ensure students have access to the resources that they need to succeed academically and personally. Our professional advising staff also works with faculty to help students transition to the rigor of graduate level college coursework, and progress to graduation in a timely fashion. The wellbeing of our students is a priority. Academic support services continue to be adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. In anticipation of the growth in graduate students related to the development of several new programs, there has been an increase in the staff in student support services to be prepared to serve a larger number of students with more diversity of degree programs. The lead administrator for student support services participated in the external review process and has met with the Program Director of the developing DPT program in preparation for the program. All students will also be assigned a faculty member that will serve as their academic advisor throughout their three years in the program.

4. Benefits

The DCONHS, following a strategic initiative aligned with the University’s Roadmap to Premier, is growing in its size, scope and campus footprint as educational degree programs increase from its roots in nursing. When all new planned programs have been launched, DCONHS and Binghamton University will be offering a broad and balanced number of professional health services degree programs. Building from the strong reputation of the Decker School of Nursing and Binghamton University, DCONHS is well positioned to become a regionally recognized provider of health science degree programs. Working collaboratively with programs in the College, across the University, and in collaboration with our Greater Binghamton community partners, we will be able to contribute significantly to meeting the health care needs of the region as well as contributing to the knowledge base of our fields. The DPT program has been designed to contribute to these outcomes. This program will embrace the commitment to rural and at-risk populations and seek ways to support and serve these communities. Finally, the presence of the DPT program and students will enhance the current Interprofessional Education program at Binghamton.

5. Mission and Graduate Learning Outcomes of DPT

Mission (draft)

This mission of the Division of Physical Therapy is to prepare graduates who are patient-centered critical thinkers that embrace evidence-based practice and a commitment to lifelong learning to provide the highest level of care for the patients and clients that they serve. The program is committed to: being socially responsible, utilizing the collective expertise of the faculty in collaboration with our students to meet the broader needs of our community; engaging in research and scholarly activities that advance physical therapy practice and education; and providing formal post-professional programs and continuing education opportunities for the physical therapist seeking to develop expertise and advance their career.

Goals (draft)

Graduate of the program are prepared to:

- a) Provide patient/client-centered, evidence-based physical therapy services (examination, evaluation, diagnosis, prognosis and intervention) aimed at maximizing the function, health and quality of life of those served in a variety of practice settings and populations (EPA 1, 2, 3)
- b) Become future leaders in physical therapy that utilize assessment, data, feedback and relevant inputs to enhance and improve healthcare as clinicians, administrators, educators, consultants, and advocates. (EPA 4, 5)
- c) Participate actively in the multidisciplinary health care team utilizing effective communication skills and demonstrating ethical (APTA Code of Ethics) and professional (APTA Core Values) behaviors while adhering to all legal practice standards. (EPA 6)
- d) Act as moral agents, to advance knowledge, to improve healthcare, to promote health and to minimize the impact of disability and dysfunction in individuals, families and communities, with an emphasis on rural and other vulnerable populations through clinical practice, outreach and research. (EPA 7)

Mission, Vision, and Goals of the University

Binghamton University is an institution dedicated to higher education, one that combines an international reputation for graduate education, research, scholarship, and creative endeavor with the best undergraduate programs available at any public university.

Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities.

6. Anticipated Revenues and Expenses

Some critical information that might help to clarify how we are predicting expenses as we move forward from the date of this Business Plan.

