1. School/College and Department/Unit
   University of Hawai'i Hilo (UHH)/College of Pharmacy (CoP)/Department of Physical Therapy

2. Chair/Convener of Planning Committee
   Ronald T. Taniguchi, PharmD, MBA

3. Program Category: _X_ New ___ Modified ___ Interdisciplinary

4a. Degree or Certificate Proposed:
   Doctor of Physical Therapy (DPT)

4b. List similar degrees or certificates offered in UH System:
   There are no similar degrees offered within the UH System.

5. Planning
   a. Planning period (not to exceed one year or reapplication is necessary)
      Less than one year from the date of this submission.
   b. Activities to be undertaken during the planning phase
      • Complete the Full Program Proposal and Program Change Request
      • Secure short to medium term funding and establish procedures to maintain long term program funding
      • Attend Commission on Accreditation in Physical Therapy Education (CAPTE) Developing Program Workshop
      • Begin preparation of the candidacy application for CAPTE
      • Establish Physical Therapy Program Advisory Panel
      • Secure letters of support from clinical education partners
      • Develop Program mission, goals, and objectives
      • Develop Program assessment and planning processes
      • Develop Program policies and procedures
      • Develop Program facility, equipment, technology, and materials acquisition plan
      • Develop Program curriculum plan, including course development
      • Develop Program curriculum evaluation plan
      • Develop Program marketing plan and materials
      • Develop faculty recruitment plan
      • Establish/Create UHH catalogue entries
   c. Submission date of program proposal
      One year after authorization is obtained.
   d. Workload/budget implications during planning period
      Planning will be conducted by Dr. Taniguchi as part of his regular CoP duties and Dr. Janet Crosier, physical therapist consultant. Financial support will be provided through a grant awarded by the U.S. Department of Education.

6. Program Description (Objectives and relationship to campus mission and strategic plan)
   The Doctor of Physical Therapy Program is a three year full-time professional graduate degree program (90 credit hours minimum) that will meet or exceed all of the Commission on Accreditation in Physical Therapy Education (CAPTE) requirements preparing graduates to be autonomous, evidence-based doctors of physical therapy, clinical researchers, and administrators of clinical practice. Additionally, the program will advance the practice of physical therapy while serving the societal needs of Hawai'i Island, the State of Hawai'i and the Pacific Basin. The program will embrace the cultural diversity and unique clinical opportunities at the UHH and the island communities.

   Program Objectives: The program will:
   • Admit qualified students from Hawai'i, the Mainland and other countries.
   • Provide all the educational requirements as set forth by CAPTE for the education of physical therapists in the United States.
• Provide outstanding faculty skilled in teaching, research, and service to provide instruction, guide research projects, and mentor the students. The faculty will conduct their own research and other scholarly activities in their area(s) of interest.
• Provide an evidence-based curriculum that includes creative and effective teaching methods, mentoring, laboratory instruction, and clinical education experiences.
• Prepare program graduates with the requisite knowledge, skills, and professional behaviors required to pass the national licensure examination, practice as generalists in physical therapy, be life-long learners, and to recognize and respond to societal needs.

Graduate Objectives: The graduates of the program will:
• Demonstrate values and behaviors consistent with the Core Values of the Profession.
• Demonstrate excellence in clinical reasoning skills.
• Use, evaluate, integrate, and contribute to evidence-based practice.
• Demonstrate excellence in patient/client management skills.
• Promote health and quality of life through education, service, and professional practice.
• Provide culturally competent care in all practice settings and participate in the case management process.
• Manage human, financial, and other resources associated with physical therapy practice.
• Provide culturally competent education and consultation.
• Advocate for the health and wellness needs of society.
• Successfully pass the national licensure examination.

Strategic Plan, University Mission, and Service to the University and Community:
The proposed graduate program is in alignment with UH System Strategic Goals and with the UH Hilo mission
UH Goal 1: Educational Effectiveness and Student Success: This program will enable residents of Hawai’i to stay within their state to attain the DPT degree. Because physical therapy is a “hands-on” profession, faculty works closely with the students in the classroom, physical therapy laboratory, and clinical environments to assure student success. The program will be demanding and include service learning projects to integrate the developing professional with the community and a research project to promote ongoing clinical research by program graduates.

UH Goal 2: A Learning, Research, and Service Network: The program will include a research program that will be guided by the faculty. Distance learning opportunities in physical therapy are rapidly expanding and the program will take full advantage of this technology to expand physical therapy education across the island counties and the Pacific Basin. Students will provide services to the community through service learning projects designed to grow their professional values and behaviors and through clinical education experiences in physical therapy clinics statewide.

UH Goal 3: A Model Local, Regional, and Global University: The diversity of the islands provides challenges and opportunities that will make this program unique among all physical therapy programs in the country. The program will create a link between the University and the underserved and hard to reach populations through compassionate pro bono physical therapy services. It will attract highly qualified local, Mainland and international students.

