

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FULL BOARD MEETING

FRIDAY, 29 SEPTEMBER 2006

9:00 A.M.

FLORIDA INTERNATIONAL UNIVERSITY
WOLFE UNIVERSITY CENTER BALLROOMS
MIAMI, FLORIDA

AGENDA

- | | |
|---|------------------------------|
| I. CALL TO ORDER | CHAIRMAN DAVID PARKER |
| II. CHAIRMAN'S REMARKS | DAVID PARKER |
| III. FOUNDATION REPORT | |
| IV. REQUESTS TO ADDRESS THE BOARD | DAVID PARKER |
| V. UNIVERSITY REPORT | MODESTO MAIDIQUE |
| VI. ITEMS FOR BOARD REVIEW | |
| A. ACTION ITEMS | |
| 1. CONSENT AGENDA | |
| DAVID PARKER | |
| A. MINUTES, 13 JUNE 2006 (<i>EXHIBIT "A"</i>) | |
| B. MINUTES, 21 AUGUST 2006 (<i>EXHIBIT "B"</i>) | |
| C. ACCOUNTS RECEIVABLE WRITE-OFF (<i>EXHIBIT "C"</i>) | |
| D. HONORARY DEGREE RECIPIENTS (<i>EXHIBIT "D"</i>) | |
| E. TENURE AS A CONDITION OF EMPLOYMENT NOMINATIONS (<i>EXHIBIT "E"</i>) | |
| F. DOCTOR IN PHYSICAL THERAPY (DPT) (<i>EXHIBIT "F"</i>) | |
| G. TERMINATION OF B.S. IN PROSTHETICS AND ORTHOTICS (<i>EXHIBIT "G"</i>) | |
| H. RATIFICATION OF AMENDMENT TO FIU FOUNDATION, INC. BYLAWS
(<i>EXHIBIT "H"</i>) | |
| A. ACTION ITEMS (<i>CONT.</i>) | |
| 2. PRESIDENT'S MANAGEMENT REVIEW, 2005-2006 | ALBERT DOTSON |

3. UNIVERSITY GOALS 2006-2007

ALBERT DOTSON

**4. UNIVERSITY STUDENT SUPPORT COMPLEX AND
EXPANSION OF FOOTBALL STADIUM**

**KIRK LANDON
ALBERT DOTSON**

B. REPORTS

5. COMMITTEE REPORTS

▪ **GOVERNMENTAL RELATIONS**

MIRIAM LOPEZ

▪ **FINANCE AND AUDIT**

KIRK LANDON

▪ **ACADEMIC POLICY AND STUDENT AFFAIRS**

HERBERT WERTHEIM

▪ **ADMINISTRATION AND ATHLETICS**

ALBERT DOTSON

VII. OTHER BUSINESS

DAVID PARKER

VIII. ADJOURNMENT

DAVID PARKER

NEXT FULL BOARD MEETING
5 DECEMBER 2006
10:30 A.M.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

SUBJECT: FULL BOARD MEETING MINUTES, 13 JUNE 2006

PROPOSED BOARD ACTION:

Adopt the following Resolution:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Meeting held on 13 June 2006, attached to this Resolution as Exhibit "A," are hereby approved.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT "A": 13 JUNE 2006 FULL BOARD MEETING MINUTES.

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DRAFT

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**



**BOARD MEETING
MINUTES
13 JUNE 2006**

I. Call to Order

Chairman David Parker convened the meeting of The Florida International University Board of Trustees at 10:30 a.m., on Tuesday, 13 June 2006, at University Park, MARC International Pavilion, Miami, Florida.

The following attendance was recorded:

Present:

David Parker	Miriam Lopez
Betsy Atkins	Sergio Pino
Albert Dotson	Claudia Puig
Patricia Frost	Herbert Wertheim
Armando Guerra	Modesto Maidique
Alfonso Leon	

Foundation Chairman, Larry Kahn

Excused:

Kirk Landon
Bruce Hauptli
Rosa Sugrañes

Former Foundation Chairman Carlos Migoya was also in attendance.

II. Chairman's Remarks:

Chairman Parker welcomed all Trustees, University faculty and staff. He welcomed Larry Kahn to his first Board of Trustees meeting as Chair of the Foundation Board of Directors. He also welcomed new Student Trustee and Student Government Association President for University Park, Alfonso Leon to his first in-person Board of Trustees Full Board meeting.

Chairman Parker thanked all of the Trustees for their participation in the 8 May 2006 Board of Trustees conference call meeting. He noted the importance of the conference call meeting as it provided an update on the outcomes of the Legislative session. He also noted that the next conference call would be scheduled for August.

Chairman Parker announced that during the 8 May conference call, the Board approved a new contract between the Service Employees International Union (SEIU) Contract – and the FIU

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Board of Trustees. On behalf of the Board, he congratulated President Maidique, the negotiating teams, the Provost, the faculty and the administration for their diligence in completing negotiations. He noted that their dedication and hard work ensured a successful outcome. He also thanked the members of the Board's Executive Committee for their work on this issue.

Chairman Parker reported that on 15 May 2006 Representative Ileana Ros-Lehtinen presented \$1.5 million to University President Maidique in continued support of the University's Bio/Nano Electronic Devices and Sensors Program. He noted that the research will be carried out by the Advanced Materials Engineering Research Institute (AMERI) at the College of Engineering.

Chairman Parker congratulated Trustees Miriam Lopez and Rosa Sugrañes for being named to the list of the top 50 women leading businesses in Florida. He noted that the list was a research publication of our University's own Center for Leadership in cooperation with the University's Metropolitan Center.

President's Remarks

President Maidique announced that several new University facilities were in the planning and development stages. He noted that the establishment of the College of Law mandated a permanent facility and that the \$38 million facility, set to open in the Fall, would enable the college to maintain the accreditation standards of the American Bar Association.

The President announced that the Graduate School of Business facility would serve the College of Business Administration as the premier provider of graduate professional education and research. He added that this \$25 million facility would provide support in developing core competencies in globalization, technology and leadership. He noted that the project is expected to be completed by September 2007. President Maidique also announced that the University's Lakeview housing facility was on schedule to open for the Fall of 2006 (consisting of an 825 bed residential complex designed to serve undergraduate student housing requirements.) He thanked Trustee Herbert Wertheim on his generosity and leadership throughout the University's Medical School Initiative. He also recognized the efforts of the University's Board of Trustees as critical in this initiative.

III. Requests to Address the Board:

There were no requests to address the Board.

IV. FIU Foundation Report

Foundation Chairman Larry Kahn reported that fund-raising goals for FY 2006 were surpassed by 203%. He added that the Alumni membership count was up 52% since the beginning of the fiscal year, which represented a 24% increase of the FY goal of 6,500 dues paying members. He noted that Alumni Association was currently ranked 12th among the CAAE (Council of Alumni Association Executives), based on membership increase from the previous year.

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Chairman Parker thanked Carlos Migoya for his valuable contributions to the Board of Trustees during his tenure as Chairman of the FIU Foundation. On behalf of the Board of Trustees, Chairman Parker extended his gratitude to Mr. Migoya for his outstanding leadership, wise counsel, and dedicated service to the Board and to the University.

V. Items for Board Consideration:

A. Action Items

1. *Consent Agenda:*

Chairman Parker announced that there was one addition to the consent agenda, which referred to the Minutes of the 2 June 2006 Executive Committee Meeting. The Resolution was amended to reflect the addition. He asked for comments on any items included in the Consent Agenda. Hearing none, the Board adopted the following Resolution:

RESOLVED, that the following matters included in the Consent Agenda are hereby approved:

- A. *MINUTES 3.21.06 (EXHIBIT "A")***
- B. *MINUTES 5.8.06 (EXHIBIT "B")***
- C. *TENURE NOMINATIONS (EXHIBIT "C")***
- D. *TENURE AS A CONDITION OF EMPLOYMENT NOMINATIONS (EXHIBIT "D")***
- E. *APPROVAL OF CONSULTING CONTRACT WITH A.T. KEARNEY***
- F. *UNIVERSITY EQUITY REPORTS (EXHIBIT "E")***
- G. *Minutes 6.2.06 (Exhibit "I")***

2. Operating Budget FY 2006-2007 and Tuition Fee Rule

Finance and Audit Committee Vice Chair Miriam Lopez introduced the University's Operating Budget for FY 2006-2007 for Board consideration and approval. University CFO Vivian Sanchez presented the University wide 2006-2007 Operating Budget, provided a summary by fund, delineated strategic issues and proposed resolutions.

After discussion, the Board adopted the following Resolution:

RESOLVED that the Florida International University Board of Trustees ("BOT") approves the 2006-2007 University Operating Budget, including the 2006-2007 Operating Budget of the FIU Foundation, Inc., as attached to this Resolution as Exhibit "F", and

FURTHER RESOLVED that the BOT delegates to the University President the authority to amend the budget to adjust to changing circumstances, including the authority to reasonably increase expenditures based on the receipt of additional funding during the operating year, and

FURTHER RESOLVED that the University President shall keep the BOT informed of any changes in excess of 2% made to the total approved 2006-2007 Operating

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Budget during the operating year.

Finance and Audit Committee Vice Chair Miriam Lopez introduced the University Tuition Fee Rule for Board consideration and approval.

Trustee Alfonso Leon noted that he would be voting against the University Tuition Fee Rule but in favor of the University's Operating Budget for FY 2006-2007.

After further discussion, the Board adopted the following Resolution:

WHEREAS, the Florida International University Board of Trustees ("BOT") is authorized to set tuition and fees for the University within the limits provided by law;

WHEREAS, the Legislature has provided the BOT with authority to set 2006-2007 Academic Year tuition and fees for graduate, graduate professional, and nonresident students (at any level of instruction);

WHEREAS, subject to approval by the Governor of the legislation providing the BOT with tuition and fee authority, the BOT desires to exercise its authority as reflected in the amendments to the Tuition Fees Schedule Regulation FIU-1101 attached hereto as Exhibit "G";

THEREFORE, BE IT RESOLVED THAT, the BOT approves the 2006- 2007 Academic Year tuition and fees increases reflected in the amendments to the Tuition Fees Schedule Regulation FIU-1101 attached hereto as Exhibit "G";

BE IT FURTHER RESOLVED THAT, the BOT delegates authority to the University President to forward the Regulation to the Board of Governors for approval and to approve any subsequent amendments that are based on comments to the Regulation received from the Board of Governors;

AND BE IT FURTHER RESOLVED, that the President report to the BOT at its next regularly scheduled meeting on any substantive change requested or made to the Regulation as a result of comments received by the Board of Governors.

3. Legislative Budget Request 2007-2008

Finance and Audit Committee Vice Chair Miriam Lopez introduced the Legislative Budget Request 2007-2008 for Board consideration and approval.

Without further discussion, the Board adopted the following Resolution:

WHEREAS, the Florida Board of Governors ("the BOG") has the power to operate, regulate, control and be fully responsible for the management of the whole university

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system (Section 7, Article IX, Florida Constitution); and

WHEREAS, included within this responsibility is the development of an annual, system-wide Legislative Budget Request; and

WHEREAS, Section 1001.74(12), Florida Statutes, requires the universities' Boards of Trustees ("BOT") to submit an institutional budget request based on the guidelines established by the BOG; and

WHEREAS, Section 216.023(1), Florida Statutes, requires the submission of a legislative budget request to the legislature and governor based on an independent judgment of needs;

THEREFORE, BE IT RESOLVED that the BOT hereby approves the Florida International University 2007-2008 Legislative Budget Request, attached to this resolution as Exhibit "H," and

BE IT FURTHER RESOLVED that the BOT authorizes the University Administration to amend the Legislative Budget Request to adjust to changing circumstances and,

BE IT FURTHER RESOLVED that the BOT authorizes the University Administration to take all actions necessary to implement this Resolution.

4. University President's Employment Agreement

Chairman Parker announced that the Board would vote on an employment agreement by which Dr. Maidique will continue to serve as the President of the University for the next three years. He noted that the steps undertaken by the Board to reach this point began by engaging Pricewaterhouse Coopers LLP to provide the Board with a compensation review of the key elements comprising the President's agreement. He added that the Board also engaged the law firm of Hogan & Hartson, LLP which reviewed a number of presidential employment agreements from other universities, provided information regarding the terms of those agreements, and compared President Maidique's current agreement and the proposed agreement terms with those of other Florida university presidents. Chairman Parker added that he felt confident that the Board did a thorough and complete review of all matters pertaining to the President's next agreement and had received the highest-quality advice and assistance available.

On behalf of the Board, Chairman Parker, thanked the FIU Foundation for its continuous support of the University. He noted that without its help, many of the initiatives that the University undertakes would not be possible.

Administration and Athletics Committee Chair Albert Dotson presented the University President's Employment Agreement for Board consideration and approval.

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Trustee Pino commended President Maidique for his outstanding leadership and performance that continuously surpassed the Boards' expectations. Other Trustees voiced their thanks to President Maidique for a job well done.

Trustee Atkins noted that the President's Employment Agreement process was a diligent and thorough process.