- a) We currently have two faculty and 1/4 of the salary of the Administrative Assistant of the planned staff cohort when fully built out. The Dean has recently begun a discussion of hiring an additional secretary (part of the Decker College growth plan) in the near future to support program development of which we would also share in the cost with the developing Occupational Therapy and Speech-Language Pathology programs. We have also begun the process of launching a search for a research faculty member now that fiscal support for the research lab has been secured and a campus location has been identified. Therefore, predicting salary costs for faculty and staff, even for next year, is a bit of a moving target.
- b) When we eventually submit our Application for Candidacy (12/23) we are required to have all faculty contractually hired and committed. They do not need to be on the payroll but must be contractually obligated with a start date. Making accurate predictions of salaries 1-3 years down the road is totally dependent upon SUNY and NYSED approvals, CAPTE (accreditation) timelines, success of faculty searches, initial salaries, etc.
- c) Prior to the CAPTE accreditation site visit, we must have purchased all instructional resources and equipment. At the time of the visit we must demonstrate “readiness” to enroll a class in three weeks whether we plan to start that quickly or not. Expenses for start-up equipment are significant and are primarily related to equipping teaching labs where students learn and practice clinical skills. Of course, we do not want to buy equipment and let it sit for three years so purchasing (and expenses incurred) will be made as close to the date needed as possible. Therefore, it is difficult to predict *when* these expenses will occur. In addition, price estimates are at today’s dollars or price quotes. We are also in the early planning stages of applying for another external grant to support some of these purchases.

We hope that these financial predictions are received by reviewers as "good faith estimates" and represent accurate predictions and estimates. We will work closely with other developing programs (OT, SLP), the School of Nursing, and campus finance/purchasing, etc. to ensure that we are good stewards of the financial resources of this institution.

**SUNY Program Expenses Table
DPT**

Program Expense Categories	Before Start	Year 1 (AY 24-25)	Year 2 (AY 25-26)	Year 3 (AY 26-27)	Year 4 (AY 27-28)	Year 5 (AY 28-29)	Totals
Personnel	\$2,876,455.50	\$1,580,176.50	\$2,102,995.27	\$2,286,801.74	\$2,321,017.78	\$2,366,118.13	-
Library	\$0	\$15,730.00	\$23,370.00	\$34,830.00	\$35,440.00	\$38,620.00	-
Fees ¹	\$18,500.00	\$18,450.00	\$29,550.00	\$48,450.00	\$57,400.00	\$64,700.00	-
Maintenance and Operations	\$55,000.00	\$35,500.00	\$36,210.00	\$36,934.20	\$37,672.88	\$38,426.34	-
Capital Expenses ²	\$1,021,884.29	\$0	\$0	\$0	\$0	\$0	-
Sum of Rows	\$3,971,839.79	\$1,649,856.50	\$2,192,125.27	\$2,407,015.94	\$2,451,530.66	\$2,507,864.47	\$15,180,232.63
Projected Revenues							
Tuition & Fees		\$1,019,510.00	\$2,254,380.00	\$4,116,320.00	\$5,028,020.00	\$5,635,820.00	\$18,491,316.09
External grant	\$437,266.09						
Bing Foundation faculty bridge contribution	\$433,000.00 <small>(20-21)</small> \$567,000 <small>(21-22)</small>						
Group 3	\$128,685.00						
Total	\$1,556,951.09	\$1,019,510.00	\$2,254,380.00	\$4,116,320.00	\$5,028,020.00	\$5,635,820.00	\$18,491,316.09