UH Goal 4: Investment in Faculty, Staff, and Their Environment: The program will recruit physical therapy clinicians and educators who are leaders in the field for on-campus, distance learning, and clinical education faculty. A CAPTE program requirement is to facilitate the growth of local physical therapists as clinical educators and, where desired, assist in their development into instructional and research faculty. To this end, a faculty physical therapy clinic will be explored.

UH Goal 5: Resources and Stewardship: A CAPTE requirement is the program will monitor program policies, procedures, and outcomes for effectiveness on an ongoing basis, including the stewardship of resources made available to the program. The program will also initiate a graduate alumni program to allow practicing physical therapists the opportunity to give back to the University. Faculty will seek and obtain grants wherever possible to assist in research funding.

Additionally, the program is consistent with the mission and objectives, Goal 1 in particular of the Hilo campus as described:

UH/H Mission: The mission statement includes the following, “Selected graduate degree programs are also offered where need warrants and the University has strong expertise. UH Hilo offers “hands-on” learning, service, and leadership opportunities and especially encourages close student-faculty interaction and collaboration on research projects.” The program is a perfect fit with this section of UHH’s mission statement due to the interactive, hands-on nature of physical therapist education as previously described.

UHH Goal 1: Goal 1 includes, “UH Hilo helps ensure that the people of Hawai‘i have access to opportunities for personal growth and career advancement through programs of higher education appropriate to our unique location.” There is a national shortage of physical therapists, which impacts service delivery, especially in
states like Hawai'i where there are no physical therapist programs. Hawai'i has become dependent on expensive temporary physical therapist contractors to provide much needed services, especially in the long-term geriatric care facilities. The program will improve access to physical therapy services and increase the quality of care provided to the residents of Hawai'i.

7. Program Justification (Needs and Rationale. Include, as appropriate, internal and external factors driving need for this program; description of needs assessment; number of interested student per year; need for such a program in relation to workforce development, graduate studies, etc.)

The preeminent reason for proposing a Doctor of Physical Therapy program at UHH is to address a statewide workforce shortage of practicing physical therapists in Hawai'i that only promises to worsen as the aging Baby Boomer generation drives the demand for physical therapy (PT) services higher over the next 20 years. A needs assessment performed over the past 15 months clearly demonstrated that nearly all PT employers in Hawai'i routinely operate with approved positions unfilled or face covering those positions with Mainland temporary contract physical therapists at more than double the cost. As one would expect, the shortage on the Neighbor Islands is much more acute than on Oahu.

The Bureau of Labor Statistics Occupational Outlook Handbook, 2010-2011 Edition, indicates that employment of physical therapists is expected to grow 30% from 2008 to 2018, much faster than the average for all occupations, due to the following trends:
• Increased number of individuals expected to have access to healthcare services
• Increased numbers in the high healthcare use age groups, i.e. geriatric population
• Increased trauma survival rates
• Widespread interest in health promotion

The American Physical Therapy Association (APTA) recently completed several national studies that identified existing physical therapist shortages in acute care, long-term care, and outpatient physical therapy clinics with a vacancy rate of 14 – 19%. Most concerning with the 85.2% turnover rate of full-time physical therapists in skilled nursing facilities annually (compared to 15.9% in acute care) resulting in complete turnover of physical therapist staff each year.

Hawai'i has 5.9 physical therapists per 10,000 residents, which ranks Hawai'i 31st in the United States for the number of physical therapists per 10,000 residents (average is 6.15). Hawai'i has been consistently below the national average. The following factors should be considered in reviewing data relative to the unique practice environment of Hawai'i:
• Data can be misleading. As of January 2010, 59% of physical therapists holding Hawai'i licenses currently reside in Hawaii and some are retired, working part-time, or living and working on the Mainland or internationally part of the year
• Hawai'i's geriatric population is 14%; Mainland is 12%
• 15-20% of physical therapists are "traveling" physical therapists, temporary employees hired for three month period(s) through an employment agency at great expense to the facility.

The physical therapy community is further challenged by low salaries compared to national norms, antiquated licensure laws that do not allow for direct access, and few state of the art clinical practice environments. The presence of a physical therapist education program in Hawai'i the UHH is frequently cited by the local physical therapy community as an opportunity to raise the level of practice and the profession for the benefit of the residents of Hawai'i.

The rural environment of Hawai'i Island and the other neighbor islands also provides service opportunities for the program. Students and faculty will be contributors to rural healthcare educational programs and activities. Attracting and retaining physical therapists, like other healthcare providers, to rural communities is very challenging. However, by providing positive learning experiences in rural healthcare systems, UHH will increase the likelihood that graduates of the program can resolve the unmet needs in the rural and underserved communities.

The number of interested students per year has been estimated at 300 – 450 by Rita Wong, PT, EdD, Program Director of the Physical Therapist Doctoral Program at Marymount University in Virginia and former consultant for UHH who conducted the needs assessment. The estimate was extrapolated from the number of volunteers seeking clinical observation hours at physical therapy practices in the state.

