



## New Academic Program Workflow Form

### General

**Proposed Name: Doctor of Physical Therapy**

Transaction Nbr: 00000000000132

Plan Type: Major

Academic Career: Professional

Degree Offered: Doctor of Physical Therapy

Do you want to offer a minor? N

Anticipated 1st Admission Term: Fall 2026

### Details

Department(s):

#### MDTC

DEPTMNT ID	DEPARTMENT NAME	HOST
0786	Orthopaedic Surgery	Y

Campus(es):

#### MAIN

LOCATION	DESCRIPTION
TUCSON	Tucson

**Admission application terms for this plan:** Spring: N Summer: N Fall: Y

**Plan admission types:**

Freshman: N Transfer: N Readmit: N Graduate: N

Non Degree Certificate (UCRT only): Y

Other (For Community Campus specifics): N

**Plan Taxonomy:** 51.2308, Physical Therapy/Therapist.

Program Length Type: Program Length Value: 0.00

Report as NSC Program:

SULA Special Program:

**Print Option:**

Diploma: Y Doctor of Physical Therapy

Transcript: Y Doctor of Physical Therapy

**Conditions for Admission/Declaration for this Major:**

**Prerequisites**

Bachelor's degree with a minimum GPA of 3 on a 4 point scale. GRE minimum score 300 and 3.5 analytical writing. Pre-requisites: a series of 2 anatomy and physiology, a series of 2 biology, a series of 2 chemistry, a series of 2 physics. Statistics or advanced math, 2 psychology courses (intro and then developmental, abnormal or health psychology). Highly recommended: introduction to neuroscience, and Spanish for health professionals. 40 Observation or service-learning hours, personal statement, 2 letters of recommendation at least one from a practicing PT, and TOEFL or equivalent as indicated by the University of Arizona for international graduate student applicants

**Requirements for Accreditation:**

The Commission for Accreditation in Physical Therapy Education (CAPTE) is the accrediting body for all Doctor of Physical Therapy programs. Initial candidacy requirements have been submitted and a slot for submission of the application for candidacy has been allocated in June 2025. A waitlist option has been requested if available. On approval of the application for candidacy, students can matriculate into the new program and when the first cohort is on their penultimate semester, a further self-study report and site visit will occur, which, if approved will grant full accreditation for up to 10 years. CAPTE has demanding requirements but if carefully followed result in an excellent program that will meet eligibility.

## **Program Comparisons**

### **University Appropriateness**

The Doctor of Physical therapy program will be housed in the College of Medicine and therefore follows the mission of both the University and the College. The mission statement for the DPT program is:

The pursuit of excellence through innovation in education, community service, and research, to develop diverse, critical thinking Doctors of Physical Therapy, who advance the profession and improve societal health

All three missions have an emphasis on educational innovation, improvement, and excellence. The University mission includes enriching life for all, reflected in

the DPT mission of improving societal health, while the COM mission includes the local community, again reflected in the DPT mission of community service. Located in Tucson, the DPT program will be well situated and supported by the College of Medicine to provide excellent clinical sites as well as serve the local community which includes many underserved populations with the resultant health disparities. The inclusion of an extensive service-learning component in the program will allow strong community affiliations and provision of healthcare to underserved populations.

### Arizona University System

NBR	PROGRAM	DEGREE	#STDNTS	LOCATION	ACCRDT
1	Doctor of Physical Therapy	2MS	48	NAU, Flagstaff	Y
2	Doctor of Physical Therapy	2MS	50	NAU, Phoenix	Y

### Peer Comparison

CAPTE requires that all DPT programs have a minimum of 6 semesters, 90 credit hours and 30 weeks of full-time clinical education. The primary differences in the programs evaluated, Northern Arizona University (NAU) and Ohio State University are that Ohio State is a 9-semester program which includes 37 weeks of full-time clinical education while NAU is a 2.5 year program with 30 weeks of full-time clinical education. Both programs have some integrated clinical experiences which NAU indicates adds another week to the clinical experiences. The proposed program at the University of Arizona would be 3 academic years commencing in fall and ending with the spring term 3 years later and will include 35 weeks of full-time clinical education with extensive integrated clinical education throughout the program. Unique aspects of the UArizona program include service learning, blocks of content rather than individual courses, and clinical experiences throughout the program immediately following related didactic content.

## Faculty & Resources

### Faculty

Current Faculty:

INSTR ID	NAME	DEPT	RANK	DEGREE	FCLTY/%
22091417	Christine Childers	0786	Assoc. Prof	Doctor of Philosophy	1.00

Additional Faculty:

The program director is already hired and working for the University of Arizona.

The next faculty hire will be the Director for Clinical Education who will need to be hired approximately two years prior to submission for candidacy per CAPTE requirements. Their job will be to develop the clinical education component of the program and establish contracts with all the required clinical sites. At the time of submission for candidacy the third full time core faculty must be hired and faculty for all courses over the first two years of the program must have contracts. Over the first three years of the program an additional 5 – 8 core faculty will need to be hired and throughout the program there will be the use of adjunct and clinical faculty.

#### Current Student & Faculty FTE

DEPARTMENT	UGRD HEAD COUNT	GRAD HEAD COUNT	FACULTY FTE
0786	0	0	1.00

#### Projected Student & Faculty FTE

	UGRD HEAD COUNT			GRAD HEAD COUNT			FACULTY FTE		
DEPT	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3	YR 1	YR 2	YR 3
0786	0	0	0	50	50	50	3.00	7.00	10.00

#### Library

##### Acquisitions Needed:

The Health Sciences Library has a full-time liaison for the college of medicine and is in the recruitment stage of a second full time support librarian. The librarians are conducting a needs assessment for the industry standards for a Physical Therapy program but already have the traditional resources including: CINAHL, Pubmed/medline, Proquest, the Cochrane library and a rehabilitation therapy in video resource. The librarians are dedicated to working with faculty to access as many textbooks in an online format as possible to decrease student debt burden.

#### Physical Facilities & Equipment

##### Existing Physical Facilities:

The DPT program will be housed in the Health Sciences Innovation Building (HSIB). This 220,000 square foot building includes diverse classroom space, including – flipped classrooms – that can host up to 150 students. The DPT program will use and share the existing Interprofessional Clinical and Professional Skills (ICaPS) patient treatment rooms and Arizona Simulation Technology and Education Center (ASTEC) space, and other HSIB classroom space as needed. DPT faculty offices are already available on the ninth floor of the HSIB.

##### Additional Facilities Required & Anticipated:

The DPT program will require 2 dedicate laboratory spaces equipped with items reflected of contemporary PT practice. One will be specifically for outpatient skills and experiences and the other will reflect the equipment and space typically found in neurological rehabilitation locations. Contemporary equipment will include such items as electronic modalities, body weight support, smaller items such as weights, therapy balls and assistive devices including wheelchairs, walkers, crutches and canes.

### **Other Support**

Other Support Currently Available:

The DPT program has one administrative assistant currently being shared with two other developing programs. Her role will become specific to the DPT program as it gets closer to submission for application of candidacy.

Other Support Needed over the Next Three Years:

Additional administrative support will be needed when the program opens, specifically to support the director of clinical education in maintaining all clinical contracts and ensuring all students meet clinical requirements. University support will also be needed for admissions, academic advising, financial aid, student services etc. and non-university assistance will include the local clinicians and clinical staff at various outpatient and hospital centers in the local area.

### **Comments During Approval Process**

3/8/2022 12:09 PM

ESANDMAR

Comments
Submitting for dept due to user issues

3/14/2022 3:29 PM

CCHILDERS

Comments
Approved.

3/23/2022 9:56 AM

ESANDMAR

Comments
Updated additional info form before routing to Faculty Senate. More detail was added to the Learning Outcomes in preparation for ABOR review.

3/23/2022 9:56 AM

ESANDMAR

Comments
Approved.