Table 1 Financial Projections

Tuition Revenues	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Cohort admit target									30	40	60	60	60
Total Enrollment							0	0	30	70	130	160	180
Out-of-State Enrollment	10%						0	0	3	4	6	6	6
In-State Enrollment	90%						0	0	27	66	124	154	174
Full-time In-State Tuition	\$ 24,390						\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00	\$ 24,390.00
Full-time Out-of-State Tuition	\$ 32,160						\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00	\$ 32,160.00
Summer tuition	\$ 6,000						\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Summer tuition revenue							\$ 180,000.00	\$ 420,000.00	\$ 780,000.00	\$ 960,000.00	\$ 1,080,000.00	\$ 1,080,000.00	\$ 1,080,000.00
Full-time In-State Tuition Revenue							\$ -	\$ -	\$ 658,530.00	\$ 1,609,740.00	\$ 3,024,360.00	\$ 3,756,060.00	\$ 4,243,860.00
Full-time Out-of-State Tuition Revenue							\$ -	\$ -	\$ 96,480.00	\$ 128,640.00	\$ 192,960.00	\$ 192,960.00	\$ 192,960.00
Total Tuition Revenue							\$ -	\$ -	\$ 935,010.00	\$ 2,158,380.00	\$ 3,997,320.00	\$ 4,909,020.00	\$ 5,516,820.00
Faculty/Staff Expenditures	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Faculty/Staff Hiring Costs		\$0.00	(\$3,000.00)	(\$3,000.00)	(\$3,000.00)	\$0.00	(\$14,500.00)	(\$9,000.00)	(\$13,000.00)	\$0.00	\$0.00	\$0.00	\$0.00
Faculty/Staff salary Costs		\$0.00	\$0.00	(\$140,454.00)	(\$243,971.72)	(\$367,918.69)	(\$480,164.74)	(\$1,379,436.35)	(\$1,493,176.50)	(\$2,020,995.27)	(\$2,210,801.74)	(\$2,255,017.78)	(\$2,300,118.13)
Faculty Start-up Costs	(\$10,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	(\$10,000.00)	\$0.00	(\$30,000.00)	(\$20,000.00)	(\$20,000.00)	(\$10,000.00)	\$0.00	\$0.00
Faculty Professional Development	(\$2,000.00)	\$0.00	\$0.00	(\$2,000.00)	(\$4,000.00)	(\$6,000.00)	(\$8,000.00)	(\$22,000.00)	(\$24,000.00)	(\$32,000.00)	(\$36,000.00)	(\$36,000.00)	(\$36,000.00)
Adjunct Faculty		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Director Stipend	(\$15,000.00)	\$0.00	\$0.00	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)
Department Chairs Stipend	(\$15,000.00)	\$0.00	\$0.00	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)	(\$15,000.00)
Total Faculty Expenditures		\$0.00	(\$3,000.00)	(\$175,454.00)	(\$280,971.72)	(\$413,918.69)	(\$532,664.74)	(\$1,470,436.35)	(\$1,580,176.50)	(\$2,102,995.27)	(\$2,286,801.74)	(\$2,321,017.78)	(\$2,366,118.13)
Library Expenditures	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Library acquisitions		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$10,000.00)	(\$10,000.00)	(\$10,000.00)	(\$10,000.00)	(\$10,000.00)
AccessPhysio/Davis (@ startup enrollment)	\$191.00								(\$5,730.00)	(\$13,370.00)	(\$24,830.00)		
AccessPhysio/Davis (@ full enrollment)	\$159.00											(\$25,440.00)	(\$28,620.00)
Total Library Expenditures		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$15,730.00)	(\$23,370.00)	(\$34,830.00)	(\$53,440.00)	(\$58,620.00)
Maintenance and Operations (M&O)	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Projected NSOP not reported on other lines		\$0.00	\$0.00	\$0.00	(\$10,000.00)	(\$10,000.00)	(\$15,000.00)	(\$20,000.00)	(\$35,500.00)	(\$36,210.00)	(\$36,934.20)	(\$37,672.88)	(\$38,426.34)
Total Maintenance and operations		\$0.00	\$0.00	\$0.00	(\$10,000.00)	(\$10,000.00)	(\$15,000.00)	(\$20,000.00)	(\$35,500.00)	(\$36,210.00)	(\$36,934.20)	(\$37,672.88)	(\$38,426.34)