After discussion, the Board adopted the following Resolution:

WHEREAS, the Board of Trustees (the "Board") is the public employer of all employees of the University; and

WHEREAS, The Board is charged with entering into all agreements on behalf of the University; and

WHEREAS, the term of the President's employment agreement ends on June 30, 2006 and the Board wishes to employ the President for another three year-term; and

WHEREAS, the Board engaged the services of top experts in the field of University Presidents' Employment Agreements and Compensation and has extensively studied the reports prepared by these top experts;

BE IT RESOLVED THAT the Board approves the Employment Agreement for President Modesto A. Maidique attached hereto as Exhibit "J" and incorporated by reference herein and authorizes the Chairman of the Board to execute the Agreement on behalf of the Board; and

BE IT FURTHER RESOLVED THAT the Board instructs the Associate Corporate Secretary to the Board to include in the Minutes of this Meeting the two reports prepared by the experts engaged by the Board to advise it on this matter.

Administration and Athletics Committee Chair Albert Dotson announced that there was a second component to the University President's Employment Agreement, which required Board consideration and approval. He presented a separate resolution granting University President Maidique a one-time bonus of \$80,000 in recognition of his unyielding dedication and commitment to the University.

After discussion, the Board adopted the following Resolution:

WHEREAS, the fiscal year about to end has been one of extraordinary accomplishments for President Maidique and FIU, some of which are:

- For the third year in a row, he has successfully led the efforts of the State University Presidents in convincing the legislature to fund salary increases for

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faculty and staff.

- He continued to lead his executive team when Provost Rosenberg was tapped to be the Chancellor of the State University System during the critical medical school approval processes and the conclusion of labor negotiations with the United Faculty of Florida.
- As a result of the countless hours he has spent building relationships and sharing the FIU story with our state legislators, FIU received the largest increase in ongoing funding in its history. And, most importantly,
- Because of his leadership and unrelenting labor, FIU can today boast that it has a College of Medicine, the single most important event in this institution's history; and

WHEREAS, the Board wants to recognize the extraordinary accomplishments of President Maidique during the fiscal year 2005 — 2006; therefore

BE IT RESOLVED that the Board approves a bonus of \$80,000 for President Maidique, effective July 1, 2006, in recognition of his outstanding leadership. Said sum of \$80,000 shall not become part of President Maidique's base compensation.

B. Committee Status Reports

Chairman Parker requested that each Committee Chair present a status report on the ongoing work of the Committees.

Academic Policy and Student Affairs Committee Chair Herbert Wertheim and Administration and Athletics Committee Chair Albert Dotson reported on items heard by their respective Committees. (Note: Finance and Audit and Governmental Relations Committees did not meet: No report was given.) Chairman Parker thanked the Committees for their work noting that their careful review of university issues was of invaluable service to the entire Board.

VI. Other Business:

Chairman Parker reminded everyone that a Board of Trustees interim conference call would be scheduled for August.

VII. Adjournment:

Since there was no other business to come before the Board, the meeting of the Florida International University Board of Trustees was adjourned on Tuesday, 13 June 2006, at 12:35 p.m.

MEB/mb
6.29.06

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Trustee Requests

1. *Trustee Claudia Puig requested a tour of the Frost Art Museum. The Board of Trustees office will coordinate tour to coincide with the 5 December 2006 Full Board meeting.*

David Parker
Chairman
FIU Board of Trustees

Modesto A. Maidique
Corporate Secretary
FIU Board of Trustees

Attachments: Exhibits "A," "B," "C," "D," "E," "F," "G," "H," "I," & "J"

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

SUBJECT: FULL BOARD MEETING MINUTES, 21 AUGUST 2006

PROPOSED BOARD ACTION:

Adopt the following Resolution:

RESOLVED that the minutes of the meeting of the Florida International University Board of Trustees' Meeting held on 21 August 2006, attached to this Resolution as Exhibit "B," are hereby approved.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT "B": 21 AUGUST 2006 FULL BOARD MEETING MINUTES.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**



**BOARD MEETING
MINUTES
21 AUGUST 2006**

I. Call to Order

Chairman David Parker convened the meeting of The Florida International University Board of Trustees at 9:30 a.m., on Monday, 21 August 2006, via conference call.

The following attendance was recorded:

Present:

David Parker	Alfonso Leon
Betsy Atkins	Miriam Lopez
Albert Dotson, Sr.	Sergio Pino
Patricia Frost	Claudia Puig
Armando Guerra	Rosa Sugrañes
Bruce Hauptli	Herbert Wertheim
Kirk Landon	Modesto Maidique

II. Chairman's Remarks:

Chairman Parker welcomed all Trustees, University faculty, and staff.

Chairman Parker announced that through the hard work and leadership of several people, the administration and the AFSCME collective bargaining teams were able to reach an agreement on a three year contract which AFCSME agreed to present to its membership for ratification. He added that this new agreement achieved the objectives established by the Board three years ago to move the institution towards best-in-class human resources practices. Chairman Parker noted that after the Union votes, if the agreement is ratified, then the Board would vote to approve the ratification.

Assistant Vice President for Human Resources Maria Alam reported on key points covered by this new agreement.

Chairman Parker thanked all parties involved in the negotiations process.

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Chairman Parker noted that there was one item before the Board referencing the Fixed Capital Outlay (FCO) Legislative Budget Request, 2007-2008.

**III. Item for Board Review:
Action Items**

Fixed Capital Outlay (FCO) Legislative Budget Request, 2007-2008

Chairman Parker presented the Fixed Capital Outlay (FCO) Legislative Budget Request, 2007-2008 for Board review and approval. He noted that it was a continuation of last year's request for capital funds. He noted that the Florida Board of Governors asked each university to approve the request before its next meeting in mid-September.

After discussion, the Board adopted the following Resolution:

RESOLVED that the Florida International University Board of Trustees (the Board) approve the Florida International University 2007-2008 Fixed Capital Outlay (FCO) Legislative Budget Request consisting of the 5-year capital improvement plan (CIP) for Public Education Capital Outlay (PECO) projects, the Courtelis Facilities Enhancement Challenge Grant program list, and the Appropriations Bill proposed project list prepared pursuant to Sections 1013.64, 1001.74, 1011.40 and 1013.60, Florida Statutes and attached to this Resolution as Exhibit "A".

IV. Requests to Address the Board:

There were no requests to address the Board.

V. Other Business:

There was no other business brought forward.

V. Adjournment:

Since there was no other business to come before the Board, the meeting of the Florida International University Board of Trustees was adjourned on Monday, 21 August 2006, at 10:03 a.m.

Exhibit "B"

DRAFT

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Trustee Requests

1. *Chairman Parker requested a report analyzing current University classroom utilization levels. Provost Berkman will coordinate the report.*

MEB/mb
8.28.06

David Parker
Chairman
FIU Board of Trustees

Modesto A. Maidique
Corporate Secretary
FIU Board of Trustees

Attachments: Exhibit "A"

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

SUBJECT: ACCOUNTS RECEIVABLE WRITE-OFF

PROPOSED BOARD ACTION:

Adopt the following Resolution:

WHEREAS, the University's accounts receivables reflect \$625,835.73 in debts owed by students prior to June 30, 2000 and such debts cannot be collected because the statute of limitations has expired or further collection efforts will exceed statute of limitation; as attached to this Resolution as Exhibit "C", and

THEREFORE, BE IT RESOLVED that the Board authorizes the Chief Financial Officer to write off said student debts as uncollectible; and

BE IT FURTHER RESOLVED that all such student accounts are permanently identified so that the students cannot re-register nor obtain copies of their education records until their financial obligations to the University have been satisfied.

BACKGROUND INFORMATION:

Fla. Stat. 1010.03 authorizes the Board to use all efforts to collect delinquent accounts and to charge-off or settle such accounts as may prove uncollectible.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT "C": ACCOUNTS RECEIVABLE WRITE-OFF, SUMMARY
- ATTACHMENT 1: FLORIDA STATUTE 1010.03

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FLORIDA INTERNATIONAL UNIVERSITY
ACCOUNTS RECEIVABLE WRITE-OFF
As of June 30, 2006

Receivable Type:	Amount incurred in Fiscal Years						Total
	81-95	95/96	96/97	97/98	98/99	99/00	
Tuition	\$ 3,200	\$ 4,277	\$ 1,049	\$ 11,386	\$ 37,153	\$ 376,820	\$ 433,884
Short-Term & Book Loans	359	375	1,550	950	3,165	41,547	47,946
Financial Aid	2,927	516	907	6,537	7,994	14,031	32,911
Parking & Traffic	25	149	1,390	385	1,644	12,608	16,201
Housing	3,220	65	531	110	4,206	6,864	14,997
Library Fines	1,187	256	1,023	358	1,275	10,301	14,401
Health Fees	103	168	0	36	670	9,743	10,720
Bad Check Fines	0	15	15	15	408	5,982	6,435
Computerized Photo ID's	10	17	0	40	40	2,329	2,436
Athletic Fees	10	30	0	20	130	1,938	2,128
Miscellaneous	15,392	478	291	352	5,703	21,561	43,777
Total	\$ 26,433	\$ 6,344	\$ 6,756	\$ 20,189	\$ 62,389	\$ 503,726	\$ 625,836

The 2006 Florida Statutes

[Title XLVIII](#)
K-20 EDUCATION CODE

[Chapter 1010](#)
FINANCIAL MATTERS

1010.03 Delinquent accounts.--District school boards, community college boards of trustees, and university boards of trustees:

- (1) Shall exert every effort to collect all delinquent accounts.
- (2) May charge off or settle such accounts as may prove uncollectible.
- (3) May employ the services of a collection agency when deemed advisable in collecting delinquent accounts.
- (4) May adopt rules, as necessary, to implement the provisions of this section, including setoff procedures, payroll deductions, and restrictions on release of transcripts, awarding of diplomas, and access to other resources and services of the school district, community college, or university.

History.--s. 529, ch. 2002-387.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

SUBJECT: HONORARY DEGREE RECIPIENTS

PROPOSED BOARD ACTION:

Adopt the following Resoltuion:

RESOLVED that the Florida International University Board of Trustees endorse Jose Carreras, Cristina Saralegui, and Jody Williams as recipients of a doctoral degree *honoris causa* from Florida International University and whose academic and professional profiles are attached to the Resolution as Exhibit “D”.

BACKGROUND INFORMATION:

The honorary degree recipients were recommended by the Faculty Senate and approved by the President and Provost to receive an honorary degree at Commencement.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT “D”: ACADEMIC & PROFESSIONAL PROFILE FOR: JOSE CARRERAS, CRISTINA SARALEGUI, AND JODY WILLIAMS

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SUBJECT: Honorary Degree Recipient

Recommend Board approval of the following candidate to receive a doctoral degree, *honoris causa* from Florida International University.

Approved by FIU Faculty Senate.

Jose Carreras

Proposed Conferral Date: Spring 2007

BACKGROUND INFORMATION

Jose Carreras is known throughout the world for his amazing singing abilities and humanitarian work. His career began at the age of eleven, when he made his first professional debut at the Gran Teatro del Liceu in Barcelona, as the singing role of the Boy- Narrator in De Falla's El Retablo de Maese Pedro. By the time he reached his early 20's, the young soprano had become a tenor role in Spain and other major opera houses throughout Europe. For nearly 40 years he has traveled the world, singing in all the leading tenor roles in every major opera house. Not only have critics and fans been enthralled, but his professional colleagues have also appreciated his superb musicianship and committed performances. Lofti Mansouri of the San Francisco Opera describes him as "one of the most complete operatic stars I have ever worked with." He is perhaps better known for his participation in the famous "three Tenors Concerts," the original 1990 concert was actually organized by his two colleagues Pavarotti and Domingo. Recognizing his great talents has earned Carreras several awards such as; Grammy and Emmy awards from the United States, the title "Kammersanger" from the Vienna State, the Albert Schweitzer Music Award, Goodwill Ambassador for UNESCO, among many others.

In 1987, at the height of his career, he was suddenly diagnosed with severe leukemia. He had to undergo immediate treatment which many felt, should he survive, would end his magnificent career. It almost did but with carefully chosen performances, Carreras was able to gradually rank back to the top of singers. However, he has recognized the great importance of research to develop life-saving therapies for patients with diseases like leukemia. In 1998, enlisting the aid of noted physicians around the world; he founded the Jose Carreras International Leukemia Foundation. Then others friends modeled this foundation in Germany and Switzerland.

In recent years Mr. Carreras has continued his concert work throughout the world, using his great talent to raise funds for his Leukemia Research Foundation and other causes. In 2003, Carrera's foundation awarded a research grant to Professor Alejandro Barbieri, from the Biological Sciences department at FIU.

SUBJECT: Honorary Degree Recipient

Recommend Board approval of the following candidate to receive a doctoral degree, *honoris causa* from Florida International University.

Approved by FIU Faculty Senate.

Cristina Saralegui

Proposed Conferral Date: Fall 2006 Commencement
December 18, 2006

BACKGROUND INFORMATION

Christina Saralegui, a 30-year veteran journalist, is recognized as the most influential role mode for today's Hispanic woman. She is very successful and is committed to making a difference in our community and internationally. According to a recent poll, Hispanic Americans say Cristina is one of the most trusted TV personalities and considered her a #1 role in media and life as "motivator." Born in Havana, Cuba and raised in Miami, Cristina was introduced to journalism from an early age. After having completed a mass communication and creative writing degree at the University of Miami, Cristina began an internship with Vanidades Magazine; the #1 women's magazine in Latin America created many years earlier in Cuba by her grandfather. Her success continued to lead her to later become editor-in-chief of the internationally distributed Cosmopolitan En Espanol. After maintaining her position for ten years she resigned to become executive producer and host of the "The Cristina Show." In 1989, Cristina's show premiered on the Univision Network, the nations leading Spanish-language television network. After 14 years, 10 Emmys and more than 3,000 shows, "the Cristina Show" continues its reign as the #1 U.S. produced talk show on Spanish- language television in the U.S. and is seen throughout Latin America and in most European countries, with an estimated audience of 100 million viewers worldwide. After the success with the television show, Cristina began to host a daily radio program on ABC Radio International. The program shares her views on various inspirational and motivational themes with her listeners.