NEW ACADEMIC PROGRAM – MAJOR  
Preliminary Proposal Form

I. Program Details

- a. Name (and Degree Type) of Proposed Academic Program: Doctor of Physical Therapy program
  - i. Emphases (If applicable):
- b. Academic Unit(s)/College(s): College of Medicine
- c. Campus/Location(s): University of Arizona Health Sciences, Tucson
- d. First Admission Term: TBD subject to accreditation availability /Tentatively January 2026
- e. Primary Contact and Email: Christine Childers PhD [cchilders@arizona.edu](mailto:cchilders@arizona.edu)

II. Executive Summary:

- The University of Arizona (UArizona) Health Sciences strategy includes the goals of becoming a top 25 ranked university for health sciences, identifying, and addressing Arizona's health professional shortages and providing a culturally supportive educational opportunities and experiences for underrepresented minority students. The development of a Doctor of Physical Therapy (DPT) program at UArizona works towards all these goals by promoting health sciences, increasing the local availability of qualified professionals, and working closely with the office of Diversity Equity and Inclusion (DEI) to support, mentor and encourage students from diverse backgrounds to be interested in and prepared to enter the program and the profession.
- There are no DPT programs in southern Arizona and there is a DPT workforce shortage. Arizona is currently the fourth lowest ranked state in the US for licensed physical therapists per 100,000 population and is in the bottom tier of employed physical therapists at 3600 with a national range of 480 – 21,730. Local clinicians indicate that there is a dire shortage of qualified, well trained physical therapists in Tucson and Southern Arizona. Currently students interested in pursuing a career in physical therapy must move out of the Tucson area to train, and often do not return after graduation.
- According to data from the pre health advising department, on average 60 UArizona students per year apply to and are accepted by other nationally accredited DPT programs both in Arizona and throughout the country. There is an urgent need to keep southern Arizona students interested in becoming physical therapists in the local area.
- Current healthcare education national initiatives propose strong interprofessional and health team perspectives to deliver high quality healthcare. Developing a successful, unique, and highly sought-after UArizona DPT program

Revised July 2021

requires leveraging its MD, PharmD, nursing, public health, physician assistant and other faculty, medical providers, and students. This, combined with the unique local attributes of rural and indigenous health clinics, hospitals, and infrastructure allow for the training of quality professionals aligned with the UArizona land grant mission of serving the community.

III. Brief Program Description:

*“Physical therapists are movement experts who improve quality of life through prescribed exercise, hands on care, and patient education. Physical therapists can have a profound effect on people’s lives. They help people achieve fitness goals, regain, or maintain their independence and lead active lives” (APTA)*

The University of Arizona will be the only university in Southern Arizona to offer the Doctor of Physical therapy (DPT) degree which allows individuals to take the national board exam and enter the Physical Therapy profession. The DPT program will require completion of a bachelors degree and specific pre-requisites prior to enrollment. The three-year, full-time program will emphasize communication, clinical reasoning, interprofessional skills, and community service. It will progress students through organized, sequential studies where foundational knowledge is repeatedly connected to clinical and patient applications. The program will include extensive community service, experiential learning, simulation, clinical and professional skill building using standardized patients and other clinical activities. Students will complete full time clinical coursework, a capstone research project, clinical and professional skills exams, and extensive preparation for the national board exam.

Core faculty are well respected members of the profession, supported by UArizona faculty and local clinicians who are experts in their respective specialties. All faculty embrace the mission of the DPT program to offer innovation in education while nurturing students to become strong practitioners. Students in this program can expect to be well supported while being challenged to develop emotional intelligence, self-efficacy, clinical reasoning, critical thinking, and resilience.

IV. Program Rationale:

The development of a DPT program fits with three of the five University of Arizona Health Sciences strategic mission statements: “Next generation education”, preparing students to build and lead the future of healthcare; “Innovations in healthy aging” to promote health and wellness for all ages; and “New frontiers for better health” by collaborating and providing innovative solutions to healthcare challenges and opportunities.

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The DPT program will collaborate with all other healthcare programs to offer interprofessional education and experiences. It will collaborate and share with the MD program for anatomy, the pharmacology program for pharmacological content and use the expertise and resources of biomechanics researchers, orthopedic residency faculty, and other faculty and programs as appropriate.

V. Projected Enrollment for the First Three Years:

Year 1	Year 2	Year 3
50	50	50

Enrollment for a DPT program is determined by the Commission on Accreditation in Physical Therapy Education (CAPTE). The DPT program will be requesting an enrollment of 50 per cohort, and CAPTE will determine if there are sufficient clinical sites, faculty, and space for student learning before approving the request. Once approved, the cap is strictly enforced and can only be changed through a significant change request, and not until at least one full cohort has completed the program.

VI. Evidence of Market Demand:

The US bureau of Labor Statistics indicates that as of 2019 there were 258,200 jobs for physical therapists. The bureau anticipates an 18% job growth from 2019 to 2029, significantly faster than average and an anticipated employment change of 47,000 jobs.

In contrast the American Physical Therapy Association (APTA) workforce outlook anticipates an estimated surplus of 25,000 Physical Therapists by 2030 when considering current requests for new programs and increased in existing program sizes. However, the APTA also indicates that this possible surplus provides opportunities for the profession to correct geographical imbalances and address the changes in demand due to population characteristics and developing areas of PT practice. These include working with the older adult population, rural populations, and individuals subject to health disparity. Tucson has above the national average of individuals over the age of 65 with the resultant clinical needs in cardiopulmonary, geriatrics, and neurology but lacks physical therapists with advanced certification in these areas. All of these will be primary focus areas of the proposed DPT program and link closely with the mission and vision of the University of Arizona.

Local clinicians indicate that there is a dire shortage of qualified, well trained physical therapists in Tucson and Southern Arizona. Those interested in pursuing a career in physical therapy must move out of the Tucson area to train, and often do not return after graduation. Local clinicians are dependent on student clinical affiliations as part of the hiring process, but many of the students they supervise do not originate from Tucson and do not want to move here. A local program will encourage native

students who want to stay in the local area once qualified, and who will be part of a program with a strong focus on the local and community needs. A local program will allow for the development and recruitment of a diverse student enrollment working with them through undergraduate in preparation for graduate study.

VII. Similar Programs Offered at Arizona Public Universities:

Northern Arizona University currently has DPT programs in Flagstaff and Phoenix. They currently enroll 48 and 50 students per year respectively. Their data demonstrates that they usually receive over 900 qualified applicants per year, of which nearly 200 are Arizona residents.

VIII. Resources

- a. Summarize new resources required to offer the program:  
The DPT program will initially require 3 core faculty including the program director, but within 3 years a total of 8 – 10 core faculty will be in place. There will be an initial outlay for specific equipment for two dedicated laboratory spaces to provide appropriate facilities for musculoskeletal and neurological training. The program will use and share the existing Interprofessional Clinical and Professional Skills (ICaPS) patient treatment rooms and Arizona Simulation Technology and Education Center (ASTEC) space, and other HSIB classroom space as needed.
- b. Estimate total expected cost: \$4,259,039 for FY22 – FY26
- c. Estimate total expected revenue of the program: Revenue estimates based on a conservative cohort of 30 students (accreditation will be asking for 50): year 1, \$550,333 progressing to \$1,623,677 by year 3.

IX. Required Signatures (the following should be included in the notification memo to campus after ABOR approval):

- a. Program Director/Main Proposer: Christine Childers PhD, Director, Doctor of Physical Therapy Program
  - i. Signature: Christine M Childers 12/15/21
  - ii. Name and Title: Chris Childers, Director, Doctor of Physical Therapy program
  - iii. Date:
- b. Managing Unit/Department Head:
  - i. Signature: D Derksen, MD 01/04/22
  - ii. Name and Title: Daniel Derksen, MD. Associate Vice President for Health Equity, Outreach and Interprofessional Activities

iii. Date:

c. College Dean/Associate Dean:

i. Signature: John Ruth 12/21/21

ii. Name and Title: John Ruth, MD. Chair, Department of Orthopedic Surgery

iii. Date:

d. Dean:

i. Signature: Michael Abecassis 12/21/21

ii. Name and Title: Michael Abecassis, MD., Dean, College of Medicine

iii. Date:

e. Senior Vice President:

i. Signature: Michael D. Dake 01/10/22

ii. Name and Title: Michael Dake, MD., Senior Vice President, Health Sciences

iii. Date:

# DPT proposal 121521

Interim Agreement Report










2022-01-03

Created:	2021-12-15
By:	Mary Wing (winger117@email.arizona.edu)
Status:	Out for Signature
Transaction ID:	CBJCHBCAABAANHgicr132_5KijGgMH4vcYT7NUOxoiQB

## Agreement History

Agreement history is the list of the events that have impacted the status of the agreement prior to the final signature. A final audit report will be generated when the agreement is complete.