Fees	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Initial Accreditation Fees		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$5,000.00)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CAPTE Annual Fees		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)	(\$6,000.00)
Annual fee ACAPT	(2500.00)				\$0.00	\$0.00	\$0.00	(\$2,500.00)	(\$2,500.00)	(\$2,500.00)	(\$2,500.00)	(\$2,500.00)	(\$2,500.00)
Annual fee NPTE	(500.00)								(\$500.00)	(\$500.00)	(\$500.00)	(\$500.00)	(\$500.00)
Annual fee CPI	(2000.00)								(\$2,000.00)	(\$2,000.00)	(\$2,000.00)	(\$2,000.00)	(\$2,000.00)
Evaluate Clinical tracking/assessment	(145.00)					\$0.00	(\$5,000.00)	(\$5,000.00)	(\$4,350.00)	(\$10,150.00)	(\$18,850.00)	(\$23,200.00)	(\$26,100.00)
Examsoft	(85.00)								(\$2,550.00)	(\$5,950.00)	(\$11,050.00)	(\$13,800.00)	(\$15,300.00)
PEAT Practice exam	(100.00)										(\$3,000.00)	(\$4,000.00)	(\$6,000.00)
Student malpractice insurance	(35.00)								(\$1,050.00)	(\$2,450.00)	(\$4,550.00)	(\$5,600.00)	(\$6,300.00)
Total Fees		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	(\$18,500.00)	(\$18,450.00)	(\$29,550.00)	(\$48,450.00)	(\$57,400.00)	(\$64,700.00)
Startup costs	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Educational equip. purchases - Group 3					(128,685.00)								
Start up non-Group 3								(455,933.20)					
Motion Analysis Lab equipment - Decker					(437,266.09)								
Total Costs		\$0.00	\$0.00	\$0.00	(\$565,951.09)	\$0.00	\$0.00	(\$455,933.20)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
State Funding, Fundraising, Fees	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
State Support (G1.Professional)		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Fundraising over 7 years		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00
(Proposed) Simulation Lab Fee - Fall	\$300/semem	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$12,000.00	\$18,000.00	\$18,000.00	\$18,000.00
(Proposed) Simulation Lab Fee - Spring	\$300/semem	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$12,000.00	\$18,000.00	\$18,000.00	\$18,000.00
(Proposed) Anatomy Lab Student Fees	\$550/student	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,500.00	\$22,000.00	\$33,000.00	\$33,000.00	\$33,000.00
Total Funding		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$84,500.00	\$96,000.00	\$119,000.00	\$119,000.00	\$119,000.00
Other revenue sources	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Group 3 funding					\$128,685.00								
Decker Grant					\$437,266.09								
Binghamton Foundation						\$567,000.00							
Total Revenue		\$0.00	\$0.00	\$0.00	\$998,951.09	\$567,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Final Summary (Factoring in Funding)	Base	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Total Revenue		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,019,510.00	\$2,254,380.00	\$4,116,320.00	\$5,028,020.00	\$5,635,820.00
Total Expenditures		\$0.00	(\$3,000.00)	(\$175,454.00)	(\$290,971.72)	(\$423,918.69)	(\$547,664.74)	(\$1,964,869.55)	(\$1,649,856.50)	(\$2,192,125.27)	(\$2,407,015.94)	(\$2,451,530.66)	(\$2,507,864.47)
Final Net		\$0.00	(\$3,000.00)	(\$175,454.00)	(\$290,971.72)	(\$423,918.69)	(\$547,664.74)	(\$1,964,869.55)	(\$630,346.50)	\$62,254.73	\$1,709,304.06	\$2,576,489.34	\$3,127,955.53