Cristina and husband Marcos Avila established the "Arriba la Vida/Up with Life Foundation" in 1996. It is a private foundation dedicated to AIDS awareness and education among Hispanics, as well as other AIDS related causes that touch the lives of Hispanics everywhere. Along with this foundation Cristina has hosted and contributed too many more humanitarian causes. Cristina is on the board of directors of National Council of La Raza and the Museum of Television & Radio and is a member of the National Council of the American Foundation for AIDS Research.

SUBJECT: Honorary Degree Recipient

Recommend Board approval of the following candidate to receive a doctoral degree, *honoris causa* from Florida International University.

Approved by FIU Faculty Senate.

Jody Williams

Proposed Conferral Date: Fall 2006 Commencement or
Spring 2007 Commencement

BACKGROUND INFORMATION

Jody Williams is a founder of the International Campaign to Ban Landmines (ICBL) and received the Prize in 1997 for her work in achieving an international convention to ban all personnel mines. Ms. Williams received a bachelor's degree from the University of Vermont and a master's degree in International Relations from Johns Hopkins University. She worked as an ESL instructor in Mexico, the U.K. and Washington D.C. Later she worked with NGOs to develop public awareness of U.S. policy in Central America and to bring humanitarian and medical assistance there.

Ms. Williams's work showcases the importance of individual initiative and working with both governments and with NGOs to achieve a goal. Further, it was her careful and systematic research about landmines which laid the foundation for the development of both governmental and NGO policies related to landmines.

Thus, Ms. Williams's work not only created the knowledge base related to landmines, it underpinned the development and implementation of international policy. She represents the highest level of international achievement. Williams is currently serving on the faculty of the University of Houston.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

SUBJECT: TENURE AS CONDITION OF EMPLOYMENT NOMINATIONS

PROPOSED COMMITTEE ACTION:

Recommend Board adoption of the following Resolution:

WHEREAS each board of trustees is authorized to establish the personnel program for all employees of the university including tenure,

WHEREAS the University President is recommending the granting of Tenure as a Condition of Employment for three (3) nominees listed in Exhibit "E",

THEREFORE BE IT RESOLVED that the Florida International University Board of Trustees approves the granting of Tenure as a Condition of Employment to the three individuals listed in Exhibit "E" based on the recommendations of the University President.

BACKGROUND INFORMATION:

STATUTORY AUTHORITY:

Resolution of the Florida Board of Governors, dated January 7, 2003.

Resolution delegating and delineating powers of local boards of trustees,
states in part,

(19)(a) Each board of trustees shall establish the personnel program for all employees of the university, including the president, pursuant to the provisions of chapter 1012 and, in accordance with rules and guidelines of the Florida Board of Governors, including: compensation and other conditions of employment, recruitment and selection, non-reappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure and permanent status, ethical obligations and conflicts of interest, restrictive

covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment.

BACKGROUND INFORMATION:

The Tenure as a Condition of Employment nominees had tenure at their previous institutions.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT “E” – TENURE AS A
CONDITION OF EMPLOYMENT
NOMINEES
- ATTACHMENT 2 – TENURE AS A
CONDITION OF EMPLOYMENT
NOMINEES’ BIOS

Florida International University					
2006-2007 TENURE NOMINATIONS					
(as a condition of employment)					
	PROPOSED		TENURE		
NAME	RANK	DEPARTMENT	CIP CODE		
COLLEGE OF HEALTH & URBAN AFFAIRS					
Meredith A. Newman	Professor	Public Administration	440401		
SCHOOL OF JOURNALISM & MASS COMM.					
Frederick R. Blevens	Professor	Journalism	90401		
COLLEGE OF MEDICINE					
Madhavan P.N. Nair	Professor	Immunology	511201		

Attachment 2

THE FLORIDA INTERNATIONAL UNIVERSITY BOARD OF TRUSTEES

2006-2007

Tenure as a Condition of Employment Recommendations Biographies

Meredith A. Newman, Ph.D.

Meredith Newman holds a Ph.D. in Policy Studies from Deakin University, Australia (1994). She joins FIU as Professor and Director of the School of Public Administration after serving three years as Chair of the Department of Public Administration, University of Illinois at Springfield, and nine years as a member of the public affairs faculty at Washington State University, Vancouver. Prior to her current career in academia, Newman served with the Australian Foreign Service (in France and Viet Nam), the U.S. Department of State (in Senegal, Malaysia, and Republic of Singapore), and the World Bank (in Washington DC and Dakar, Senegal).

Professor Newman is widely published in the areas of public management, administrative theory, gender and worklife issues, human resources, and administrative ethics. She was recently identified as amongst the most productive scholars in the period 1993-2002 (*Journal of Public Affairs Education* article entitled, The ASPA Journals: Who is Publishing?). Dr. Newman is the recipient of several awards, including the Editors' Choice Award, *Public Administration Review*; the distinguished Research Award of the American Society for Public Administration, Section for Women in Public Administration; and the Research Excellence Award, Washington State University, Vancouver.

Newman's professional service complements her scholarship and instruction. She serves on a number of editorial boards; is Special Features Editor of the *Review of Public Personnel Administration*; and was recently appointed as Associate Editor for Special Features and International Outreach. She was recently appointed as Chair of the Commission on Peer Review and Accreditation, National Association of Schools of Public Affairs and Administration.

Frederick R. Blevens, Ph.D.

Frederick Blevens comes to Florida International University from the Gaylord College of Journalism and Mass Communication at the University of Oklahoma, where he served as associate dean and professor the past four years. Prior to that, he served as chair and professor in the Department of Mass Communication at Texas State University and as a faculty member in the Department of Journalism at Texas A&M University. Dr. Blevens is the co-author of "Twilight of Press Freedom," a philosophical critique of the civic and public journalism movements. He is the author of four book chapters, four articles in refereed journals, five articles in other journals, and numerous articles on media criticism in mainstream and specialized publications, including the *Chronicle of Higher Education*. He was editor of a special issue of the journal *American Journalism* on the history of investigative journalism. In addition, Dr. Blevens has presented more than a dozen papers at professional meetings, including those of the Association for Education in Journalism and Mass Communication, the American Journalism Historians Association and the National Communication Association. In October, Dr. Blevens will become the 26th president of the American Journalism Historians Association and has served on the organization's board of directors for more than 10 years. For three years, he was chair of the AJHA Research Committee. Dr. Blevens is an elected member of the Accrediting Council on Education in Journalism and Mass Communication, the Diversity Taskforce of the Association for Education in Journalism and Mass Communication and is an elected member of the AEJMC Teaching Committee. In 2000, Dr. Blevens served as president of the Southwest Education Council for Journalism and Mass Communication and served a term on the SWECJMC board of directors. He was named the Outstanding Faculty member in the Department of Journalism at Texas A&M University in 1995 and was a Freedom Forum Teacher of the Year in 2001. Prior to earning his Ph.D. from the Missouri School of Journalism in 1995, Dr. Blevens was a reporter, copyeditor and senior editor at five metropolitan daily newspapers, including the *Tampa Tribune*, *Philadelphia Bulletin*, *San Antonio Light*, *Fort Worth Star-Telegram* and *Houston Chronicle*. He holds the bachelor's and master's degrees from Ball State University.

Madhavan P.N. Nair, Ph.D., C.N.S., F.A.C.N., F.A.A.A.1.

Dr. Madhavan P.N. Nair began his academic career at the University of Kerala, India where he obtained his Bachelor of Science degree. He went on to obtain a Medical Laboratory Technology degree at the University of Delhi, India, a M.S. and a Ph.D from Bombay University, India. Nair is a Board Certified Clinical Nutrition Specialist (CNS) and has chaired and coordinated international scientific and pharmaceutical meetings sponsored by the State University of New York at Buffalo. Dr. Nair has received numerous honors and awards including Distinguished Research Scientist Award, University of Michigan 1990 and the Exceptional Scholar Award, SUNY at Buffalo, 2005. Dr. Nair has worked in a variety of positions during his 14 years at SUNY at Buffalo, most recently as Professor with tenure in the Departments of Medicine and Microbiology. He has been involved in many teaching activities including Immunology Core Lecturer, Division of Allergy, Immunology and Rheumatology; Coordinator, Lecture Series for Williamsville School on “Drugs and Food” and Lecturer, Research Seminar Series, Division of Allergy, Immunology and Rheumatology. In addition to his teaching and lecturing activities, Dr. Nair has mentored 52 students (post graduates, post doctoral/MD fellows, and high school students) for their research proposals. He has also been a mentor for the McNair Programs for Minority Students while at the State University of New York at Buffalo. Dr. Nair has more than 100 peer reviewed scientific publications, has edited a variety of books on Molecular Biology, Allergy and Immunology and HIV infection, and provides editorial services for the Editorial Board of Clinical and Diagnostic Laboratory Immunology and the Editorial Board of Indian Journal Laboratory Microbiology. Dr. Nair has been involved as a review member in various NIH study sections, Special Review Panels and NCRR. Dr. Nair is currently working on multiple NIH/NIDA R01 grant awards to conduct a research on HIV infections.

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

**SUBJECT: TRANSITION FROM THE MASTER OF PHYSICAL THERAPY TO THE DOCTOR
OF PHYSICAL THERAPY (DPT)**

PROPOSED BOARD ACTION:

Adopt the following Resolution:

RESOLVED that the Florida International University Board of Trustees ("BOT") hereby approves the Transition of the Master of Physical Therapy degree to a Doctor of Physical Therapy (DPT) degree, requirements set forth in Exhibit "F," and

FURTHER RESOLVED, that the BOT authorizes the University President to file the proposal with the Florida Board of Governors and take all actions necessary to implement the program.

BACKGROUND INFORMATION:

STATUTORY AUTHORITY:

**Resolution of the Florida Board of Governors, dated January 7, 2003.
Resolution delegating and delineating powers of local boards of trustees,**
states in part:

- (7) Each board of trustees has responsibility for the establishment and discontinuance of degree programs up to and including the master's degree level; the establishment and discontinuance of course offerings; provision of credit and noncredit educational offerings; location of classes; services provided; and dissemination of information concerning such programs and services. Approval of new programs must be pursuant to criteria established by the State Board of Education.

EXPLANATION OF PROPOSED BOARD ACTION:

The Department of Physical Therapy is proposing to transition the MS in Physical Therapy degree program to the Doctor of Physical Therapy (DPT) level. This is an accreditation-driven action, facilitated by the establishment of a streamlined proposal process established by the Board of Governors. This new program will increase FIU’s involvement in the health care needs of the community and nation by providing much needed culturally competent providers of physical therapy. Physical therapy (PT) faculty are active in teaching evidence-based practice and are active researchers in the areas of patient compliance and motivation, falls and balance, movement analysis, and diversity issues and their educational and health implications. FIU PT focuses on service to the university, professional, local, state, national, and international community is aligned with the University mission and goals.

EXHIBITS/SUPPORTING DOCUMENTS:

▪ EXHIBIT “F” – EXECUTIVE SUMMARY,
TRANSITION FROM THE MASTER OF PHYSICAL
THERAPY DEGREE TO THE DOCTOR OF
PHYSICAL THERAPY (DPT)

FACILITATOR/PRESENTER:

▪ DOUGLAS WARTZOK



Florida International University Academic Affairs

Board of Trustees

September 29, 2006

**Request for Authorization to Propose
to the Florida Board of Governors**

A TRANSITION

TO

A DOCTOR OF PHYSICAL THERAPY (DPT)

AT

FLORIDA INTERNATIONAL UNIVERSITY

Submitted by Dr. Helen Cornely, Chair and Associate Professor
Department of Physical Therapy, Florida International University

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Florida Board of Governors
REQUEST TO TRANSITION TO
A DOCTOR OF PHYSICAL THERAPY (DPT)

Florida International University
University Submitting Proposal

Fall 2007
Proposed Implementation Date

College of Health and Urban Affairs
School of Health Sciences
Name of College or School

Department of Physical Therapy
Name of Department(s)

Physical Therapy
Academic Specialty or Field

Doctorate in Physical Therapy (DPT)
CIP 51.2308
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

College or School Dean Date

Graduate Dean Date

Provost and Executive Date
Vice President Academic Affairs

President Date

Chair, FIU Board of Trustees Date

Indicate the dollar amounts appearing as totals for the first and the fifth years of implementation as shown in the appropriate summary columns in Table Three. Provide headcount and FTE estimates of majors for years one through five. Headcount and FTE estimates should be identical to those in Table Three.

	Total Estimated Costs	Projected Student Enrollment	
		Headcount	FTE
First Year of Implementation	\$1,273, 527	48	60
Second Year of Implementation		94	111.75
Third Year of Implementation		139	163.78
Fourth Year of Implementation		139	163.78
Fifth Year of Implementation	\$1,436,550	139	163.78

EXECUTIVE SUMMARY

Transition to Doctorate in Physical Therapy (DPT)

The Department of Physical Therapy is proposing to transition the MS in Physical Therapy degree program to the Doctor of Physical Therapy (DPT) level. This is an accreditation-driven action, facilitated by the establishment of a streamlined proposal process established by the Board of Governors.