## "DPT proposal 121521" History


-  Document created by Mary Wing (winger117@email.arizona.edu)  
2021-12-15 - 10:07:06 PM GMT
-  Document emailed to Christine M Childers (cchilders@arizona.edu) for signature  
2021-12-15 - 10:09:10 PM GMT
-  Email viewed by Christine M Childers (cchilders@arizona.edu)  
2021-12-15 - 10:17:40 PM GMT- IP address: 150.135.165.64
-  Document e-signed by Christine M Childers (cchilders@arizona.edu)  
Signature Date: 2021-12-15 - 10:18:17 PM GMT - Time Source: server
-  Document emailed to Michael Abecassis (lupeo@arizona.edu) for signature  
2021-12-15 - 10:18:19 PM GMT
-  Email viewed by Michael Abecassis (lupeo@arizona.edu)  
2021-12-16 - 5:45:50 AM GMT- IP address: 104.28.50.204
-  Document e-signed by Michael Abecassis (lupeo@arizona.edu)  
Signature Date: 2021-12-21 - 9:03:05 PM GMT - Time Source: server
-  Document emailed to kmccomiskey@ortho.arizona.edu for signature  
2021-12-21 - 9:03:07 PM GMT
-  Email viewed by kmccomiskey@ortho.arizona.edu  
2021-12-21 - 10:16:57 PM GMT- IP address: 104.28.50.204



ACADEMIC ADMINISTRATION

Administration Building, 402  
1401 E. University Blvd.  
PO Box 210066  
Tucson, AZ 85721-0066

**To:** Christine Childers, Director, Doctor of Physical Therapy Program

**From:** Greg Heileman, PhD, Vice Provost for Undergraduate Education 

**Date:** February 9, 2022


**Subject:** Approval of Preliminary Proposal for Doctor of Physical Therapy Program

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Thank you for submitting the preliminary review proposal for Doctor of Physical Therapy Program (DPT). The proposed academic program should provide an excellent educational opportunity and a useful degree for students pursuing careers related to health sciences. We believe your ideas are sufficiently well developed that it now makes sense to advance through the stages of the formal academic program approval process.

Please proceed to the development of a full proposal, and do not hesitate to reach out the Curricular Affairs Office for assistance with this process.

**CC:** Liesl Folks, Senior Vice President for Academic Affairs and Provost  
Jim Florian, Vice Provost, Institutional Planning and Analysis  
Liz Sandoval, Manager, Curricular Affairs  
Daniel Derksen, MD., Associate Vice President for Health Equity, Outreach and Interprofessional Activities  
John Ruth, MD., Chair, Department of Orthopedic Surgery  
Michael Abecassis, MD., Dean, College of Medicine  
Michael Dake, MD., Senior Vice President, Health Sciences



## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

### I. MAJOR REQUIREMENTS.

#### GRADUATE Doctor of Physical Therapy

Total units required to complete the degree	109
Pre-admissions expectations (i.e., academic training to be completed prior to admission)	Bachelor's degree with a minimum GPA of 3 on a 4-point scale. GRE minimum score 300 and 3.5 analytical writing. Pre-requisites: a series of 2 anatomy and physiology, a series of 2 biology, a series of 2 chemistry, a series of 2 physics. Statistics or advanced math, 2 psychology courses (intro and then developmental, abnormal or health psychology). Highly recommended: introduction to neuroscience, and Spanish for health professionals. 40 Observation or service-learning hours, personal statement, 2 letters of recommendation at least one from a practicing PT, and TOEFL or equivalent as indicated by the University of Arizona for international graduate student applicants
Major requirements. List all major requirements including core and electives. If applicable, list the emphasis requirements for each proposed emphasis*. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.	<p>All courses will be owned by the DPT department. All courses are NEW and specific to the DPT program. The DPT prefix is pending approval of this proposal. 15 credit hour courses will run the entire 15 weeks plus finals week for the semester. They will contain comprehensive integrated materials that are developed and built on throughout the program, with each semester having a different location of care emphasis such as acute, rehab, outpatient etc.</p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• DPT 600 Foundational studies (15) (Fall)</li> <li>• DPT 610 Acute care studies (15) (Spring)</li> </ul>

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

	<ul style="list-style-type: none"> <li>• DPT 620 Community and Rural studies (6) (Summer)</li> <li>• DPT 700 Clinical internship 1 (6) (Summer)</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• DPT 630 Sub-acute and rehabilitation studies (7) (Fall)</li> <li>• DPT 710 Clinical internship 2 (8) (Fall)</li> <li>• DPT 640 Musculoskeletal Studies (15) (Spring)</li> <li>• DPT 720 Clinical Internship 3 (10) (Summer)</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Students to select 4 electives from the 800 series (3 credits each - 12 total) (Fall) Elective options will include titles such as: Sports PT, Performing arts PT, Advanced Hand and foot PT, Advanced pediatric care, Advanced geriatric care, Women's health PT, PT in Oncology, PTs in research and academia, Rural PT specialization.</li> <li>• DPT 730 Final clinical Internship (12) (Spring)</li> <li>• DPT 650 Comprehensive conclusions (3) (Spring)</li> </ul>
<b>Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.</b>	Yes – students will demonstrate the ability to be critical consumers of research in courses threaded throughout the curriculum in the 600 and 700 series. Students will present a final research project in DPT 650 comprehensive conclusions
<b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b>	Yes – students will complete 35 weeks of full-time clinical experience in the 700 courses as well as integrated experiences throughout the curriculum found in all DPT 600 courses

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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<b>Additional requirements (provide description)</b>	Students will choose 4 of the 800 series elective options. These electives will include topics such as: Sports PT, Performing arts PT, Advanced Hand and foot PT, Advanced pediatric care, Advanced geriatric care, Women's health PT, PT in Oncology, PTs in research and academia, Rural PT specialization. Students will also complete comprehensive written and practical final examinations in DPT 650 and present their research project.
<b>Minor options (as relevant)</b>	NA

### II. CURRENT COURSES– NA

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)
None						

### V. NEW COURSES NEEDED

Course prefix and number (include cross-listings)	Units	Title	Pre-requisites	Modes of delivery (online, in-person, hybrid)	Status*	Anticipated first term offered	Typically Offered (F, W, Sp, Su)	Dept signed party to proposal? (Yes/No)	Faculty members available to teach the courses



## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

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Suggested Prefix and numbers									
DPT 600	15	Foundational Studies	Admission to the program	hybrid	D	Fall 2024	F		
DPT 610	15	Acute care studies	DPT 600	hybrid	D	Spring 2025	Sp		
DPT 620	6	Community and Rural studies	DPT 600 and 610	hybrid	D	Summer 2025	Su		
DPT 700	6	Clinical Internship 1	DPT 600, 610	Clinical internship	D	Summer 2025	Su		
DPT 630	7	Sub-acute and rehabilitation studies	All previous courses listed	Hybrid	D	Fall 2025	F		
DPT 710	8	Clinical Internship 2	All courses to date	Clinical Internship	D	Fall 2025	F		
DPT 640	15	Musculoskeletal studies	All courses to date	Hybrid	D	Spring 2026	Sp		
DPT 720	10	Clinical Internship 3	All courses to date	Clinical internship	D	Summer 2026	Su		
DPT 800	3	Elective: Sports PT				Fall 2026	F		
DPT 810	3	Elective: Performing arts PT				Fall 2026	F		
DPT 820	3	Elective: Advanced Hand and foot PT,				Fall 2026	F		
DPT 830	3	Elective: Advanced pediatric care,				Fall 2026	F		
DPT 840	3	Elective: Advanced geriatric care				Fall 2026	F		
DPT 850	3	Elective: Women's health PT,				Fall 2026	F		

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

DPT 860	3	Elective: PT in Oncology				Fall 2026	F		
DPT 870	3	Elective: PTs in research and academia,				Fall 2026	F		
DPT 880	3	Elective: Rural PT specialization				Fall 2026	F		
DPT 730	12	Final clinical internship 4	All courses to date	Clinical Internship	D	Spring 2027	Sp		
DPT 650	3	Comprehensive conclusions	All courses to date	Hybrid	D	Spring 2027	Sp		

\*In development (D); submitted for approval (S); approved (A)

a. Subject description for new prefix (if requested). Include your requested/preferred prefix, if any:

**Preferred prefix DPT.** This is short for Doctor of Physical Therapy and would be the ideal prefix for all the courses developed for this program.