7. Marketing, Recruiting, and Promotion

Although it is likely that a majority of students will be drawn from New York State and the northeast region, it is not by intentional design, targeted recruitment or marketing plans. The program hopes to enroll students from a variety of geographic origins in an effort to maximize the diversity and enhance the quality of the learning experience. Historically, there is a significant contingent of students at Binghamton University with plans to pursue a physical therapy degree after graduation. It is expected that many of these students will apply to this program. Although there are no plans to offer priority consideration to these students, we would expect that geographic origins of students matriculating into this program would be similar to undergraduate geographic origin data. We anticipate the academic origins of the expected student body to be primarily immediately post-baccalaureate with a health science preprofessional (pre-med, exercise science, biology, health sciences, etc) degree. We also expect there will be some applicants/students for which physical therapy is a discovery career and have an unrelated undergraduate degree but have met the prerequisite coursework requirements.

We will utilize current marketing efforts of both the University as well as Decker College which includes both print and digital media. We will market the program to regional 4-year institutions in the New York-Pennsylvania region. Once we achieve accreditation, the program will get “passive” marketing via the APTA website that lists accredited programs for students interested in applying programs. Similar to the “Common App”, we will be using PTCAS (Common Application for PT) where students can apply to multiple programs, of which Binghamton will be listed. Finally, the Decker College is in early stages of planning ways to align with HBC’s to create a pipeline of applicants/students for the program.

8. Faculty and Staff hiring plan for the DPT Program

The planned faculty and staff at full operating capacity is presented in the table below. We are required to employ a faculty with the breadth and depth of expertise to deliver the required content of the curriculum. CAPTE accreditation standards require that all faculty demonstrate contemporary expertise in the content area that they deliver. Therefore, it is difficult for a faculty member to demonstrate contemporary expertise across multiple content and practice areas. The hiring plan is based on a full cohort of 60 students and three years (n=180) in order to attain an appropriate student to faculty ratio to deliver the curriculum and to achieve the intended outcomes. There is some ability for scalability using delayed start dates to reduce the number of faculty until full enrollments are achieved.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title) Per Table Sec 3	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications, licenses and professional experience in field
Part 1. Full-Time Faculty					
* Michael Buck PT, PhD Program Director/Associate Professor	100%	1,3,6,8,9,11,13, 20,21,27,34,35	PhD Touro Univ Intl MS Arcadia Univ	Educ Admin Physical Therapy	A.T.C., Cert MDT, CSCS
Kristen Mooney PT, DPT, NCS Dir of Clinical Education/Clin Asst Prof	100%	DPT-600, 626, 692, 630, 656, 694, 696, 680	DPT with ABPTS	Physical Therapy DPT	Primary responsibility for Clin Education courses and program. Can teach in other courses based upon clinical expertise
Part 2. Part-Time Faculty					
TBH-Part-time – pool of 8-10 local clinicians	100%	Multiple – any/all	BS thru DPT with demonstrated clinical expertise (ABPTS)	Physical Therapy BS thru DPT	Advanced expertise of credential in area of teaching assignments. These faculty will teach in labs or guest lecture primarily.
Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date)					
TBH1 - NTE Assistant Director of Clinical Education – 12-month position	100%	DPT-600, 626, 692, 630, 656, 694, 696, 680 plus other courses pending clinical specialty	DPT, with ABPTS	Physical Therapy DPT	Primary responsibility for Clin Education courses and program. Can teach in other courses based upon clinical expertise
TBH2 - TE – 1 (Research)	100% 20-30% teaching	DPT-612, 641, 699; plus other courses pending research area	PhD BS thru DPT	Biomechanics or related field; BS thru DPT	This faculty member will be primarily research focused and will head the motion analysis lab. This faculty member will also be required to mentor other faculty in their scholarly agenda.
TBH3 - TE – 2 (Neuro)	100%	DPT-644, 645, 650, 651, 672	PhD/EdD/DSc BS thru DPT ABPTS-preferred	Neuro related Physical Therapy BS thru DPT	ABPTS in neuro would be preferred
TBH4 - TE – 3 (MSK/Ortho)	100%	DPT-610, 613, 615, 616, 621	PhD/EdD/DSc BS thru DPT	Ortho related Physical Therapy BS thru	ABPTS in ortho or sports would be preferred