8. Description of resources required
a. Faculty (existing and new FTEs) The program will require a total of 10 FTE of new faculty:
• 1 Program Administrator (must meet CAPTE requirements)
• 1 Director of Clinical Education (must meet CAPTE requirements)
- 1 Associate Director of Clinical Education (50% teaching)
- 1 Director of Service Learning (record of successful grant writing)
- 1 Senior Faculty (strong teaching and research experience)
- 3 Junior Faculty (primary teaching faculty)
- 1 Faculty with joint appointment with undergraduate pre-PT track (4th and 5th years)
- 6 Adjunct faculty (part-time totaling 1 FTE)

b. Library resources (including an evaluation of current resources and an estimate of the cost of additional resources required)

UHH owns very few of the core set of reference books that are required for a DPT program. Additionally, the students will need access to approximately 100 core PT journals of which approximately 1/3 are currently accessible. A startup purchase of core reference textbooks and a subscription to a medical electronic referencing system will be required at an estimated cost of $40,000.

c. Physical resources (space, equipment, etc.)

Approximately 12,000 square feet of space will be required to accommodate the needs for a DPT program at UHH. The current CoP modular buildings offer a ready option for preliminary planning purposes. Therapeutic laboratory equipment will be required to outfit four teaching laboratories; office equipment will be needed for two classrooms and faculty offices.

d. Other resources required (staff, graduate assistantships, etc.)

The Program will also require an administrative secretary (office manager), administrative assistant, and an anatomy lab technician (part-time) and lab assistants (primarily local PTs). The Program will be required to meet all CAPTE accreditation requirements including travel to workshops and CAPTE fees, which total $14,400 for new programs.

9. Five-Year Business Plan. Provide a five-year projected budget for the program that includes:

a. Annual costs to implement the program

See 9.f.

b. Projected enrollment and estimated tuition revenue

The program will accept 20 in the first class and 30 in each class thereafter. Tuition revenue projections are found in 9.f.

c. How will be program be funded?

It is expected that start-up funds will be obtained through a blend of private, federal and state support. Once underway, the program will assess a differential tuition to support the operational costs and will be income generating as noted in 9.f. by FY 4 and thereafter. Additionally, the University should expect increased undergraduate enrollment from students seeking to pursue the DPT degree.

d. Does the current or proposed budget (Department/College/Campus) include funds or a request for funds for the proposed program? Please provide details.

No.

e. Given a “flat budget” situation, how will the proposed program be funded?

It is expected that start-up funds will be obtained through a blend of private, federal and state sources to fully support start up and salary funding for the Program Administrator and Director of Clinical Education for the first year and to supplement tuition income for years 2 – 4 of the Program.

f. Mini Cost Revenue Template (Excel; top of next page)

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<th>YEAR</th>
<th>FY 1</th>
<th>FY 2</th>
<th>FY 3</th>
<th>FY 4</th>
<th>FY 5</th>
<th>FY 6</th>
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<td><strong>PROGRAM COSTS</strong></td>
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<tr>
<td>Faculty w/o fringe</td>
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<td>Library</td>
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<tr>
<td>Equipment/Supplies</td>
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<tr>
<td>Other</td>
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<table>
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Authorization to Plan 4

Physical Therapist Doctoral Program
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<th>Tuition Rate/Credit</th>
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<td>Other Sources of Income</td>
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<tr>
<td>TOTAL Revenues</td>
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<td>1,252,500</td>
<td>2,004,000</td>
<td>2,254,500</td>
<td>2,254,500</td>
</tr>
</tbody>
</table>

10. Impact on current courses or programs.

The initial development and establishment of the DPT program will focus on attaining full accreditation by CAPTE and have no direct impact on current courses or programs. Once accreditation is achieved, interdisciplinary programs that offer positive impacts can emerge with the support of affected colleges and departments. Examples are a pre-PT track with the kinesiology and exercise science (KES) and biology degrees as these are the two most frequently obtained undergraduate majors in preparation for application to a physical therapist program. Starting a graduate physical therapist program also affords the opportunity to initiate a pre-physical therapy degree program within an existing department or as a separate "rehab sciences" degree track.

11. If this program is multidisciplinary, provide evidence of commitment for support from the colleges, departments, programs, and/or individuals expected to participate.

The Doctor of Physical Therapy Program is not multidisciplinary.

Reviewed by: (The ATP has completed the campus approval process prior to review by Council of Chief Academic Officers)

**Campus Chief Academic Officer:**
Comments and Recommendations:

[Signature]  
FEB 15 2011

**Council of Chief Academic Officers (Systemwide Consultation):**
Comments/Recommendations:

[Signature]

**Chancellor:** __ Approved ___ Disapproved

[Signature]

*Final signed copy is provided to the Vice President of Academic Planning and Policy for Program Action Report* 6/12/07