### VI. FACULTY INFORMATION-

Faculty Member	Involvement	UA Vitae link or Box folder link
Christine Childers PT, PhD	Program Director, Teach in various courses, Administrator	UA Vitae
TBD	Director of Clinical Education, Teach in clinical education courses, administrator	
TBD	Core faculty member teaching in area of expertise	
Three faculty are required to be hired by the submission of application of candidacy. Additional faculty will be hired over the following 3 years to a total of 8 – 10. Adjunct and clinical faculty will also be used.		

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

### VII. GRADUATION PLAN

Semester 1		Semester 2		Semester 3		Semester 4	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Fall		Spring		Summer		Fall	
DPT 600 Foundational studies	15	DPT 610 Acute care studies	15	DPT 620 Community and Rural Studies	6	DPT 630 Sub acute and rehabilitation studies	7
				DPT 700 Clinical Internship 1	6	DPT 710 Clinical Internship 2	8
<b>Total</b>	15	<b>Total</b>	15	<b>Total</b>	12	<b>Total</b>	15

Semester 5		Semester 6		Semester 7		Semester 8	
Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units	Course prefix and number	Units
Spring		Summer		Fall		Spring	
DPT 640 Musculoskeletal Studies	15	DPT 720 Clinical Internship 3	10	Elective options DPT 800 – 890 each 3 credits, students to select 4	12	DPT 730 Final clinical internship	12
						DPT 650 Comprehensive conclusions	3
<b>Total</b>	15	<b>Total</b>	10	<b>Total</b>	12	<b>Total</b>	15

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

- VIII. **Curriculum Map and Assessment Map** - Complete this table as a summary of your learning outcomes and assessment plan, using these examples as a model. If you need assistance completing this table and/or the Curriculum Map, please contact the [Office of Instruction and Assessment](#). Attach your Curriculum Map here.

**Program:** Doctor of Physical Therapy

<b><u>Learning Outcome # 1</u></b> Students will demonstrate an understanding of the human body, through the lifespan, and identify normal, pathological or injury induced states to select and appropriately apply physical therapy interventions.
<b><u>Concepts:</u></b> Foundational knowledge, Application of knowledge.
<b><u>Competencies:</u></b> Students will have strong foundational science knowledge which develops through understanding of the “normal” human body and then understanding pathological and injury induced states. The students will have knowledge of suitable physical therapy interventions for across the lifespan and continuum of care.
<b><u>Assessment Methods:</u></b> Foundational sciences will be tested with multiple choice exams, short answer questions and demonstration. Pathological and injury states will be tested with multiple choice exams, essay assignments. Physical therapy interventions will be tested through practical demonstration and then application in simulated and role play environments. Physical therapy interventions will also be graded by clinical supervisors during clinical internship experiences.
<b><u>Measures:</u></b> Rubrics will be developed for grading of all the indicated assignments. Faculty will be trained on the practical demonstrations rubrics to ensure consistency in grading. Clinical faculty will be trained on the performance measure chosen for the clinical internship experiences.
<b><u>Learning Outcome # 2</u></b> Students will comprehend and identify the impact of social determinants of health, health literacy, diversity, equity, inclusion, and other societal issues that influence the provision of healthcare.
<b><u>Concepts:</u></b> Communicate effectively, Diversity and Inclusion
<b><u>Competencies:</u></b> Students will understand the influences of health literacy, social determinants, diversity, equity, inclusion, and other societal issues so they can appropriately incorporate this awareness into their provision of healthcare.

## ACADEMIC PROGRAM – ADDITIONAL INFORMATION FORM

*To be used once the preliminary proposal has been approved.*

**Assessment Methods:** Students will be involved with service learning and experiential learning both of which will be assessed through their participation and reflection papers. Clinical instructors will utilize the clinical assessment instrument to indicate if students are appropriately communicating with their clients and providing appropriate levels of care. Students will be required to write a paper using health informatics data to determine social needs.

**Measures:** Rubrics will be developed for grading the reflection papers for service learning and experiential learning, faculty will grade students on their level of participation and Clinical instructors will use the clinical affiliation assessment tool. The paper will be graded with a rubric to determine statistical accuracy and appropriate analysis.

**Learning Outcome # 3** Students will be collaborative practitioners, comfortable working in collaboration with all members of the healthcare team to achieve optimum outcomes for their clients.

**Concepts:** Teamwork, Collaboration, Communication

**Competencies:** Students will participate in interprofessional and intraprofessional experiences throughout the curriculum. Students will demonstrate an understanding of the roles and responsibilities of the other professionals, including physical therapy assistants and technicians for appropriate referral and delegation. Students will be comfortable working alongside other members of the healthcare team and be able to appropriately delegate and refer to other health care practitioners, knowing their roles and responsibilities.

**Assessment Methods:** Students will be graded on active participation in the experiences. Students will work through case studies in which they will indicate where referral or delegation is appropriate and within the scope of practice. Students will work with other healthcare professionals while on their clinical internships.

**Measures:** Students will be graded on active participation. Case studies will be graded with rubrics and clinical instructors will use the clinical performance instrument to indicate appropriate interactions with other healthcare professionals.

**Learning Outcome # 4** Students will be critical consumers of the literature to integrate best practices and construct appropriate research questions to advance the knowledge of the profession.

**Concepts:** Think critically, Life-long learning, Application of concepts, Research skills

**Competencies:** Students will appropriately explain a research article and its strengths or weaknesses, applying appropriate content to patient practice. Students will develop a research question and develop it into a project that is presented at the end of the program. Students will be able to critically analyze professional peer reviewed literature and apply concepts to their practice. Students will be able to develop appropriate research questions and research designs to add to the body of knowledge in the profession.

**Assessment Methods:** Students will be graded by a rubric on their presentation of a research article. Student final projects will be graded in phases with the use of rubrics as it is developed and presented.

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<b>Measures:</b> Graded assignments for both journal reporting and development of their research project.
<b>Learning Outcome # 5</b> Students will analyze and demonstrate traits of the master adaptive and lifelong learner essential to the future needs of the profession.
<b>Concepts:</b> Emotional intelligence, Critical thinking, Life-long learning
<b>Competencies:</b> Students will display the emotional intelligence, critical thinking skills and reflective practice critical to the master adaptive learner while also showing traits of a lifelong learner moving into the profession.
<b>Assessment Methods:</b> Students will be evaluated during simulated, and role play situations. Case studies will be used to challenge the students critical thinking and reflective practice skills. Clinical instructors will evaluate their abilities for these skills in the clinical setting.
<b>Measures:</b> Graded rubrics for simulation, role play and case studies. Clinical performance instrument for clinical instructors during the clinical assignments. Participation in lab sessions that promote and challenge all these skills. Post-graduation: alumni and employer surveys to determine if students are continuing their learning and if they demonstrate the traits of an adaptive learner.

- IX. **PROGRAM ASSESSMENT PLAN-** using the table below, provide a schedule for program evaluation 1) while students are in the program and 2) after completion of the major. Add rows as needed. Delete **EXAMPLE** rows.

Assessment Measure	Source(s) of Evidence	Data Collection Point(s)
<b>CAPTE required student measures</b>		
Graduation rates - 80% averaged over 2 years.	Demonstrate the CAPTE required graduation rates as defined by CAPTE	At graduation and subsequently if there are students who have dropped to a different cycle.
First and all-time pass rates on the NPTE examination - 85% averaged over 2 years.	FSBPT program data for first- and all-time pass rates.	Immediately following each testing cycle of the FSBPT.
Employment rate 90% averaged over 2 years.	Graduate and alumni survey	3- and 6-months post-graduation then annually
<b>Program assessment matrix (PAM) as required by CAPTE:</b>		

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Admission process, criteria and prerequisites meet program needs.	Number of students applying and accepted. Student satisfaction with the process. Academic achievement in first and second term.	Each year as part of the admission cycle and orientation. At end of first and second term.
Enrollment reflects resources, outcomes and workforce needs.	Annual workforce analysis. Student employment.	Annually. Graduate and alum surveys.
Core, associate, and clinical faculty meet the program needs.	Course evaluations, ratio of faculty to students, faculty workload, faculty qualifications.	Evaluations at the end of each course. Student surveys at the end of each year of the program. Faculty annual reviews to include workload analysis.
Program resources meet the needs of the program.	Student and faculty surveys, exit survey, faculty meetings.	Annual surveys of students, exit survey at end of the course, faculty retreat each term.
<b>Program goals based on the mission:</b>		
Enroll a diverse student body with 15% of non-traditional DPT students (defined as first generation graduate students and students from other than white Caucasian backgrounds), of whom 25% were previously enrolled in a pipeline program at UArizona .	Participation of faculty and students in pipeline programs, number of students meeting the nontraditional definition.	Annually based on student enrollment each year.
Develop Doctors of Physical Therapy who demonstrate critical thinking and active problem solving with >80% of CIs and employers surveyed confirming students are at 4 or higher on a 5-point scale.	Performance by students on their clinical internship evaluations, alum, and employer surveys and FSBPT pass rates.	Annually.
Demonstrate community awareness and interest through service learning and volunteer activities to optimize societal health throughout the program and after graduation. To be measured through 80% of community partners scoring the programs at >4 on a 5-point scale for quality, and >80% of students rating the	Student reflections of service learning, local community participants surveys, development of new locations and programs. Alum survey of those continuing to work in the community.	Annually and after the end of each term with a service-learning component.