		623, 624, 642, 643, 652, 670, 671	ABPTS-preferred	DPT	
TBH5 - TE – 4 (Admin)	100%	DPT-655, 660, 674, 680; plus others based on clinical expertise	PhD/EdD/DSc pref DPT ABPTS-preferred	Variable Physical Therapy BS thru DPT	MBA or clinical management and leadership experience.
TBH6 - TE – 5 (Cardio/Integ)	100%	DPT-611, 620, 622, 623, 624, 654,	PhD/EdD/DSc BS thru DPT ABPTS-preferred	E-Phys /Cardio Physical Therapy BS thru DPT	ABPTS preferred
TBH7 – TE - 6 (Acute/Geri/Integ)	100%	DPT-611, 615, 616, 620, 622, 624, 646, 647, 653	PhD/EdD/DSc BS thru DPT ABPTS-preferred	Acute/Geri related BS thru DPT	
TBH8 – TE - 7 (Neuro/Pediatrics)	100%	DPT-613, 614, 644, 645, 650, 651, 670, 672, 673	PhD/EdD/DSc BS thru DPT ABPTS-preferred	Neuro or Peds related BS thru DPT	ABPTS in neuro or peds would be preferred
TBH9 – TE - 8 (MSK/Ortho)	100%	DPT-610, 613, 615, 616, 621, 623, 624, 642, 643, 652, 670, 671	PhD/EdD/DSc BS thru DPT ABPTS-preferred	MSK/Ortho related BS thru DPT	ABPTS in ortho or sports would be preferred
TBH10 – TE - 9 (Anatomy)	50-100%	DPT-601, 611, 644,	PhD BS thru DPT preferred	Anatomy BS thru DPT preferred	Demonstrated experience in teaching human anatomy for clinicians should have PhD in anatomy or related field. Does not have to have PT license.
TBH11 - NTE – 1 – (Pediatrics/Neuro)	100%	DPT-614, 623, 645, 650, 651, 670,673	PhD/EdD/DSc- pref DPT ABPTS-preferred	Physical Therapy	Clinical specialization in Peds. Can teach in other courses relevant to their expertise
TBH12 - NTE – 2 – (Geri/Acute)	100%	DPT-611, 615, 616, 620, 622, 624, 646, 647, 653	PhD/EdD/DSc- pref DPT ABPTS-preferred	Related field Physical Therapy	Clinical experience in acute care, home care, SNF, rehab, etc.
TBH13 - NTE – 3 – (Prof Dev, Psych/Soc)	100%	DPT-600, 614, 625, 626, 647, 656,676	PhD/EdD/DSc- pref DPT ABPTS-preferred	Related field Physical Therapy	Experience in rural health, underserved and at risk populations with special interest in developing students professional behaviors and attitudes
TBH14 - NTE – 4 - (Ortho/Neuro)	100%	DPT-610, 613, 615, 616, 621, 623, 624, 642, 643, 652, 670, 671 -or- 644, 645, 650, 651, 672	PhD/EdD/DSc- pref DPT ABPTS-preferred	Related field Physical Therapy	ABPTS in ortho or sports would be preferred

ABPTS = American Board of Physical Therapist Specialties – Cardiovascular & Pulmonary, Clinical Electrophysiology, Geriatrics, Neurology, Oncology, Orthopedics, Pediatrics, Sports, Women’s Health, Wound Management

9. Project Implementation Team

The program currently has two faculty members that have been hired. The Program Director has primary responsibility to oversee the budget, purchasing, hiring and general development. The Director of Clinical Education is primary responsibility for identifying and securing a significant number of clinical placements for our students. In order to achieve initial accreditation, we must have 150% of the required clinical experiences in place. Based on a target cohort size of 60 students, we will need to have a minimum of 90 contracts in place. This is a significant amount of effort required. To date, the DPT program has received 81 signed letters of intent to affiliate with a developing program. This early and significant level of support demonstrates the commitment and excitement in the local community for the development of this program. Once we establish the initial 90 contracts, she will be working to continually increase the diversity of settings and opportunities for our future students.