The Commission on Accreditation of Physical Therapy Education (CAPTE) has suggested that the appropriate entry-level degree is the professional doctorate in physical therapy (DPT), and although they have yet to set this as a requirement for accreditation, the trend is clearly in that direction. CAPTE estimates that by 2008, 90% of all physical therapy programs will be offering the DPT. In the State University System of Florida, all physical therapy program chairs have voiced their intention to transition their existing master's programs to DPT programs. USF and UF have since successfully transitioned to the DPT.

The DPT curriculum builds on the structure of the existing master's curriculum sequence as the first six semesters of the DPT curriculum are the current, accredited MS curriculum, then continues with an additional three semesters finishing with the culminating clinical education experiences. The proposed Doctor of Physical Therapy (DPT) program is a 113 credit (93 didactic and 20 clinical) full time, nine semester program with electives offered. Approximately 48 students will be admitted annually. The DPT curriculum adds 24 credits of didactic coursework to the current Master's curriculum, including advanced practice in geriatrics, pediatrics, movement analysis, sports physical therapy, differential diagnosis in physical therapy, and principles of diagnostics such as radiography, imaging and pharmacology. There will be a choice of elective courses to prepare graduates to work in recognized specialty areas such as pediatrics, geriatrics, orthopedic and sports medicine, women's health, cardiopulmonary, neurology and community health. The curricular changes reflect accreditation standards and the current emphasis on physical therapy evidence-based and autonomous practice. There are 20 credits of clinical education (four additional weeks) of clinical internship interspersed throughout the program. There are no research based dissertation requirements, because this is a professional degree; however a project (DPT Project) will be required of all students.

The Department of Physical Therapy at FIU prides itself in its leading role in providing physical therapy preparation to members of minority groups. Nationwide only 13% of physical therapy students are members of national minorities whereas approximately 78% of the FIU physical therapy students are members of national minorities. Considering the nation's health care initiative in Healthy People 2010 is to eliminate health disparities among racial and ethnic groups, FIU PT is and will continue to be a leading supplier of ethnically diverse physical therapy practitioners poised to help eliminate health disparities by providing culturally competent health care. *This is reflected in our mission and will be our unique contribution to DPT education nationwide.*

Florida International University
Criteria for Evaluating Proposed Academic Programs
Transition to Doctorate in Physical Therapy (DPT)

Criteria	How Met
Fit with FIU Strategic Plan	<p>Health is identified as a theme in the FIU 2010 Strategic Plan.</p> <p>Physical therapy (PT) faculty are active in teaching evidence based practice and are active researchers in the areas of patient compliance and motivation, falls and balance, movement analysis, and diversity issues and their educational and health implications.</p> <p>FIU PT focus on service to the university, professional, local, state, national, and international community is aligned with the University mission and goals.</p> <p>The DPT program will increase FIU's involvement in the health care needs of the community and nation by providing much needed culturally competent providers of physical therapy.</p> <p>PT is listed as one of the Critical Needs in Health Care on the Board of Governor's March 2004 List of Targeted Programs.</p> <p>The DPT is in alignment with the Medical School Initiative</p>
Rationale	<p>CAPTE has suggested that the appropriate entry-level degree is the professional doctorate in physical therapy (DPT), although they have yet to set this as a requirement for accreditation. However, it is anticipated that CAPTE will change policy in the near future, so that only programs offering a DPT as the entry level degree will be accredited.</p> <p>Nationally the number of MS PT programs has decreased and the number of DPT programs has increased. CAPTE estimates that by 2008, 90% of all physical therapy programs will be offering the DPT.</p> <p>To remain competitive, FIU PT needs to offer a DPT as the entry-level professional physical therapy degree.</p> <p>In the most recent update of the U.S. News and World Rankings, 28 of the top 30 institutions offer the DPT.</p> <p>The FIU Department of Physical Therapy will be unable to attract quality applicants if this change is not initiated.</p>

Exhibit "F"

	<p>FIU has the opportunity to provide a quality DPT program that is accessible and affordable.</p> <p>The 2004-2005 <i>Occupational Outlook Handbook</i> published by the US Bureau of Labor Statistics (BLS) predicts employment of physical therapists “to grow faster than the average for all occupations through 2012.”</p>
Distinctiveness of Program	<p>FIU PT is a national leader in providing physical therapy preparation to members of minority groups as evidenced by receipt of the APTA Minority Achievement Award 2006.</p> <p>FIU PT faculty are in the top 25% of physical therapy research productivity nationwide.</p> <p>FIU PT provides a high level of faculty and student involvement in community service.</p>
Resources	<p>FIU PT is housed in the new Health and Life Sciences Building with state of the art fully equipped Gait and Balance Analysis Laboratory and all new laboratories and equipment</p> <p>Strong retention of PT faculty</p> <p>Professional tuition will augment current funding</p> <p>Over 340 clinical internship placement sites available to all students.</p>
Support	<p>Current students, graduates of FIU, FIU Pre PT BSHS, non- SUS institutions, international students as well as practicing physical therapists wanting affordable accessible DPT education</p> <p>Have contracts with over 340 clinical internship placement sites</p>
Competition	<p>The other PT programs in Southeast Florida (Nova Southeastern and the University of Miami) have been offering the DPT for the past four years.</p> <p>In the State University System (SUS), all physical therapy program chairs have voiced their intention to transition their existing master’s programs to DPT programs.</p>

Exhibit "F"

	University of South Florida (USF) and University of Florida (UF) are the two SUS schools currently only offering the DPT.
Pros	<p>First minority serving institution in SUS to offer the DPT</p> <p>Affordable, accessible, high quality DPT education</p> <p>Strengthens and supports Medical School initiative</p> <p>Helps fill current need of culturally competent providers of physical therapy</p>
Cons	Unpredictable state budget

INTRODUCTION

I. Program Description (one page or less)

Briefly describe the degree program under consideration, including specific changes that will be made to the current program to effect the transition to the DPT.

Describe how this program will compare to or contrast with other DPT's offered in the nation.

The Department of Physical Therapy (PT) at Florida International University (FIU) is part of the School of Health Sciences (SHS), which in turn is part of the College of Health and Urban Affairs (CHUA). It was one of the first four health programs established when the University opened. The Commission of Accreditation of Physical Therapy Education (CAPTE) has accredited the program since 1975 with our most recent accreditation on site visit in August of 2004. The program was granted full accreditation until 2014.

The proposed Doctor of Physical Therapy (DPT) program is a 113 credit (93 didactic and 20 clinical) full time nine semester program with electives offered. Approximately 48 students will be admitted annually. The DPT curriculum builds on the structure of the existing master's curriculum sequence. The first six semesters in the DPT curriculum are the current, accredited MS curriculum. The DPT curriculum builds onto the MS with an additional 3 semesters finishing with the culminating clinical education experiences. The DPT curriculum adds 24 credits of didactic coursework to the current Master's curriculum. These changes reflect the content of advanced practice in geriatrics, pediatrics, movement analysis, sports physical therapy, differential diagnosis in physical therapy, and principles of diagnostics such as radiography, imaging and pharmacology. There will be a choice of elective courses to prepare graduates to work in recognized specialty areas such as pediatrics, geriatrics, sports medicine, women's health, and community health, and an additional 8 credits (4 weeks) of clinical internship will be interspersed throughout the program. The curricular changes reflect accreditation standards and the current emphasis on physical therapy evidence-based and autonomous practice.

The FIU proposed DPT, with 93 credits of professional coursework and 20 credits or 32 weeks of full time clinical experience, is consistent with the changes in other programs converting to the DPT as reported by CAPTE from data collected in the 2004 Biennial Accreditation Report and bring our program in line with accreditation standard CC-6. See Table 1 for CAPTE and statewide comparison of the DPT curriculum.

The nationwide transition to the DPT was already underway when the current MS PT program was implemented. The current FIU MS PT curriculum was initially designed to allow for a smooth transition to the DPT. The smooth transition will allow FIU to implement the program with a minimum of additional resources, and will allow current master's students, as well as recent graduates, to pursue the DPT, along with newly admitted students.

The Department of Physical Therapy at FIU prides itself in its leading role in providing physical therapy preparation to members of minority groups. Nationwide only 13% of physical therapy students are members of national minorities whereas approximately 78% of

the FIU physical therapy students are members of national minorities. Considering the nation's health care initiative in Healthy People 2010 is to eliminate health disparities among racial and ethnic groups, FIU PT is and will continue to be a leading supplier of ethnically diverse physical therapy practitioners poised to help eliminate health disparities by providing culturally competent health care. *This is reflected in our mission and will be our unique contribution to DPT education nationwide.*

Table 1

Comparison of FIU Proposed DPT to CAPTE Standards and Statewide DPT Programs						
	CAPTE Standards	Florida International University (FIU)	University of Miami (UM)	Nova South Eastern (NSE)	University of South Florida (USF)	University of Florida (UF)
Credits- Professional	90	93	97	81	95	86
<u>Weeks</u> of Clinical Education	30	32	32	48	34	32
<u>Credits</u> of Clinical Education	na	20	8	38	16	27
Program Length	3 academic years	9 semesters	9 semesters	9 semesters	8 semesters	8 semesters
Credits to degree	90-100	113	102-105	119	108-111	113

A. Goals and Objectives

The proposed Doctorate in Physical Therapy (DPT) will:

1. Provide autonomous practitioners of evidence-based physical therapy at the Doctorate of Physical Therapy level.
2. Be the leading provider of ethnically diverse and culturally competent physical therapists nationwide
3. Be the national leading provider of ethnically diverse physical therapy practitioners poised to help eliminate health disparities by providing culturally competent health care.
4. Provide physical therapists to help fill the burgeoning need for physical therapy services at the local, state, and national levels.

5. Provide affordable and accessible quality physical therapy education at the doctoral level
6. Enhance the reputation of FIU through increased research and publications

B. Level and Emphasis

This is a graduate program at the professional doctorate level for students with a baccalaureate degree.

C. Clientele

Clientele for this program will come from the graduates of FIU, other State University System (SUS) universities, non- SUS universities, and international students particularly from the Caribbean. We have an articulation agreement with the FIU Pre Physical Therapy Bachelors of Health Science that offers admission to the graduate program in physical therapy for FIU Pre Physical Therapy graduates with a cumulative grade point average of 3.25 that presently accounts for approximately 30% of our incoming classes.

READINESS

II. Institutional Mission and Strength (one to two pages)

- A. Please discuss how transition of the program to the DPT relates to institutional mission and strengths. Will the transition result in a need for a substantive accreditation change, or will the transition conflict with the mission of the institution in any other manner? If so, please explain and describe how this will be resolved prior to implementation of the transition.*

Mission

The transition to the DPT program in physical therapy is in line with the mission of the university, the college, the school, and the department, as well as FIU's current medical school initiative. Health is identified as a theme in the FIU 2010 Strategic Plan.

FIU is an urban, multi-campus, research university serving South Florida, the state, the nation and the international community. It fulfills its mission by imparting knowledge through excellent teaching, promoting public service, discovering new knowledge, solving problems through research, and fostering creativity.

The mission of the Department of Physical Therapy is to meet the physical therapy needs of the local, state, national, and international community by:

- providing entry-level and post-professional physical therapy education,
- advancing the knowledge base of physical therapy,
- developing innovative model physical therapy service programs, and
- providing ethnically diverse physical therapy practitioners poised to help eliminate health disparities by providing culturally competent health care.

Exhibit "F"

The Physical Therapy mission is directly aligned with the University mission. We are urban. We utilize multi campuses in the context of our over 340 different clinical affiliations available locally, statewide, nationally, and internationally where our students gain clinical hands on experience as a component of their education. We, as a department, are active in teaching evidence based practice and are active researchers in the areas of patient compliance and motivation, falls and balance, movement analysis, and diversity issues and their educational and health implications. We advance the knowledge base of physical therapy. Our faculty has presented research and provided service significant to the region, the state, the nation, and the international community. Our focus on service to the university, professional, local, state, national, and international community is aligned with the University mission and goals.

With the excellent space in the Health and Life Sciences Building Complex and the FIU Health and Medical Education Initiative, the FIU Department of Physical Therapy will be poised to make the DPT transition with ease as well as add significantly to the medical initiative. The Department of Physical Therapy is housed in the School of Health Sciences within the College of Health and Urban Affairs which allows for ease of collaboration with the existing Nursing, Public Health, and Social Work disciplines as well as programs in Occupational Therapy and Communication Sciences and Disorders.

The DPT supports the FIU Strategic 2010 Plan that identifies Health as a major theme:

“Primary care, prevention of disease, rehabilitation, public health, and environmental health are concerns of every community. FIU has established a role as a provider of health professionals – nurses, physical therapists, biologists – and researchers dedicated to addressing the health needs of the local community. The University intends to continue its engagement with the health care needs of the community and to expand its engagement as the needs of the community grow and evolve. Our involvement in these efforts will help meet the needs of the local community and provide us with the experience needed to develop health care services and techniques that have application beyond the local community.” Source: FIU 2010 Strategic Plan

The DPT program will increase FIU’s involvement in the health care needs of the community and nation by providing much needed culturally competent providers of physical therapy.

Physical Therapy is listed as one of the Critical Needs in Health Care on the Board of Governor’s March 2004 List of Targeted Programs.