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experiences at >4 on a 5-point scale. Also using qualitative responses from student and alumni reflections.		
Develop innovative educational approaches to include but not limited to simulation, service learning, experiential learning and active problem solving, as evidenced by 80% of students scoring these experiences at >4 on a 5-point scale along with their reflections on these events.	Student course evaluations and reflections. Number of innovative educational experiences within the program and faculty evaluation of the events.	After each term and after the introduction of any new event.
Promote faculty and student research through collaboration with others within the program, the University, and the community, with 50% of core faculty submitting scholarly works each year.	Scholarly production by faculty and students.	Annually.

X. **ANTICIPATED STUDENT ENROLLMENT**-complete the table below. What concrete evidence/data was used to arrive at the numbers?

5-YEAR PROJECTED ANNUAL ENROLLMENT					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Students	50	50	50	50	50

Data/evidence used to determine projected enrollment numbers:

Enrollment for a DPT program is determined by the Commission on Accreditation in Physical Therapy Education (CAPTE). The DPT program will be requesting an enrollment of 50 per cohort, based on the numbers of UArizona students currently applying to other national DPT programs, typical program sizes, space, and availability of clinical sites. CAPTE will determine if there are sufficient clinical sites, faculty, and space for student learning before approving the request. Once approved, the cap is strictly enforced and can only be changed through a significant change request, and not until at least one full cohort has completed the program.



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- XI. **ANTICIPATED DEGREES AWARDED-** complete the table below, beginning with the first year in which degrees will be awarded. How did you arrive at these numbers? Take into consideration departmental retention rates. Use [National Center for Education Statistics College Navigator](#) to find program completion information of peer institutions offering the same or a similar program.

PROJECTED DEGREES AWARDED ANNUALLY					
	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
Number of Degrees			50	48	49

Data/evidence used to determine number of anticipated degrees awarded annually:

CAPTE requirements will have a fixed matriculation number, current request to be 50 students. Students will complete the program and be awarded their degree at the end of the 3-year program.

- XII. **PROGRAM DEVELOPMENT TIMELINE-** describe plans and timelines for 1) marketing the major and 2) student recruitment activities.

### Marketing the major

Marketing for the Doctor of Physical therapy (DPT) program will be initiated with talks to UArizona undergraduate healthcare professional societies. Development of an introductory web page will begin and be launched once the program is approved. This will contain basic information such as pre-requisites, contact details and noting the Council for Accreditation in Physical Therapy Education (CAPTE) statement required for all developing programs. This site will be updated and expanded as the program develops, and will include curriculum details, course descriptions, faculty information, and the application process which will be through PTCAS, the national PT program application site.

### Student recruitment

Recruitment will be ongoing through various means. The new BS in Medicine is already promoting Physical therapy in its courses, specifically FCM 296, and an emphasis track for physical therapy is being planned for introduction in 2022. The DPT Program director is working closely with the pre health advising department to ensure they have the necessary details and information for the UArizona DPT program. Once the DPT program is close to student applications, use of PTCAS will ensure that the program is visible to all students throughout the United States, looking to apply for a DPT program.

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- IX. **Program Fees and Differential Tuition (PFDT) Request** – For implementation of fees, you must work with [University Fees](#). The annual deadline is December 1. For any questions, please contact the [University Fees Program Manager](#).

The DPT program will incur additional costs beyond a traditional graduate program, therefore additional fees will be requested through the appropriate channels and approval process.

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### Appendix C. ABOR Form

#### Request to Establish New Academic Program in Arizona

Please complete all fields. Boxes may be expanded to accommodate longer responses. Clarifying field descriptions can be found below. Should you have any questions or concerns, please email Helen Baxendale, Director of Academic Affairs and Policy at [helen.baxendale@azregents.edu](mailto:helen.baxendale@azregents.edu)

**University:** University of Arizona

<b>Name of Proposed Academic Program:</b> Doctor of Physical Therapy
<b>Academic Department:</b> School of Medicine
<b>Geographic Site:</b> Tucson, Main campus
<b>Instructional Modality:</b> In person
<b>Total Credit Hours:</b> 109
<b>Proposed Inception Term:</b> Fall 2026 – this is based on current accreditation availability, but we are wait listed for an earlier option.
<b>Brief Program Description:</b> The University of Arizona will be the only university in Southern Arizona to offer the Doctor of Physical therapy (DPT) degree which allows individuals to take the national board exam and enter the Physical Therapy profession.  Housed within the College of Medicine – Tucson, the ability to link with their established clinical affiliation sites will be a strength of the DPT program. There will also be the opportunity to work closely with other colleges including nursing, pharmacology, and public health for

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interprofessional education, and to utilize established clinical affiliations and service-learning experiences thereby providing critical healthcare services to local underserved communities.

The DPT program will require completion of a bachelors degree and specific pre-requisites prior to enrollment. The three-year, full-time program will emphasize communication, clinical reasoning, interprofessional skills, and community service. It will progress students through organized, sequential studies where foundational knowledge is repeatedly connected to clinical and patient applications. The program will include extensive community service, experiential learning, simulation, clinical and professional skill building using standardized patients and other clinical activities. Students will complete full time clinical coursework, a capstone research project, clinical and professional skills exams, and extensive preparation for the national board exam.

### **Learning Outcomes and Assessment Plan:**

**Program:** Doctor of Physical Therapy

**Learning Outcome # 1** Students will demonstrate their knowledge of the human body, through the lifespan, and identify normal, pathological or injury induced states to select and appropriately apply physical therapy interventions.

**Concepts:** Knowledge of the normal state of the human body. Knowledge of the human body through the lifespan. Knowledge of pathological, and injury states. Knowledge of physical therapy interventions.

**Competencies:** Students will demonstrate suitable physical therapy interventions for clients through the lifespan and with varying conditions.

**Assessment Methods:** Foundational sciences will be tested with multiple choice exams, short answer questions and demonstration. Pathological and injury states will be tested with multiple choice exams, essay assignments. Physical therapy interventions will be tested through practical demonstration and then application in simulated and role play environments. Physical therapy interventions will also be graded by clinical supervisors during clinical internship experiences.

**Measures:** Rubrics will be developed for grading of all the indicated assignments. Faculty will be trained on the practical demonstrations rubrics to ensure consistency in grading. Clinical faculty will be trained on the performance measure chosen for the clinical internship experiences.

**Learning Outcome # 2** Students will comprehend and identify the impact of social determinants of health, health literacy, diversity, equity, inclusion, and other societal issues that influence the provision of healthcare.

**Concepts:** Effective communication skills. Diversity inclusion. Social determinants of health. Health Literacy.

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<p><b><u>Competencies:</u></b> Students will be able to communicate effectively with their clients and provide appropriate care based on the client's needs and constraints.</p>
<p><b><u>Assessment Methods:</u></b> Students will be involved with service learning and experiential learning both of which will be assessed through their participation and reflection papers. Clinical instructors will utilize the clinical assessment instrument to indicate if students are appropriately communicating with their clients and providing appropriate levels of care. Students will be required to write a paper using health informatics data to determine social needs.</p>
<p><b><u>Measures:</u></b> Rubrics will be developed for grading the reflection papers for service learning and experiential learning, faculty will grade students on their level of participation and Clinical instructors will use the clinical affiliation assessment tool. The paper will be graded with a rubric to determine statistical accuracy and appropriate analysis.</p>
<p><b><u>Learning Outcome # 3</u></b> Students will be collaborative practitioners, comfortable working in collaboration with all members of the healthcare team to achieve optimum outcomes for their clients.</p>
<p><b><u>Concepts:</u></b> Teamwork, Collaboration, Communication</p>
<p><b><u>Competencies:</u></b> Students will be able to effectively communicate with and delegate to other members of the healthcare team to provide appropriate interventions and referral.</p>
<p><b><u>Assessment Methods:</u></b> Students will be graded on active participation in the experiences. Students will work through case studies in which they will indicate where referral or delegation is appropriate and within the scope of practice. Students will work with other healthcare professionals while on their clinical internships.</p>
<p><b><u>Measures:</u></b> Students will be graded on active participation. Case studies will be graded with rubrics and clinical instructors will use the clinical performance instrument to indicate appropriate interactions with other healthcare professionals.</p>
<p><b><u>Learning Outcome # 4</u></b> Students will be critical consumers of the literature to integrate best practices and construct appropriate research questions to advance the knowledge of the profession.</p>
<p><b><u>Concepts:</u></b> Think critically, Life-long learning, research application and development</p>
<p><b><u>Competencies:</u></b> Students will be able to analyze research and appropriately apply current concepts to patient care. Students will develop research questions designs to add to the body of knowledge in the profession.</p>

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**Assessment Methods:** Students will be graded by a rubric on their presentation of a research article. Student final projects will be graded in phases with the use of rubrics as it is developed and presented.