We have also created an external advisory board to provide guidance as we develop this program. The Board consists of representatives from stakeholder groups from across all aspects of the program including 2 physicians, local clinicians, local clinical managers and the head of HR for a large PT private practice corporation with over 70 locations. This group has already met twice and plans to meet at least annually.

We have solicited the interest of local clinicians that represent a variety of clinical expertise to serve as consultants regarding development of curriculum, courses, and program policies. All of these clinicians have expressed interest in teaching in the program and 8 of them are matriculated into either the PhD or EdD programs at Binghamton University.

We are also utilizing input from the Dean and the other two developing (OT, SLP) and established programs (MPH) directors for input and suggestions.

10. Program Design Planned Course Sequence

Year 1

Course Title	Credits	Proposed Course #
SUMMER		
Professional Development I – Learning & Teaching	2	DPT-601
Clinical Human Anatomy	6	DPT-600
Semester/Term required credits:	8	
FALL		
Kinesiology & Applied Biomechanics	3	DPT-610
Cardiopulmonary I – Exercise Physiology	3	DPT-611
Evidence Based Practice I	3	DPT-612
Prof Dev II – Clinical Reasoning	2	DPT-613
Intro to Psychosocial Aspects of Rehab - ICE 1	3	DPT-614
Clinical Examination Skills	2	DPT-615
Integumentary I: Pt Management and Mobility	2	DPT-616
Semester/Term required credits:	18	
SPRING		
Cardiopulmonary II – Clinical Mgmt of the Cardiopulm Pt	4	DPT-620
Musculoskeletal I – Examination Skills	4	DPT-621
Special Populations I – Clin Mgmt of High Acuity Pt	3	DPT-622
Essentials of Therapeutic Exercise	2	DPT-623
Differential Diagnosis	3	DPT-624
Special Pops II – Clin Consideration in Older Adult ICE 2	2	DPT-625
Interprofessional Education (IPE): Comm, Values, Ethics	0	DPT-626
Semester/Term required credits:	18	

Year 2

Course Title	Credits	Proposed Course #
SUMMER		
Clinical Education I	4	DPT-692
Prof Development III	2	DPT-630
Semester/Term required credits:	6	
FALL		
Evidence Based Practice II	2	DPT-641
Physical Agents & Electrotherapeutic Modalities	2	DPT-642
Musculoskeletal II	4	DPT-643
Advanced Psychosocial Aspects of Rehabilitation	3	DPT-644
Foundations of Neuromuscular Rehabilitation I (Central)	3	DPT-645
Integumentary II	2	DPT-646
Special Populations III – Rural and At-Risk Populations	1	DPT-647
Semester/Term required credits:	17	
SPRING		
Foundations of Neuromuscular Rehabilitation II (Periph)	3	DPT-650
Neurorehabilitation I (Central)	4	DPT-651
Musculoskeletal III	4	DPT-652
Integumentary III – Prosthetics & Orthotics	2	DPT-653
Spec Pops IV: Health & Wellness	2	DPT-654
Health Care Systems	2	DPT-655
IPE - Roles & Responsibilities	0	DPT-656
Semester/Term required credits:	17	

Year 3

Course Title	Credits	Proposed Course #
SUMMER		
Clinical Education II	5	DPT-694
Introduction to Clinical Management	2	DPT-660
Semester/Term required credits:	7	
FALL		
Management of Complex Patient	2	DPT-670
Musculoskeletal IV: Spine and Adv Manual Therapy	3	DPT-671
Neurorehabilitation II (SC & Periph)	4	DPT-672
Spec Pops V: Pediatrics	3	DPT-673
Clinical Administration, Marketing, Management	3	DPT-674
Evidence Based Practice III – Capstone	2	DPT-699
IPE III - Teamwork & Team-based Practice	0	DPT-676
Semester/Term required credits:	17	
SPRING		
Clinical Education III	8	DPT-696
Prof Development IV - Capstone	2	DPT-680
Semester/Term required credits:	10	
Total degree credits required	118	