Accreditation

The Department of Physical Therapy received initial accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE) in 1975. The Department completed a Self Study with an On-Site visit in August of 2004 utilizing the 1998 Evaluative Criteria, and received full accreditation until 2014. CAPTE has stated that programs accredited under the 1998 Evaluative Criteria need to only request approval from CAPTE for a degree change status from MS to DPT and follow and obtain appropriate university procedures and governance approvals:

Section 9.3 Substantive Changes that must be Reported

- a) *The following substantive changes must be reported prior to implementation or, if unexpected, immediately after implementation. Official written notification from the program administrator or appropriate institutional official must be provided. In order to facilitate accurate records in the Department of Accreditation, reports of the following substantive changes must be provided separately from the other documents such as Self Study Reports, Applications for Substantive Change, etc.*
- (4) *Conversion to offering the DPT (if the program has been found to meet the 1998 PT Evaluative Criteria)*
- (i) *Physical therapist education programs that have been granted Accreditation (and are not on Probation) following review of an SSR or AIA/AASC based on the 1998 Evaluative Criteria may implement a change of degree to the DPT without prior approval of CAPTE.*
 - (ii) *CAPTE expects that programs eligible to utilize this option will have obtained all relevant approvals for a change in degree from the institution, the state authorizing agency and the institutional accrediting agency, prior to implementation of the program*
 - (iii) *Notification must occur prior to implementation of the change in level of degree to be awarded.*
 - (iv) *Notification must include copies of the necessary approvals, information about when the last class of master's students will begin and when they will graduate*
 - (v) *Programs must also report any changes in the program in the next available Interim Accreditation Report or Self Study Report whichever comes first.*

Source: Part 9 PROCEDURES FOR REPORTING AND APPROVAL OF PROGRAM CHANGES, CAPTE Policies and Procedures

- B. *Describe the planning process leading up to submission of this proposal, including university personnel and external individuals involved in planning, as well as the date of approval for the transition by the University Board of Trustees. Provide a timetable of events for the implementation of the transition.*

The initial development of the transition to the DPT started in 2001 when the Department of Physical Therapy hired an external consultant to help revise the prior Bachelor's curriculum to the Master's program. At this time, the physical therapy faculty had the foresight to envision the DPT transition and built the same into the current curriculum. Because of this foresight, the DPT portion of the curriculum can be easily added to the existing MS curriculum without substantial changes in delivery.

To estimate student interest and demand for the DPT program, existing FIU PT classes were surveyed. In the FIU graduating class of 2003-2005, 88% responded they would be interested in returning to earn a DPT degree. Of the current students, 96% in the class of 2004-2006 and 98% in the class of 2005-2007 responded they would be interested in returning to finish their DPT at FIU if it became available.

The State University System Chairs met in April 2003 at USF to discuss coordinated attempts to transition to the DPT. All SUS program chairs voiced their intention to transition their existing masters programs to DPT programs. USF and UF have since successfully transitioned to the DPT. A statewide survey of clinicians was completed prior to this transition to determine the community attitude towards the DPT degree. Clinicians surveyed were aware of and in support of the changing trends and the need for future education for entry level physical therapists. These surveys helped establish the community interest and student demand of the proposed degree transition to DPT for all programs.

Conversations regarding the transition from the MS PT to the DPT have occurred with the FIU Provost, Dean of the University Graduate School, Executive Dean of the College of Health and Urban Affairs, and the Dean of the School of Health Sciences during the process of the accreditation self study and the recent program review. In the fall of 2005, Dean Noma Anderson sent a memo to then Provost Mark Rosenberg speaking to the need and the intent of the FIU PT program to transition to the DPT. These conversations were aimed at educating the administration of the imminent changes occurring in the field of physical therapy education and the importance of FIU's Physical Therapy program transition from the MS PT to the DPT in a timely manner.

The faculty in the Department of Physical Therapy has collaborated on the DPT curriculum design throughout the 2004-2005 academic year. The Chair has consulted with Nova Southeastern and University of Miami as to their transition from the MS to DPT as well. These meetings and discussions have helped us design a DPT curriculum that will meet or exceed CAPTE expectations as well as provide a seamless transition for current and past students to bridge from the MS degree to the DPT degree. These activities set the groundwork for the following timeline of events to transition to the DPT degree.

Table 2 provides a timeline for the approval process of the transition from MS to DPT degree. If approved to admit students in Fall of 2007 for a DPT degree, the charter class of DPT students would graduate in Summer of 2010.

Table 2

Timeline of FIU Physical Therapy Request to Transition to a Doctor of Physical Therapy (DPT)		
Date	Action	Responsible Party
FALL 2005		
	Proposal for the Request to Transition to a DPT written	Dr Helen Cornely, Chair and PT faculty
	Proposal to Dean SHS for review	Dean Noma Anderson
	Proposal to Executive Dean of CHUA for review	Associate Dean Michele Ciccazzo, Executive Dean Ray Thomlison
SPRING 2006		
January 17, 2006	Report to School of Health Science Curriculum Committee for approval	Dr Helen Cornely, Chair and PT Faculty, Dean Noma Anderson
February 14, 2006	Proposal to CHUA Curriculum Committee for Approval	CHUA Curriculum Committee, Exec Dean Ray Thomlison
March 14, 2006	Proposal to University Curriculum Committee for Approval	University Curriculum Committee
April 18, 2006	Report to Faculty Senate for approval	Faculty Senate
April 19, 2006	Report to University Graduate School for approval	Acting Dean Stephen Mintz
SUMMER 2006		
June 27, 2006	Report to the FIU Board of Trustees Meeting Dates 2006 Sept 29, 2006 / Dec 5, 2006	Board of Trustees
August 10, 2006	Report to the Florida Board of Governors for approval Meeting Dates 2006 Sep. 21, 2006 / Nov. 16, 2006	Florida Board of Governors
FALL 2006		
	Last admissions into the FIU PT program for MS PT (Last MS PT class graduates FALL 2008)	
FALL 2007		
	Admissions into the FIU PT program would be for DPT exclusively. MS PT Class of 2005-2007 could start to take courses in the DPT curriculum Fall 2007 and Spring 2008 and be able to graduate with a DPT in Summer 2008.	
FALL 2008		
	MS PT Class of 2006-2008 could start to take courses in DPT curriculum Fall 2008 and Spring 2009 and be able to graduate with a DPT in Summer 2009.	
SUMMER 2010		
	CHARTER DPT CLASS 2007-2010 graduates	

Exhibit "F"

Table 3 provides a time line for implementation of the proposed DPT curriculum. Table 4 provides a time line for proposed DPT program implementation.

Table 3

Timeline for Implementation of FIU DPT Curriculum Offerings											
Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009	Fall 2009	Spring 2010	Summer 2010
Class of 2005-2007 MS PT											
Fall 2	Spring 2	Summer 2	Fall 3	Spring 3	Summer 3						
MS PT Curriculum (C)	MS PT C	MS PT C	Graduate MS PT OR Start DPT- Yr 3 courses offered	DPT Yr 3	DPT YR 3 <i>Grad DPT</i>						
Class of 2006-2008 MS PT											
Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2						
MS PT curriculum (C)	MS PT C	MS PT C	MS PT C	MS PT C	MS PT C						
						Graduate MS PT OR Start DPT- Yr 3 courses offered	DPT Yr 3 courses offered	DPT Yr 3 courses <i>Grad DPT</i>			
			Class of 2007-2010 DPT								
			Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3	Summer 3
			DPT Yr 1	DPT Yr 1	DPT Yr 1	DPT Yr 2	DPT Yr 2	DPT Yr 2	DPT Yr 3	DPT Yr 3	DPT Yr 3 <i>Grad DPT</i>

Table 4

Timeline for Implementation of FIU DPT	
Date	Action
Fall 2005	Proposal Written
Spring 2006- Summer 2006	Sequence of Approvals cumulating with Florida Board of Governors approval Summer 2006
Fall 2006 – Summer 2007	48 students accepted into the MS PT program Search and Screen for 2 tenure earning faculty Faculty work on new DPT course offerings Revise all program information regarding DPT transition.
Fall 2007	48 Students accepted into the DPT program (Class of 2007-2010) 2 Tenure earning faculty hired. Secretary hired. Search and Screen for 1 Faculty - Clinical Line Year 1 DPT curriculum and Year 3 DPT curriculum for Class of 2005-2007 MS PT who decided to continue for DPT
Spring 2008	Year 1 DPT curriculum and Year 3 DPT curriculum for Class of 2005-2007
Summer 2008	Year 1 DPT curriculum and Year 3 DPT curriculum for Class of 2005-2007
Fall 2008	MS PT class of 2006-2008 graduates. <i>This is the last class to receive a Master's degree. Students in PT class of 2006-2008 are given option to continue on for DPT degree or receive Masters degree.</i> 1 Clinical faculty hired. 48 DPT students admitted Class of 2008-2011 Year 1 DPT curriculum Year 2 DPT curriculum Year 3 DPT curriculum offered for Class of 2006-2008 MS PT students who decided to continue for DPT.
Spring 2009	Year 1 DPT curriculum Year 2 DPT curriculum Year 3 DPT curriculum offered for Class of 2006-2008 MS PT students who decided to continue for DPT.
Summer 2009	Year 1 DPT curriculum Year 2 DPT curriculum Year 3 DPT curriculum offered for Class of 2006-2008 MS PT students who decided to continue for DPT. Class of 2006-2008 students who continued for DPT graduate.
Fall 2009	Year 3 DPT curriculum
Spring 2010	Year 3 DPT curriculum
Summer 2010	Year 3 DPT curriculum DPT Charter Class of 2007-2010 graduates

III. Program Quality - Reviews and Accreditation (one to two pages)

The Department of Physical Therapy underwent a self study report and on site accreditation visit in August 2004. The Department was awarded full accreditation without qualifications until 2014.

In its Summary of Action, the CAPTE Commission specifically commended FIU PT for a “thorough job done by the program in developing a cohesive and integrated curriculum plan and in improved course objectives. The curriculum plan is organized and thorough; the faculty review process undertaken was comprehensive. In addition, the program did an exceptionally thorough assessment and revision of the Departmental Mission Statement which now clearly reflects the unique nature of this program.”

The physical therapy program finished a university Program Review in the summer of 2005. The Program Review process is a systematic way to meet both the legislative and University requirements to assess the quality of our academic degree programs while determining ways to improve the quality of education, research, and service. The seven-year review period enables degree programs to improve the alignment of their goals and plans with those of the College and the University. For information about the FIU Program Review process, please access <http://www.fiu.edu/~opie/progreview.htm>

In this institutional procedure, the program systematically reviews, discusses and critiques its strengths and weaknesses and produces a strategic plan for the department to share with the University and the community at large. In the final document, a picture of where the Department is currently and where the department aspires to be are described in detail. The Department identifies what resources are necessary to achieve its aspirations. In turn, the Executive Dean, the Provost, and the Board of Governors review the strategic plans and determine support of the programs and what resources will be allocated to meet the aspirations of the department. As evidence of the program quality, the Executive Summary prepared by the Department for the Program Review of the Department of Physical Therapy is included in the Appendix I.

IV. Curriculum

- A. *Provide a sequenced course of study and list the expected specific learning outcomes and the total number of credit hours for the degree. Indicate the number of credit hours for the required core courses, other courses, dissertation hours and the total hours for the degree. Please specifically explain any changes that are being made to the current program to ensure consistency with other DPT programs in the nation.*

FIU Doctorate in Physical Therapy (DPT) Curriculum

Fall Semester 1: (15 Credits)

PHT 5174	Analysis of Movement and Function	3 Credits
PHT 5174L	Analysis of Movement and Function Lab	1 Credits
PHT 5523	Dimensions of Professional Practice Seminar I	3 Credits
PHT 5205	Clinical Skills	3 Credits
PHT 5205L	Clinical Skills Lab	1 Credits
ZOO 5371	Applied Musculoskeletal Systems	3 Credits
ZOO 5371L	Applied Musculoskeletal Systems Lab	1 Credits

Spring Semester 1: (12 Credits)

PHT 5027	Clinical Education Seminar	1 Credits
PHT 5180	Musculoskeletal Diagnosis and Management I	3 Credits
PHT 5180L	Musculoskeletal Diagnosis and Management I Lab	1 Credits
PHT 5524	Dimensions of Professional Practice Seminar II	3 Credits
PHT 6341	Diagnosis and Management of Disease	3 Credits
PHT 6341L	Diagnosis and Management of Disease Lab.	1 Credits

Summer Semester 1 A: (8 Credits)

PHT 5181	Musculoskeletal Diagnosis and Management II	3 Credits
PHT 5181L	Musculoskeletal Diagnosis and Management II Lab	1 Credits
PHT 5505C	Physical Therapy Constructs of Health and Wellness	3 Credits
PHT 5960	Comprehensive Exam 1	1 Credits

Summer Semester 1 B: (5 Credits)

PHT 5805	Clinical Internship (8 weeks)	5 Credits
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Fall Semester 2: (12 Credits)

PHT 5182	Musculoskeletal Diagnosis and Management III	3 Credits
PHT 5182L	Musculoskeletal Diagnosis and Management III Lab	2 Credits
PHT 5525	Dimensions of Professional Practice Seminar III	3 Credits
PHT 6163	Neurological Diagnosis and Management I	3 Credits
PHT 6163L	Neurological Diagnosis and Management I Lab	1 Credits

Spring Semester 2: (13 Credits)