**Measures:** Graded assignments for both journal reporting and development of their research project.

**Learning Outcome # 5** Students will analyze and demonstrate traits of the master adaptive and lifelong learner essential to the future needs of the profession.

**Concepts:** Emotional intelligence, Critical thinking, Life-long learning

**Competencies:** Students will demonstrate emotional intelligence, critical thinking skills and reflective practice in the provision of quality health care.

**Assessment Methods:** Students will be evaluated during simulated, and role play situations. Case studies will be used to challenge the students critical thinking and reflective practice skills. Clinical instructors will evaluate their abilities for these skills in the clinical setting.

**Measures:** Graded rubrics for simulation, role play and case studies. Clinical performance instrument for clinical instructors during the clinical assignments. Participation in lab sessions that promote and challenge all these skills.  
Post-graduation: alumni and employer surveys to determine if students are continuing their learning and if they demonstrate the traits of an adaptive learner.

### **Projected Enrollment for the First Three Years:**

Enrollment for a DPT program is determined by the Commission on Accreditation in Physical Therapy Education (CAPTE). The DPT program will be requesting an enrollment of 50 per cohort, and CAPTE will determine if there are sufficient clinical sites, faculty, and space for student learning before approving the request. Once approved, the cap is strictly enforced and can only be changed through a significant change request, and not until at least one full cohort has completed the program.

### **Evidence of Market Demand:**

The US bureau of Labor Statistics indicates that as of 2019 there were 258,200 jobs for physical therapists. The bureau anticipates an 18% job growth from 2019 to 2029, significantly faster than average and an anticipated employment change of 47,000 jobs.

In contrast the American Physical Therapy Association (APTA) workforce outlook anticipates an estimated surplus of 25,000 Physical Therapists by 2030 when considering current requests for new programs and increased in existing program sizes. However, the APTA also indicates that this possible surplus provides opportunities for the profession to correct geographical imbalances and address the changes in demand due to population characteristics and developing areas of PT practice. These include working with the older adult population, rural populations, and individuals subject

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to health disparity. Tucson has above the national average of individuals over the age of 65 with the resultant clinical needs in cardiopulmonary, geriatrics, and neurology but lacks physical therapists with advanced certification in these areas. Southern Arizona also has significant rural populations and resultant health disparities. All these issues will be primary focus areas of the proposed DPT program and link closely with the mission and vision of the University of Arizona.

Local clinicians indicate that there is a dire shortage of qualified, well trained physical therapists in Tucson and Southern Arizona. Those interested in pursuing a career in physical therapy must move out of the Tucson area to train, and often do not return after graduation. Local clinicians are dependent on student clinical affiliations as part of the hiring process, but many of the students they supervise do not originate from Tucson and do not want to move here. A local program will encourage native students who want to stay in the local area once qualified, and who will be part of a program with a strong focus on the local and community needs. A local program will allow for the development and recruitment of a diverse student enrollment working with them through undergraduate in preparation for graduate study.

### **Similar Programs Offered at Arizona Public Universities:**

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

Northern Arizona University currently has DPT programs in Flagstaff and Phoenix. They currently enroll 48 and 50 students per year respectively. Their data demonstrates that they usually receive over 900 qualified applicants per year, of which nearly 200 are Arizona residents.

### **FOR CURRICULAR AFFAIRS USE ONLY**

**Objection(s) Raised by Another Arizona Public University?** YES NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

### **If Yes, Response to Objections:**

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

### **New Resources Required? (i.e., faculty and administrative positions; infrastructure, etc.):**

The DPT program will initially require 3 core faculty including the program director, but within 3 years a total of 8 – 10 core faculty will be in place. There will be an initial outlay for specific equipment for two dedicated laboratory spaces to provide appropriate facilities for musculoskeletal and neurological training. The program will use and share the existing Interprofessional Clinical and Professional Skills (ICaPS) patient treatment rooms and Arizona Simulation Technology and Education Center (ASTEC) space, and other HSIB classroom space as needed.

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Funding for the Doctor of Physical Therapy program is coming from a State of Arizona legislative appropriation, starting in the current fiscal year 2022 (legislative session 2021-2022) for New Economy Initiatives expected to develop workforce programs. It is a permanent annual appropriation provided to UArizona Health Sciences that will assure financial sustainability of the program.

Plan to Request Program Fee/Differentiated Tuition? ☒ YES NO

Estimated Amount: TBD

**Program Fee Justification:**

The DPT program will incur additional costs beyond a traditional graduate program, therefore additional fees will be requested through the appropriate channels and approval process.

Specialized Accreditation? ☒ YES NO

**Accreditor:**

The Commission on Accreditation in Physical Therapy Education (CAPTE)



University of Arizona AMS  
**DEMO AREA**

## Doctor of Physical Therapy

Courses and Activities Mapped to Doctor of Physical Therapy

	Outcome				
	Outcome 1 Students will demonstrate an understanding of the human body, through the lifespan, and identify normal, pathological or injury induced states to select and appropriately apply physical therapy interventions.	Outcome 2 Students will comprehend and identify the impact of social determinants of health, health literacy, diversity, equity, inclusion, and other societal issues that influence the provision of healthcare	Outcome 3 Students will be collaborative practitioners, comfortable working in collaboration with all members of the healthcare team to achieve optimum outcomes for their clients.	Outcome 4 Students will be critical consumers of the literature to integrate best practices, and construct appropriate research questions to advance the knowledge of the profession.	Outcome 5 Students will analyze and demonstrate traits of the master adaptive and lifelong learner essential to the future needs of the profession.
<b>Courses and Learning Activities</b>					
DPT 600 Foundational Studies	I/A	I/A	I/A	I/A	I/A
DPT 610 Acute care studies	P/A	P	P	P	P
DPT 620 Community and rural studies	P/A	P	P	P	P
DPT 630 Subacute and rehabilitation studies	P/A	P	P	P	P
DPT 640 Musculoskeletal studies	P/A	P	P	P	P
DPT 800-890 Elective courses	P/A	P/A	P/A	P/A	P/A
<b>Program Assessment Activities</b>					
DPT 700 Clinical internship I	P/A	P/A	P/A	P/A	P/A
Survey Year one end (indirect)	A	A	A	A	A
DPT 710 Clinical internship 2	P/A	P/A	P/A	P/A	P/A
DPT 720 Clinical internship 3	P/A	P/A	P/A	P/A	P/A
Survey Year two end (indirect)	A	A	A	A	A
DPT 730 Final clinical internship	P/A	P/A	P/A	P/A	P/A
DPT 650 Comprehensive conclusions	A	A	A	A	A
Survey Exit survey to employers.alum (Indirect)	A	A	A	A	A
<b>Legend :</b> <span style="background-color: #e0e0ff; padding: 2px 5px;">I</span> Introduced <span style="background-color: #add8e6; padding: 2px 5px;">P</span> Practiced <span style="background-color: #90ee90; padding: 2px 5px;">A</span> Assessed <span style="background-color: #ffff00; padding: 2px 5px;">I/P</span> Introduced/Practiced					

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**Graduate Major Peer Comparison Chart**-select two peers for completing the comparison chart from (in order of priority) [ABOR-approved institutions](#), [AAU members](#), and/or other relevant institutions recognized in the field. The comparison chart will be used to identify typically required coursework, themes, and experiences for majors within the discipline. The comparison programs are not required to have the same degree type and/or major name as the proposed UA program. Information for the proposed UA program must be consistent throughout the proposal documents.

Program name, emphasis (sub-plan) name (if applicable), degree, and institution	Proposed UA Program:	Peer 1: NAU Flagstaff and phoenix campus	Peer 2: Ohio State University
Current # of enrolled students		50 on each campus	50
Major Description. Includes the purpose, nature, and highlights of the curriculum, faculty expertise, emphases (sub-plans; if any), etc.	<p>The University of Arizona will be the only university in Southern Arizona to offer the Doctor of Physical therapy (DPT) degree which allows individuals to take the national board exam and enter the Physical Therapy profession.</p> <p>Housed within the College of Medicine, the ability to link with their established clinical affiliation sites will be a strength of the DPT program. There will also be the opportunity to work closely with other colleges including nursing, pharmacology, and public health for interprofessional education, and to utilize established clinical affiliations and service-learning experiences thereby providing critical</p>	<p>From: <a href="https://nau.edu/physical-therapy/about/">https://nau.edu/physical-therapy/about/</a></p> <p>The Physical Therapy department at Northern Arizona University is proud to rank among the top Graduate Schools in the nation. Our Doctor of Physical Therapy degree program is offered both in Flagstaff at our main campus, as well as at the Phoenix Biomedical Campus in downtown Phoenix. We provide a strong residency program and other services for students to enable them to become successful practitioners in the field of physical therapy.</p>	<p>From: <a href="https://hrs.osu.edu/academics/graduate-programs/clinical-doctorate-in-physical-therapy">https://hrs.osu.edu/academics/graduate-programs/clinical-doctorate-in-physical-therapy</a></p> <p>With more than 60 years experience preparing students for successful careers in PT, Ohio State's doctorate of physical therapy degree program is among the very best in the country. Our well-trained faculty, state-of-the-art healthcare facilities and network of supportive alumni and mentors all add to the value of a degree from this program.</p>

	healthcare services to local underserved communities.		
<b>Target careers</b>	Physical therapy	Physical therapy	Physical therapy
<b>Total units required to complete the degree</b>	109	98-102	118
<b>Pre-admission expectations (i.e. academic training to be completed prior to admission)</b>	Bachelor's degree with a GPA of 3.0 on a 4.0 point scale. GRE minimum score 300 and 3.5 analytical writing. Prerequisites: 2-part series of anatomy and physiology, 2-part series of biology, 2-part series of chemistry 2-part series of physics. Statistics or advanced math, 2 psychology (intro and then developmental, abnormal or health psychology). Highly recommended: introduction to neuroscience, and Spanish for health professionals. 40 Observation or service-learning hours, personal statement, 2 letters of recommendation at least one from a practicing PT, and TOEFL or equivalent as indicated by the University of Arizona for international graduate students	Bachelor's degree with a GPA of 3 on a 4-point scale. GRE with 149 on verbal, 146 quantitative and 3.5 analytical writing. Prerequisites in anatomy and physiology, chemistry, physics, psychology, statistics, exercise physiology and abnormal or developmental psychology, a personal statement, 3 letters of recommendation, up to 100 observations hours (recommended) and TOEFL as applicable	Bachelor's degree, prerequisites in biology, chemistry, physics, psychology, lifespan development, anatomy, physiology and statistics, GPA minimum of 3 on a 4.0 point scale. 40 observation hours, 3 letters of recommendation, personal essay and TOEFL if applicable
<b>Major requirements. List all major requirements including core and electives. If applicable, list</b>	<p><b>All courses are NEW and specific to the DPT program. The DPT designation is pending:</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• DPT 600 Foundational studies (15)</li> <li>• DPT 610 Acute care studies (15)</li> <li>• DPT 620 Community and Rural studies (6)</li> <li>• DPT 700 Clinical internship 1 (6)</li> </ul> <p><b>Year 2:</b></p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>▪ Foundations of PT Evaluation (3) PT 510</li> <li>▪ Clinical Anatomy I/Human Anatomy (4/5) PT 525/PT 535</li> <li>▪ Human Physiology &amp; Pathology/Pathophysiology (4) PT 545/PT 550</li> </ul>	<p><b>Year 1</b></p> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• AMI 6000 Anatomy (5)</li> <li>• PT 6410 Principles &amp; Procedures in PT Practice I (1)</li> <li>• PT 6021 Intro to PT Profession (1)</li> <li>• AMP 5510 Pharmacology (2)</li> </ul>

<p><b>the emphasis requirements. Courses listed must include course prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions needed (house number limit, etc.). Provide email(s)/letter(s) of support from home department head(s) for courses not owned by your department.</b></p>	<ul style="list-style-type: none"> <li>• DPT 630 Sub-acute and rehabilitation studies (7)</li> <li>• DPT 710 Clinical internship 2 (8)</li> <li>• DPT 640 Musculoskeletal Studies (15)</li> <li>• DPT 720 Clinical Internship 3 (10)</li> </ul> <p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Students to select 4 electives (3 credits each)</li> <li>• DPT 800 – DPT 890 all TBD (12)</li> <li>• DPT 730 Final clinical Internship (12)</li> <li>• DPT 650 Comprehensive conclusions (3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clinical Anatomy II/Functional Anatomy (4/3) PT 526/PT 536</li> <li>▪ Integrated Clinical Experience (1) PT 601</li> <li>▪ Neurosciences (4) PT 560</li> <li>▪ Differential Diagnosis (3) PT 680</li> <li>▪ Clinical Communication (2) PT 586</li> <li>▪ Normal Human Gait (1) PT 511</li> <li>▪ Abnormal Gait (1) PT 611</li> <li>▪ Clinical Epidemiology &amp; Population Health (2) PT 664</li> <li>▪ Ethics &amp; Professionalism in PT Practice (2) PT 644</li> <li>▪ Therapeutic Exercise (4) PT 582</li> <li>▪ Health Care Systems I (2) PT 670</li> <li>▪ Professional Development Seminar (3) PT 687</li> <li>▪ Innovations &amp; Specializations (2) PT 687</li> <li>▪ Graduate Research (3) PT 685</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>▪ Contemporary Wellness Models in PT Practice (2) PT 599</li> <li>▪ Cardiopulmonary Therapeutics (4) PT 630</li> <li>▪ Musculoskeletal Therapeutics I (4) PT 620</li> <li>▪ Neurophysiological Therapeutics I (4) PT 635</li> <li>▪ Life Cycle I (2) PT 602</li> <li>▪ Neurophysiological Therapeutics II (3) PT 636</li> <li>▪ Musculoskeletal Therapeutics II (3) PT 621</li> <li>▪ Medical Therapeutics (2) PT 675</li> <li>▪ Organization and Administration (2) PT 668</li> <li>▪ Life Cycle II (2) PT 603</li> </ul>	<p><b>Autumn:</b></p> <ul style="list-style-type: none"> <li>• PT 6250 Neural Basis of Movement (2)</li> <li>• PT 6415 Principles and Procedures in PT Practice II (1)</li> <li>• PT 7012 Documentation and Reimbursement (1)</li> <li>• PT 7220 Musculoskeletal Diagnosis and Management I (4)</li> <li>• PT 7410 Musculoskeletal skills lab I (3)</li> <li>• AMP 7900 Evidence based Practice I (1)</li> <li>• PT 7235 Biomechanics for PT (3)</li> <li>• PT 8998 Research Practicum* (1)</li> </ul> <p>*PT 8998 can be taken AU or SP</p> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>• PT 7250 Neurologic Basis of Rehabilitation (2)</li> <li>• PT 6260 Pathology for PT (2)</li> <li>• PT 8013 Contemporary Practice (1)</li> <li>• PT 8210 Musculoskeletal Diagnosis and Management II (6)</li> <li>• PT 8410 Musculoskeletal Skills Lab II (3)</li> <li>• AMP 7910 Evidence Based Practice II (1)</li> <li>• PT 6189 Integrated Clinical Experience (1)</li> </ul> <p><b>Year 2:</b></p> <p><b>Summer:</b></p> <ul style="list-style-type: none"> <li>• PT 6389/7389 Pediatric ICE (0.5-1)</li> <li>• PT 7189 Intermed. Clin. Internship I (4)</li> </ul>
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			<ul style="list-style-type: none"> <li>• PT 8060 Healthcare in America &amp; Impact on PT I (1)</li> <li>• PT 8676 Differential Diagnosis for PT (4)</li> <li>• PT 8999 Thesis (2)</li> </ul> <p>Take 2 Didactic elective courses</p> <ul style="list-style-type: none"> <li>• PT 8610 Advanced Orthopedic PT (1)</li> <li>• PT 8640 Complex Scenarios in PT (1)</li> <li>• PT 8612 Advanced Sports PT (1)</li> <li>• PT 8650 Advanced Neuro Rehab (1)</li> <li>• PT 8620 Entrepreneurial Leadership in PT (1)</li> <li>• PT 8625 Private Practice Management in PT (1)</li> <li>• HRS Interdisciplinary case mgt (1)</li> <li>• Rehabilitation Engineering (1)</li> <li>• Research Pediatric and global health specialization</li> </ul> <p>Clinical Elective</p> <ul style="list-style-type: none"> <li>• PT 6589 Service Clinical Experience (.5- 2 credit elective)</li> </ul> <p><b>Spring:</b></p> <ul style="list-style-type: none"> <li>• PT 8289 Terminal Clinical Internship (8)</li> <li>• PT 8989 Capstone Practicum Internship (4)</li> </ul>
<b>Research methods, data analysis, and methodology requirements (Yes/No). If yes, provide description.</b>	Yes – students will demonstrate the ability to be critical consumers of research threaded throughout the curriculum and will produce a research project in DPT 650 comprehensive conclusions	Yes – students complete a 3 credit graduate research course and present a capstone project	Yes – there are two one credit classes covering evidence based practice, a research practicum in year one, and a thesis presentation in year three. Students also have the option of a research specialty track.