PHT 6164	Neurological Diagnosis and Management II	3 Credits
PHT 6164L	Neurological Diagnosis and Management II Lab	1 Credits
PHT 6381	Diagnosis and Management of Cardiopulmonary Systems	3 Credits
PHT 6381L	Diagnosis and Management of Cardiopulmonary Systems Lab	1 Credits
PHT 6817	Clinical Internship II (8 weeks)	5 Credits

Summer Semester 2 C: (11 Credits)

PHT 6169	Neurological Diagnosis and Management III	3 Credits
PHT 6169L	Neurological Diagnosis and Management III Lab	1 Credits
PHT 6526	Dimensions of Professional Practice Seminar IV	3 Credits
PHT 6961	Comprehensive Examination II	1 Credits
PHT 6970	DPT Project	3 Credits

Fall Semester 3: (15 credits)

PHT 5373	Advanced Therapy Assessment of the Elderly	3 Credits
PHT 6325	Advanced Clinical Pediatric Physical Therapy	3 Credits
PHT 6127	Advanced Pathologic Movement Analysis	3 Credits
PHT 6365	Theories in Sports Physical Therapy	3 Credits
PHT 6970	DPT Project	3 Credits

Spring Semester 3: (12-15 credits)

PHT 6XXX	Principles of Diagnostics and Pharmacology in Physical Therapy		3 Credits
PHT 6009	Differential Diagnosis in Physical Therapy		3 Credits
PHT Elective Choose minimum 6 credits	PHT 5504	Service Learning in Physical Therapy	6-9 Credits
	PHT 5335	Physical Therapy in Obstetrics/Gynecology	
	PHT 5254	Disability Awareness through Aquatic Sports	
	PHT 6XXX	Complementary Therapy for Rehabilitation Professionals	

Summer Semester 3: (10 Credits)

PHT 6827	Clinical Internship III	5 Credits
PHT 6828	Clinical Internship IV	5 Credits
	TOTAL CREDITS	113-115 Credits

Exhibit "F"

COMPARISON OF MS PT AND PROPOSED DPT CURRICULUM

FIU Physical Therapy MS PT Curriculum			FIU Physical Therapy Proposed Curriculum to transition to a DPT		
Course	Fall I (15 credits)	CR	Course	Fall I (15 credits)	CR
ZOO 5371	Applied Musculoskeletal Systems	3	ZOO 5371	Applied Musculoskeletal Systems	3
ZOO 5371L	Applied Musculoskeletal Systems Lab	1	ZOO 5371L	Applied Musculoskeletal Systems Lab	1
PHT 5174	Analysis of Movement and Function	3	PHT 5174	Analysis of Movement and Function	3
PHT 5174L	Analysis of Movement and Function Lab	1	PHT 5174L	Analysis of Movement and Function Lab	1
PHT 5205	Clinical Skills	3	PHT 5205	Clinical Skills	3
PHT 5205L	Clinical Skills Lab	1	PHT 5205L	Clinical Skills Lab	1
PHT 5523	Dimensions of Professional Practice Seminar I	3	PHT 5523	Dimensions of Professional Practice Seminar I	3
	Spring I (12 credits)			Spring I (12 credits)	
PHT 5180	Musculoskeletal Diagnosis and Management I	3	PHT 5180	Musculoskeletal Diagnosis and Management I	3
PHT 5180L	Musculoskeletal Diagnosis and Management I Lab	1	PHT 5180L	Musculoskeletal Diagnosis and Management I Lab	1
PHT 5524	Dimensions of Professional Practice Seminar II	3	PHT 5524	Dimensions of Professional Practice II	3
PHT 6341	Diagnosis and Management of Disease	3	PHT 6341	Diagnosis and Management of Disease	3
PHT 6341L	Diagnosis and Management of Disease Lab	1	PHT 6341L	Diagnosis and Management of Disease Lab	1
PHT 5027	Clinical Education Seminar	1	PHT 5027	Clinical Education Seminar	1
	Summer I (8 credits)			Summer I (8 credits)	
PHT 5960	Comprehensive Examination I	1	PHT 5960	Comprehensive Examination I	1
PHT 5505C	Physical Therapy Constructs of Health and Wellness	3	PHT 5505C	Physical Therapy Constructs of Health and Wellness	3
PHT 5181	Musculoskeletal Diagnosis and Management II	3	PHT 5181	Musculoskeletal Diagnosis and Management II	3
PHT 5181L	Musculoskeletal Diagnosis and Management II Lab	2	PHT 5181L	Musculoskeletal Diagnosis and Management II Lab	2
PHT 5805	Clinical Internship I (6 weeks)	3	PHT 5805	Clinical Internship I (8 weeks)	5
	Fall 2 (12 credits)			Fall 2 (12 credits)	
PHT 6163	Neurological Diagnosis and Management I	3	PHT 6163	Neurological Diagnosis and Management I	3
PHT 6163L	Neurological Diagnosis and Management I Lab	1	PHT 6163L	Neurological Diagnosis and Management I Lab	1
PHT 5525	Dimensions of Professional Practice Seminar III	3	PHT 5525	Dimensions of Professional Practice Seminar III	3
PHT 5182	Musculoskeletal Diagnosis and Management III	3	PHT 5182	Musculoskeletal Diagnosis and Management III	3
PHT 5182L	Musculoskeletal Diagnosis and Management III Lab	1	PHT 5182L	Musculoskeletal Diagnosis and Management III Lab	1
	Spring 2 (11 credits)			Spring 2 (13 credits)	
PHT 6164	Neurological Diagnosis and Management II	3	PHT 6164	Neurological Diagnosis and Management II	3
PHT 6164L	Neurological Diagnosis and Management II Lab	1	PHT 6164L	Neurological Diagnosis and Management II Lab	1
PHT 6381	Diagnosis and Management of Cardiopulmonary Systems	3	PHT 6381	Diagnosis and Management of Cardiopulmonary Systems	3
PHT 6381L	Diagnosis and Management of Cardiopulmonary Systems Lab	1	PHT 6381L	Diagnosis and Management of Cardiopulmonary Systems Lab	1
PHT 6817	Clinical Internship II (6 weeks)	3	PHT 6817	Clinical Internship II (8 weeks)	5
	Summer 2 (11 credits)			Summer 2 (11 credits)	
PHT 6169	Neurological Diagnosis and Management III	3	PHT 6169	Neurological Diagnosis and Management III	3
PHT 6169L	Neurological Diagnosis and Management III Lab	1	PHT 6169L	Neurological Diagnosis and Management III Lab	1
PHT 6526	Dimensions of Professional Practice Seminar IV	3	PHT 6526	Dimensions of Professional Practice Seminar IV	3
PHT 6970	MPT Project	3	PHT 6970	DPT Project	3
PHT 6961	Comprehensive Examination II	1	PHT 6961	Comprehensive Examination II	1
	Fall 3 (9 credits)			Fall 3 (15 credits)	
PHT 6827	Clinical Internship III (8 Weeks)	3	PHT 5373	Advanced Therapy Assessment of the Elderly	3
PHT 6828	Clinical Internship IV (Capstone Seminar)	3	PHT 6325	Advanced Clinical Pediatric Physical Therapy	3
PHT 6970	MPT project	3	PHT 6127	Advanced Pathologic Movement Analysis	3
			PHT 6365	Theories in Sports Physical Therapy	3
			PHT 6970	DPT Project	3
				Spring 3 (12-15 credits)	
			PHT 6XXX	Principles of Diagnostics and Pharmacology in Physical Therapy Practice	3
			PHT 6009	Differential Diagnosis in Physical Therapy (Includes Comprehensive Exam III)	3
			Electives	Choose minimum two of the following:	6
				PHT 5254 Disability Awareness through Aquatic Sports	
				PHT 5335 Physical Therapy in Obstetrics/Gynecology	
				PHT 6XXX Complementary Therapy for Rehabilitation Professionals	
				PHT 5504 Service Learning in Physical Therapy	
				Summer 3 (10 credits)	
			PHT 6827	Clinical Internship III (8 Weeks)	5
			PHT 6828	Clinical Internship IV (Capstone Seminar) (8 weeks)	5
	TOTAL credits	81		TOTAL credits	113
	12 credits Clinical Education (28 weeks)			20 Credits Clinical Education (32 weeks)	
	69 credits didactic coursework			93 Credits Didactic coursework	
	81 Total Credits to MS degree			113 Total Credits to DPT degree	

The proposed DPT curriculum at FIU builds on the structure of the existing master's curriculum sequence. See page 13 for side by side comparison of MS PT and Proposed DPT curriculum. The first six semesters in the DPT curriculum are the current, accredited MS curriculum. The DPT curriculum builds onto the MS with an additional 3 semesters culminating with the summative clinical education experiences. The DPT curriculum adds 24 additional didactic credits of coursework to the MS PT curriculum. These additional credits of didactic coursework reflect the content of advanced practice in geriatrics, pediatrics, movement analysis, sports physical therapy, differential diagnosis in physical therapy, and principles of diagnostics such as radiography, imaging and pharmacology. The DPT curriculum allows for a choice of elective courses to prepare graduates to work in recognized specialty areas of pediatrics, geriatrics, sports medicine, women's health, and community health. These additional courses address areas of clinical practice and critical thinking that are required for autonomous practice. There are 20 credits of clinical education (4 additional weeks) of clinical internship interspersed throughout the program. There are no research based dissertation requirements, because this is a professional degree. A project (DPT Project) will be required of all students.

The changes are important substantial curricular changes that are in alignment with the reported changes made in programs converting to the DPT as per data collected in the Biennial Accreditation Report from CAPTE. The proposed FIU DPT program is consistent with the CAPTE accreditation standards CC-6 stating "the program length should be at least three academic years,...and the series of courses in the professional component of the curriculum is awarded at least 90 semester credit hours with minimum of 30 weeks full time clinical experience." The FIU proposed DPT requires 93 credits of professional coursework and 32 weeks of full time clinical experience. Refer to Table 1 for CAPTE and statewide comparison of the DPT curriculum.

The nationwide transition to the DPT was already underway when the current MS program was implemented. The current FIU MS in Physical Therapy curriculum was designed to allow for a smooth transition to the DPT. The smooth transition will allow FIU to implement the program with a minimum of additional resources, and will allow current MS students, as well as recent graduates, to pursue the DPT, along with newly admitted students. The students in the current MS PT Class of 2005-2007 could return to take courses in the DPT curriculum Fall 2007 and Spring 2008 and be able to graduate with DPT in Summer 2008. The students in the current MS PT Class of 2006-2008 could start the DPT classes in Fall of 2008 and continue to graduate with the DPT in Summer 2009. Students in the classes of 2005-2007 and 2006-2008 would be given the option of graduating in the master's program or continuing on to the advanced coursework of the DPT. Table 3 outlines the proposed implementation timeline for the FIU DPT curriculum offerings.

The physical therapy faculty have determined the following learning outcomes for all students graduating with a DPT.

Practice Expectations: The graduate of the program will be able to:

Communications

Communicate effectively with all individuals when engaged in all aspects of physical therapy practice.

1. Communicate professionally & effectively using both verbal and non-verbal skills with all individuals.
2. Be sensitive to individual & cultural differences in communication styles and adapt techniques accordingly.
3. Communicate legibly, clearly, using proper terminology & English with MD's, health care practitioners, insurance companies, individuals and their families.
4. Be adept at selecting the appropriate health care practitioner to communicate with in each individual case.
5. Evaluate the effectiveness of the interaction and adjust communication style as needed.

Individual & Cultural Differences

Adapt their behavior to reflect awareness of the implications of individual and cultural differences when engaged in all aspects of physical therapy practice.

1. Be culturally aware of differences and similarities as they relate to the profession of physical therapy.
2. Demonstrate sensitivity to varying needs of a diverse population.
3. Demonstrate cognizance of the changes in the demographics of the service population and the specific needs of said population.
4. Demonstrate cultural competence by providing flexible, adaptable and innovative practice that incorporates varied cultural health values.

Professional Behavior

Behave in a professional manner in all aspects of physical therapy practice.

1. Demonstrate professional behaviors when interacting with all members of the Health Care Team, to include the patient/client, family members, care-givers, physicians, ancillary staff, consumers, payers and policy makers.

Exhibit "F"

2. Display behaviors that are consistent with policies and procedures set forth by the facility.
3. Be able to adapt behaviors to take into consideration the setting that they are practicing in.
4. Accept responsibility for own actions.
5. Treat others with positive regard, dignity, respect and compassion.
6. Participate in peer assessment evaluation.

Adhere to ethical and legal physical therapy practice standards.

1. Adhere to ethical practice standards set forth by the governing bodies.
2. Follow the institutions' policies and procedures.
3. Be knowledgeable of and abide by legal practice standards set forth by the governing bodies of physical therapy.
4. Be able to identify and report to the appropriate agency when they recognize that violations of these laws are taking place.
5. If unsure of laws and ethical issues, be able to identify appropriate professionals to assist in interpreting the laws and ethical issues.

Critical Inquiry & Clinical Decision Making

Be able to search for, secure, analyze and critically review information as it pertains to concepts in physical therapy research, education and practice.

1. Access relevant information in hard copy and electronic form.
2. Critically evaluate scientific literature relative to its value as a basis for clinical decision making.
3. Practice evidence-based physical therapy.
4. Participate in clinical research.
5. Make decisions using clinical reasoning, judgment and reflection in all aspects of practice.

Education

Value education as an integral tool in physical therapy practice.

1. Identify and prioritize educational needs of audience and self.
2. Design, conduct, evaluate and modify educational programs based on audience needs.