<b>Internship, practicum, applied course requirements (Yes/No). If yes, provide description.</b>	Yes – students will complete 35 weeks of full time clinical experience in the 700 series of courses, as well as integrated experiences throughout the curriculum in all the 600 courses	Yes – students complete 30 weeks of full time clinical experience at the end of the program and also 1 credit hour equivalent of integrated experiences early in the program.	Yes – students complete a variety of clinical experiences throughout the program including 37 weeks of full time clinical education.
<b>Master thesis or dissertation required (Yes/No). If yes, provide description.</b>	Yes – students will complete a final research project presented in DPT 650	Yes – students complete a capstone project	Yes – students present a final case study report and oral doctoral defense based on a case from one of their clinical experiences.
<b>Additional requirements (provide description)</b>	Students will choose 4 of the elective options from the 800 series. These electives will include topics such as: Sports PT, Performing arts PT, Advanced Hand and foot PT, Advanced pediatric care, Advanced geriatric care, Women's health PT, PT in Oncology, PTs in research and academia, Rural PT specialization. They will also complete a comprehensive written and practical final examination in DPT 650		Students have elective options in addition to an option to taking one of three interdisciplinary specializations in pediatrics, global health, or research. There is also a dual DPT PhD option

\*Note: comparison of additional relevant programs may be requested.

**BUDGET PROJECTION FORM****Name of Proposed Program or Unit: Physical Therapy Program**

Budget Contact Person: Pamela Ray	Projected		
	1st Year 2024 - 2025	2nd Year 2025 - 2026	3rd Year 2026- 2027
<b>METRICS</b>			
Net increase in annual college enrollment UG			
Net increase in college SCH UG			
Net increase in annual college enrollment Grad	50	100	150
Net increase in college SCH Grad	1,800	3,600	5,400
Number of enrollments being charged a Program Fee			
New Sponsored Activity (MTDC)			
Number of Faculty FTE			
<b>FUNDING SOURCES</b>			
<b>Continuing Sources</b>			
UG AIB Revenue			
Grad AIB Revenue	607,899	1,215,798	1,823,697
Program Fee Revenue (net of revenue sharing)	297,414	594,828	892,242
F and A AIB Revenues			
Reallocation from existing College funds (NEI Funding)	1,391,818	511,000	
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ 2,297,131</b>	<b>\$ 2,321,626</b>	<b>\$ 2,715,939</b>
<b>One-time Sources</b>			
College fund balances			
Institutional Strategic Investment			
Gift Funding			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>TOTAL SOURCES</b>	<b>\$ 2,297,131</b>	<b>\$ 2,321,626</b>	<b>\$ 2,715,939</b>
<b>EXPENDITURE ITEMS</b>			
<b>Continuing Expenditures</b>			
Faculty	1,086,908	1,402,146	1,417,305
Other Personnel	136,538	139,268	140,940
Employee Related Expense	351,012	420,633	424,924
Graduate Assistantships			
Other Graduate Aid			
Operations (materials, supplies, phones, etc.)	89,400	129,600	130,100
Additional Space Cost			
Other Items (attach description)			
<b>Total Continuing</b>	<b>\$ 1,663,858</b>	<b>\$ 2,091,647</b>	<b>\$ 2,113,269</b>
<b>One-time Expenditures</b>			
Construction or Renovation			
Start-up Equipment			
Replace Equipment	50,000	50,000	50,000
Library Resources			
Other Items (attach description)			
<b>Total One-time</b>	<b>\$ 50,000</b>	<b>\$ 50,000</b>	<b>\$ 50,000</b>
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,713,858</b>	<b>\$ 2,141,647</b>	<b>\$ 2,163,269</b>
<b>Net Projected Fiscal Effect</b>	<b>\$ 583,273</b>	<b>\$ 179,979</b>	<b>\$ 552,670</b>





THE UNIVERSITY OF ARIZONA  
**College of Medicine**  
Tucson

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## **OFFICE OF THE DEAN**

March 16, 2022

Chris Childers PT, PhD  
Director, Doctor of Physical Therapy Program  
Office of the Senior Vice President for Health Sciences  
The University of Arizona  
Program Director, Physical Therapy Program  
Board Certified Geriatric Specialist  
Health Science Innovation Building (HSIB) Room 920A  
1670 E. Drachman  
PO Box 85721  
Tucson, AZ 85721

Re: Letter of Support

Dear Dr. Childers:

I am writing to share my strong support for the new Doctor of Physical Therapy (DPT) Program in the College of Medicine - Tucson. The University of Arizona Health Sciences (UAHS) is committed to financially supporting efforts to launch this new program. In addition to this institutional support, you will continue to have access to all necessary space, resources, and technical personnel necessary within UAHS.

The College of Medicine – Tucson will serve as the academic home for the program and is equally committed to supporting the program through shared resources such as classes, faculty and clinical training opportunities. The new DPT Program will be able to leverage specialty training in existing programs within the College of Medicine – Tucson such as cardiopulmonary, geriatrics, and neurology. Developing a southern Arizona DPT program and leveraging our existing program strengths, will create a strong, unique, and highly sought-after program, that will meet the health needs of our population and enhance PT education opportunities.

I look forward to the successful accreditation and launch of this new program.

Sincerely,

Michael M.I. Abecassis, MD, MBA  
Dean, College of Medicine – Tucson  
Professor, Departments of Surgery and Immunobiology



The University of Arizona  
Health Sciences

Office of the  
Senior Vice  
President for Health  
Sciences

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1670 E. Drachman  
PO Box 210216  
Tucson, AZ 85721-0216  
Tel: (520) 626-1197  
Fax: (520) 626-1460

March 16, 2022

Chris Childers PT, PhD  
Director, Doctor of Physical Therapy Program  
Office of the Senior Vice President for Health Sciences  
The University of Arizona  
Program Director, Physical Therapy Program  
Board Certified Geriatric Specialist  
Health Science Innovation Building (HSIB) Room 920A  
1670 E. Drachman  
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Re: Letter of Support

Dear Dr. Childers:

I am writing to share my strong support for the new Doctor of Physical Therapy (DPT) Program in the College of Medicine - Tucson. You have my assurance that the entire administrative team here at the University of Arizona Health Sciences (UAHS) is committed to fully supporting and appropriately prioritizing efforts to launch this new program. In addition to this institutional support, you will continue to have access to all necessary space, resources, and technical personnel necessary within UAHS to achieve successful accreditation.

The DPT Program responds to pressing needs to improve access to high quality health care services in Arizona's rural and underserved communities. There is currently no DPT offered in southern Arizona and launching this program will give students in southern Arizona the chance to train in Tucson, and hopefully lead to more practicing PTs who stay in our community upon their graduation.

I am excited to have the opportunity to participate in this new program, and it is my belief that the University of Arizona will greatly benefit from these efforts.

Sincerely,

Michael D. Dake, MD  
Senior Vice President for Health Sciences