Exhibit "F"

3. Demonstrate knowledge of teaching and learning processes.
4. Demonstrate knowledge of clinical education models and the roles and responsibilities of clinical educators.
5. Educate others applying pedagogical concepts in an appropriate, effective manner that is cognizant of the varying needs and unique characteristics of the learner.

Professional Development

Develop a plan for professional career development based on self assessment, reflection and feedback that recognizes the value of lifelong learning.

1. Identify the limitations of traditional education such that the value of life long learning is realized as a solution to the ever increasing professional development needs of a health care professional.
2. Participates in self directed learning activities.
3. Demonstrate proficiency in the area self-assessment of individual professional competency.
4. Develop goals, objectives, and strategies to strengthen identified professional weaknesses and maximize strengths.

Screening, Examination

Screen any individual to determine the need for PT services or referral to another health care provider.

Examine and re-examine any individual by taking a relevant history, conducting pertinent systems review and performing appropriate tests and measures.

1. Independently examine patients/clients from newborn to the elderly using valid and reliable assessment tools.
2. Provide screenings that provides additional information about the general health of the patient/client.
3. Acquire, select and use relevant sources of data specific to the patient/client.
4. Adjust the examination process according to the individual's response.
5. Be aware of safety issues throughout the examination process and proceed accordingly.
6. Justify selection of tests and measures based on research and professional literature.

Evaluation, Diagnosis, Prognosis

Synthesize the examination data, establish and report a differential diagnosis and offer a prognosis.

1. Recognize and define problems from examination data.
2. Determine an individual's physical therapy diagnosis based on the examination findings.
3. Plan and appropriately revise solutions based on an analysis of the examination.
4. Engage in logical and efficient synthesis of clinical findings for individuals throughout the life span and across cultures.
5. Determine a prognosis based on the evaluation and medical and psychosocial information.
6. Collaborate with other health care professionals, patients, clients and family members in establishing a realistic and acceptable plan of care.
7. Explain, in relevant terminology, the physical therapy diagnosis to the patient, client and family members.
8. Take responsibility for communication or discussion of diagnosis or clinical impressions with other practitioners.

Systematically examine the outcome of patient care intervention, an organizational quality assessment, an economic assessment of practice or any other physical therapy processes

1. Regularly reassess physical therapy interventions for quality, efficacy and cost effectiveness.
2. Monitor and adjust the physical therapy plan of care in response to the individual's change in status in order to maximize functional outcomes.
3. Participate in peer assessment activities.
4. Manage human and material resources to provide high-quality, efficient physical therapy services.
5. Understand the total economic costs of rehabilitation treatment and evaluate the cost in terms of functional outcomes.

Exhibit "F"

6. Understand the physical therapy and associated costs of extended caregivers, families and care directed from a distance.
7. Document and explain the economics of health care delivery and intervention outcomes to rehabilitation professionals, government agencies, legislative bodies, insurance companies.

Plan of Care, Intervention

Develop and modify an appropriate plan of care that reflects collaboration with the individual, caregiver, and pertinent others.

1. Demonstrate ability to assess results of interventions and modify or discontinue care when necessary.
2. Demonstrate the ability to modify a treatment plan based on subjective information presented by the patient, family, caregivers and/or pertinent others.

Perform physical therapy interventions in a safe and effective and efficient manner.

1. Practice in a safe manner to minimize the risk to the patient, client, therapist and others.
2. Provide direct physical therapy interventions to achieve goals that facilitate expected patient /client outcomes based on the examination of the patient/client for impairment, functional limitations, and disability.
3. Provide patient-related instruction to achieve goals that facilitate expected patient outcomes based on impairment, functional limitations, and disability.
4. Complete thorough, accurate, analytically sound, concise, timely, and legible documentation that follows guidelines and specific documentation formats required by the practice setting.
5. Take appropriate action in an emergency in any practice setting.

Social Responsibility

Participate in advocacy activities, be involved in community and social organizations and provide pro-bono service.

Become involved in the professional organization and activities through membership and service.

Demonstrate social responsibility, citizenship and advocacy of the profession.

Exhibit "F"

1. Participate in special events that are organized by the practice setting related to patients and the delivery of care.
2. Promote the profession of physical therapy through community projects.
3. Provide pro bono services to the medically underserved.
4. Become a part of the professional organization of physical therapy through membership in the APTA.

Administration

Apply administrative principles in all areas of physical therapy practice.

1. Participate in planning, directing, organizing and managing human technical and environmental and financial resources effectively and efficiently.
2. Supervise and delegate PT related services to appropriate personnel.
3. Participate in the development and use of policies and procedures at all levels.
4. Participate in budgeting and fiscal processes in all areas of practice.
5. Adhere to governmental regulations on safety including such things as OSHA requirements, and local and state requirements concerning patient and staff evacuation in disaster planning.
6. Manage human and material resources to provide high-quality, efficient physical therapy services.

Consultation

Provide physical therapy related consultation to individuals, schools, organizations, health care policy providers, agencies and industry.

1. Provide physical therapy related consultation to individuals, schools, organizations, health care policy providers, agencies and industry.
2. Describe the range of possibilities for physical therapy services beyond traditional hands-on practice.
3. Describe the process of implementing and cultivating a consulting practice using a variety of consultation models.

Exhibit "F"

4. Participate in provision of consultation services to public and private sector organizations.

Outcomes Assessment and Evaluation

Systematically examine the outcome of a patient care intervention, an organizational quality assessment, an economic assessment of practice or other physical therapy processes.

1. Regularly reassess physical therapy interventions for quality, efficacy and cost effectiveness.
2. Adjust physical therapy interventions, in response to the individual's changes in status, to maximize functional outcomes.

Modify physical therapy activities in relation to the evaluation of practice outcomes.

Prevention and Wellness

Provide physical therapy related prevention and wellness programs to individuals, schools, and communities.

1. Conduct physical therapy related health and wellness screenings.
2. Promote physical therapy related prevention programs.
3. Assess the health and wellness needs of individual, schools, and communities.
4. Prioritize health and wellness needs and refer to and collaborates with other professionals when necessary.
5. Implement health and wellness and prevention programs appropriately.

Promote optimal health of individuals, groups and communities by providing information related to wellness, disease, dysfunctions, disabilities and health risks.

1. Educate patients or clients or communities with appropriately identified and selected information on health promotion, wellness, and health maintenance.
2. Incorporate the concepts of self responsibility in health maintenance and health promotion and disease prevention.
3. Function as consultant on physical therapy health related issues.
4. Assess the effectiveness of health promotion and wellness programs.

Management of Care Delivery

Provide care to individuals throughout the lifespan for physical therapy related disorders independently or in collaboration with other health care providers in varied practice settings.

1. Adapt the physical therapy care to the needs of the individual throughout the life span.
2. Collaborate with other health care providers in varied settings.
3. Provide physical therapy within the identified parameters and differing needs of varied practice settings.

Assume responsibility for the management of care and coordination of activities between health care providers, community organizations, individuals and their families, and information to facilitate maximal functional outcomes.

Able to adapt to changing service delivery system demands while ensuring patient or client needs are addressed.

1. Assume leadership role of facilitating communication as appropriate to coordinate care provided to the patient.
2. Be a patient advocate for availability, access, and reimbursement for appropriate physical therapy care.
3. Ensure necessary documentation is completed in timely manner.
4. Select and assign responsibilities or make referrals based on the patient or client needs, personal expertise, and effectiveness of other providers.

B. Describe the admission standards and graduation requirements for the program.

The graduate admissions standards for the DPT program are the same as those for entry into the MS PT program. A student seeking admission into the program must have a bachelor's degree or equivalent from a regionally accredited institution or, in the case of foreign students, from a well established institution of higher learning authorized to grant degrees by appropriate authorities in that country. Graduates of non-U.S. institutions must be academically eligible for further study in the country where the degree was earned. International graduate student applicants whose native language is not English are required to demonstrate proficiency in the English language by presenting a minimum score of 80 on the iBT TOEFL or a 6.3 overall on the International English Language Testing System (IELTS).

The applicant must have a minimum GPA of 3.0 on a 4.0 scale in the last 60 hours of undergraduate coursework, or a graduate degree from an accredited institution. Graduate record examination test scores are not required for admission into the physical therapy graduate program.

Exhibit "F"

The applicant to the physical therapy program must show proof of completion of the following pre-requisite courses with a grade of "C" or better before starting the program. These prerequisites are common physical therapy prerequisite within the State University System (SUS) Physical Therapy programs. See Table 5 for Physical Therapy DPT Prerequisite Courses.

Table 5

Physical Therapy DPT Prerequisite Courses	
Course	Credits
Chemistry + Labs	8- 10
Developmental Psychology	3
General Biology + Labs	4
Human Anatomy	3
Human Physiology or Exercise Physiology	3
Physics + Labs	8-10
Psychology	3
Statistics	3

Candidates who do not meet these minimal requirements will not be eligible for admission in the absence of exceptional circumstances as determined by the Admissions Committee.

The proposed DPT program of studies includes 113 credits of academically rigorous didactic, laboratory training, and clinical training. It is designed for full-time students, and requires 9 consecutive semesters of full-time study.

In order to progress to the clinical education components of the program, students will be required to submit to drug and or background checks. Students should be advised if they have anything in their personal history that would show up on a background check, that it may prohibit them from entering into the clinic and thereby put them at risk for not completing the DPT program.

To graduate from the program, the candidate must have achieved a 3.0 overall grade point average on a 4.0 scale and have completed all courses in the Physical Therapy DPT curriculum with a C grade or better.

C. Describe briefly the anticipated delivery system for the proposed program.

The anticipated delivery system for the proposed program will follow current master's parameters of lecture, web based learning, with integrated and cumulative clinical education experiences. All courses will be web augmented using the FIU Web CT server. Although some select course content may be offered on-line, the anticipated delivery system will be traditional delivery at the FIU University Park (UP) Campus. The curriculum is heavily integrated with clinical offerings that must be provided hands on in laboratory settings. The program will be offered at the FIU UP Campus with lecture classes being scheduled by the university Space and Scheduling. All laboratory experiences will be held in the HLS Interdisciplinary Rehabilitation

Teaching Laboratories. The department occupies approximately 8600 square feet of offices and laboratories on the University Park Campus of FIU. This includes nine faculty offices, one support staff complex, two interdisciplinary adjunct and graduate assistant offices, five interdisciplinary teaching labs, and a gait and balance analysis lab in the Health and Life Sciences Building I.

The departmental inventory includes the full range of clinical equipment used by practicing physical therapists, and equipment is continually updated to support faculty and student teaching and research needs. The Gait and Balance Laboratory in HLS 123 houses several state-of-the-art computer systems with the capability to analyze human movement with high speed digital video, force sensors, and surface electromyography and the Equitest Balance Computerized System with the capability to analyze and treat balance disorders.

V. Assessment of Current and Anticipated Faculty (one page or less, in addition to table)

A . Use DCU DPT Table One to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year following the transition, whether additional faculty will be needed to initiate the transition, and what the estimated faculty workload will be by the fifth year following the transition. Append to the table information relating to any master's or doctoral committee involvement and the number and type of professional publications for each faculty member.

Physical therapy faculty scholarship

Table 6 outlines refereed faculty scholarship outcomes from 2000-2005. All faculty exceed the current CAPTE requirements of one peer review scholarly dissemination annually. The physical therapy faculty have presented their research locally, statewide, nationally, and internationally. Over half of the faculty have published in *Physical Therapy*, the premier journal of the physical therapy profession. The department has received external funding from diverse sources as the United States Department of Education (USDE), the Centers for Disease Control (CDC), the United States Department of Health Resources and Services Administration (HRSA) and the Foundation of Physical Therapy Research with a 4-year average funding (2000-2004) of \$372,063. We are in the top 25% of physical therapy research productivity nationwide.

Table 6

Number of Physical Therapy Faculty Scholarly Disseminations 2000-2005							
Scholarly Activity	2000	2001	2002	2003	2004	2005	Total 2000-2005
Refereed Journal Articles	1	2	0	3	3	4	13
Refereed Abstracts	0	2	0	6	3	6	11
Refereed Poster	1	2	3	13	4	6	29
Refereed Platform	0	3	0	0	2	2	7
Invited Presentation	7	5	3	15	3	6	39
Peer Review Presentation	1	3	0	0	3	2	9
Book Chapters	0	0	0	1	0	1	2
Books				1		0	1
Videos	2					2	4
monograph	1	1	1	1		0	4
Doctoral Committees	2	2	2	3	2	3	14
Masters Committees	2	2	2	2	0	1	9
							142

When FIU is compared to national research productivity standards, we are consistently above the national average in amount of external funding, grant submissions, and number of faculty with external funding. It is curious to see the ranges of external funding. It is even more curious to note that in the distribution of national physical therapy external funding, only six programs nationwide have funding of > \$1,000,000 and only 16 programs have funding in the \$500,000 to 999,999 range. FIU is one of 50 programs having external funding in the \$100,000 to \$499,000 range. The remaining 108 programs have less than \$99,999 in external funding. In a Carnegie classified Research University / High Research Activity, such as FIU, the importance of research productivity is clearly enunciated throughout the College and School. *It is critical to emphasize that although there is always room for growth in research productivity for FIU physical therapy, FIU physical therapy external grant funding is in the top 25% nationwide.* Refer to Tables 10 and 11. (Reference: American Physical Therapy Association, Alexandria, VA. Physical Therapist Education Programs 2002 Fact Sheet. Retrieved February 4, 2004 from <http://www.apta.org/pdfs/accreditation/PTFactSheet2002.pdf>) See Table 7 for Physical Therapy external funding from 2000-2004.

Table 7

Physical Therapy External Funding					
PHYSICAL THERAPY C & G Award Totals	2000-01	2001-02	2002-03	2003-04	4 Year Average
	\$348,363	\$310,472	\$182,545	\$646,873	\$372,063

Source: Office of Sponsored Research

FIU is consistently above average in the amount of research funding, the number of grant submissions, and number of faculty with grant funding, when FIU is compared to National research productivity standards for physical therapy programs. See Table 8

Table 8

External Funding US and FIU Physical Therapy Programs				
		US 2002	US 2005	FIU- 4 yr average 2000-2004
# of core faculty with grant funding per program	Mean Range	3.4 0-14	2.7 0-39	6
Amount of grant funding per program	Mean Range	\$221,840 \$0-5,124,000	\$245,912 \$0-3,919, 440	\$372,063
# of faculty who submitted proposals for funding per program	Mean Range	4 0-14	2.4 0-20	6

Source: Grant and Grant Funding APTA Fact Sheet 2002, APTA Fact Sheet 2005

- A. *Please provide a brief narrative explaining the information provided in DCU DPT Table One, as well as the plan for hiring any additional faculty. If there is no need for additional faculty, please explain briefly.*

The eight current full time faculty in the Department of Physical Therapy as well as adjunct instructors will be sufficient to teach the curriculum until Fall Year 3 of the anticipated DPT curriculum. The MS PT transition to DPT was designed to utilize the current MS PT curriculum and add an additional two semesters of didactic coursework and end with summative and cumulative clinical internships. The PT program will need three additional faculty, two tenure earning and one clinical non tenure accruing line, to adequately teach the additional coursework offerings in the proposed DPT curriculum. In order to teach all the course sections and offerings of the new DPT curriculum, 54 additional contact hours of instruction will need to be taught. See Table 9.

Using the CHUA differentiated faculty assignment of a 6-6 contact hours per semester for tenure earning and a 12-12 contact hour teaching load for clinical professors, 48 contact hours of instruction can be assigned. This leaves an additional 6 contact hours of instruction for which adjunct instructors can be used. See Table 10. The increased number of faculty is needed to provide the expected level of scholarship, research and service for the increased three semesters in program length. The department would continue to utilize numerous adjunct instructors throughout the program as this is considered an extremely positive way to integrate current clinical practice into the didactic curriculum.

Exhibit "F"

Table 9

DPT Course Offerings					
		Format	# Sections	# of Credits	# of Contact Hours
	FALL				
PHT 5373	Advanced Therapy Assessment of the Elderly	Seminar	2	6	6
PHT 6325	Advanced Clinical Pediatric Physical Therapy	Lecture/Lab	3	9	9
PHT 6127	Advanced Pathologic Movement Analysis	Lecture/Lab	3	9	9
PHT 6365	Theories in Sports Physical Therapy	Lecture/lab	3	9	9
	SPRING				
PHT 6XXX	Principles of Diagnostics and Pharmacology in Physical Therapy	Lecture	1	3	3
PHT 6009	Differential Diagnosis in Physical Therapy	Seminar	2	6	6
PHT 5504	Service Learning in Physical Therapy	Lecture/ demonstration projects	1	3	3
PHT 5335	Physical Therapy in Obstetrics/Gynecology	seminar	1	3	3
PHT 5254	Disability Awareness through Aquatic Sports	seminar	1	3	3
PHT 6XXX	Complementary Therapy for Rehabilitation Professionals	seminar	1	3	3
				TOTAL Credits 54	TOTAL Contact Hours 54

Table 10

Requested DPT New Faculty Contact Hour Academic Year Assignment

	Fall	Spring	Annual total	DPT CH Fall	DPT CH Spring	DPT CH Total
Tenure Earning Faculty #1	6 CH	6 CH	12 CH			
Tenure Earning Faculty #2	6 CH	6 CH	12 CH			
Clinical Faculty	12 CH	12 CH	24 CH			
Contact Hours (CH) Available for Assignment	24 CH	24 CH	48 CH	36 CH	18 CH	54 CH

It also allows for the availability of advanced specialized practitioners to teach in the curriculum without incurring the costs of additional full time faculty. The MS PT program currently has approximately 118-129 students each fall and 80-90 students each spring and summer. The DPT program will have approximately 144 students each semester. With the additional three faculty we would have a core student to faculty ratio of 1:13. See Table 11 for comparisons of student faculty ratios of local competitors and benchmark PT programs.

The CAPTE accreditation standard expects the Department is able to show evidence of compliance with the following criteria:

F-22. The collective core faculty is sufficient in number to allow each individual core faculty member to meet the teaching, scholarship, and service expectations (Criteria F1-F4) and to achieve the expected program outcomes through student advising and mentorship, admissions activities, educational administration, curriculum development, instructional design, coordination of the activities of the associated faculty, coordination of the clinical education program, governance, clinical practice, and evaluation of expected student outcomes and other program outcomes.

Evidence of compliance is exhibited in student: faculty ratios that approximate the mean of all DPT programs nationwide. With the additional 3 faculty, FIU PT will be closer to the mean student faculty ratios reported nationwide by the APTA. See Table 12.

Table 11

Faculty to Student Ratios				
	# of Faculty	# of PT Students Accepted per Year	# of Students in Program	Student :Faculty Ratio
FIU 2003	8	40	120	1:15
FIU 2004	9	45	135	1:15
FIU 2005	8	47	141	1:18
FIU Proposed DPT	11	48	144	1:13
University of Florida- MS PT	12	45	135	1:11
University of Florida- DPT	15	44	132	1:9
Nova Southeastern (NSU) 2003 DPT	12	28	84	1:7
University of Miami (UM) 2003 DPT	15	25	75	1:5
Temple University (TU) 2003 DPT	14	24	72	1:5
University of Chicago at Illinois DPT	14	36	108	1:7

Table 12

Student to Faculty Ratio 2004-05 US Accredited Physical Therapy Programs

		All US PT Programs	Master's	Doctoral
Number of students per core faculty member	Mean	8.9	8.7	9.1
	Range	1.3-22	2.3-17	1.3-22
Number of students per total FTE faculty	Mean	8.7	8.5	9.0
	Range	2.2-23.4	2.2-23.4	2.6-19.9
Number of students per faculty in labs	Mean	11.8	11.8	11.9
	Range	1.2-30	2-30	1.2-25

Source: APTA 2005 Fact Sheet Physical Therapist Education Programs June 2005

A search and screen in 2006-2007 is planned to secure two tenure earning professors with the intent for them to start in Fall 2007. With faculty in place for the Fall of 2007, the MS PT Class of 2005-2007 can opt to start the DPT courses and graduate in Summer 2008 with a DPT degree. When surveyed, 97% of the Class of 2005-2007 reported wanting to continue for the DPT.

An additional clinical assistant professor line will be searched for in 2007-2008 with the intent for the hired individual to start in Fall 2008 when the bulk of the new DPT courses will be initially offered. All new hires would be 100% engaged with the DPT program. It is anticipated all new hires would hold, in addition to a physical therapy degree, a terminal doctoral degree, PhD or EdD to be in line with the research and scholarly expectations of faculty in a Doctoral /Research Extensive university.

A secretarial position is requested in Year I of the implementation of the DPT. The secretary position would be earmarked for assistance with the increased demands of the expanded program in admissions, marketing, recruitment, student relations, clinical education, and faculty support.

VI. Assessment of Current and Anticipated Resources (one to two pages, in addition to table)

- A. In narrative form, briefly assess current facilities and resources available for the proposed DPT program (such as library volumes, serials, classroom, teaching laboratory, office space, equipment, fellowships, scholarships, graduate assistantships, internships, and any other related resources).*

Space

The faculty in the Department of Physical Therapy have offices in the Health and Life Science (HLS) building. Faculty and staff moved in the HLS building October 2002. The department shares lab space in HLS and Owe Ehan (OE) with Occupational Therapy and Communication Sciences and Disorders. Shared labs are HLS 110- Rehabilitation Lab, HLS 103 Activities of Daily Living Lab, HLS 117 Sensiomotor Lab, HLS 123 Balance and Motion Analysis Lab and OE 105 Rehabilitation Lab. The multidisciplinary labs allow the students to be immersed in an interdisciplinary framework. Currently a teaching classroom has been added to accommodate small seminar classes of 25 students, HLS 125. State of the art technology for pedagogical

Exhibit "F"

presentation is available to facilitate teaching in all labs- HLS 110, HLS 117, HLS 125, and HLS 103.

The departmental inventory includes the full range of clinical equipment used by practicing physical therapists, and the department continually updates equipment to support faculty and student research and teaching needs. The Balance and Motion Analysis Lab in HLS 123 houses several state of the art computer systems with the capability to analyze human movement and gait with high speed digital video, force sensors, and surface electromyography and the Equitest Balance system with the capability to analyze and treat balance and vestibular disorders.

Students in the department have access to the School of Health Sciences computer labs in OE 125 and HLS 135. Together both labs house over 50 computers and numerous printers.

The current CAPTE on site report rated the physical therapy teaching laboratories as excellent in quality and quantity to meet the needs of the students and faculty in the program.

Clinical Affiliations

Clinical internships are an integral part of physical therapy education. The FIU PT program has contracts with 341 facilities, in 24 states, and 3 countries. Students are given the opportunity to participate in many types of clinical experiences. Students are placed in their four clinical internships based on their choice, a lottery system and programmatic needs. These placements are the direct responsibility of the Director of Clinical Education (DCE) in consultation with each student. Once the students are placed in each of the four clinical settings, it is the responsibility of the DCE to coordinate the placement and scheduling of the student with the clinical site and the clinical instructor at that site. We have 100% placement for all our physical therapy students. With the current increased demand for physical therapists, we are experiencing an increase in the number of hospitals and rehabilitation centers willing to provide internships for our students. However, the current number of clinical affiliations will be sufficient to provide clinical placements for all students as in the curriculum we have not changed the number of clinical internships required but only the number of weeks of each internship.

Library

The FIU libraries have more than 1.6 million volumes, 275 databases, and more than 9,000 current periodical subscriptions, 3,000 of which are available full text on line. All of the library personnel, including twelve reference librarians at Green Library are available for consultation by appointment; or by drop in, phone, or email. The physical therapy related collection aims to support the coursework and research interests in the Department of Physical Therapy of both students and faculty. Materials are identified and collected in accordance with the library collection management policies. Through the use of the libraries interlibrary loan (ILL) student and faculty can obtain book copies of article, proceeding, micro forms, and videos from libraries through the region, nation, and world. By the means of any computer with Internet access, the FIU libraries provide to students and faculty free access to more than 270 data bases, over 14,000 electronic books, 3,000 full text on line journal and full text articles from an additional 17,000 journal. Physical therapy related data bases include: CINAHL, Medline, Cochrane, Health and Psychosocial Instruments, Mental Measurement Year Book, Neuroscience Abstracts,

Exhibit "F"

ERIC, Psyc INFO, Social Science Abstracts, and Sociological Abstracts. The library provides access to numerous multidisciplinary databases such as Dissertation Abstracts, Current Contents, and Web of Science.

The students and faculty have borrowing privileges at all eleven state universities in Florida and have access to the University of Miami School Of Medicine Calder Medial Library. Through the Southeast Florida Information Network, (SEFLIN) all faculty and currently enrolled students have borrowing privilege with the libraries in Miami- Dade, Broward, Palm Beach counties; Barry University, Carlos Albizu University, Broward Community College, Nova Southeastern University, and St Thomas University.

The MS PT library resources are the equivalent to those needed in the DPT program and with such excellent library resources, it is not anticipated that the DPT degree will need significant additional library resources.

Technology

The Department of Instructional Technology (IT) provides services directly to faculty to support effective use of innovative educational technologies. We use technology in the classroom and for on line courses. Faculty either possess their own laptop computers or have access to departmental and university laptop computers for presentation, research, and teaching. Most teaching classrooms provide all necessary media for presentation except a computer.

Support

The Department of Physical Therapy has one Senior Secretary exclusively assigned to the department. Her work is supported by 4-5 work study students per semester. The department has been able to support, either through grants or departmental funding, 6-8 Graduate Assistants per semester since 2001 when we transitioned from the undergraduate to graduate offerings. This allows each faculty member to have a minimum of 10 hours and up to 20 hours per week for assistance in research, teaching or scholarship. For Fall 2005, we had eight graduate assistants. We attempt to have all GA's eligible for federal work study as a cost savings, but have made exceptions with exceptional students. In the Fall 2004 semester Florida International University began providing subsidized health insurance to all graduate students holding a 0.5 FTE full-term appointment. The subsidy is \$1,083 on an annual basis which represents approximately 75% of the premium cost.

Many departmental needs are centralized in the Dean's office. Contracts and grants for clinical affiliations, lab and classroom supplemental scheduling, and major equipment acquisition are coordinated for all departments in the School of Health Sciences Dean's Office. This provides additional departmental support at a lessened cost and increased efficiency. Even within this organization structure, it is anticipated support staff needs will increase by one full time secretary to assist with the extra workload of three additional faculty and increased student headcount per semester.

Scholarships and Financial Aid

The Physical Therapy Web Site ([PT Scholarships](#)) provides links and information on University, Departmental and community scholarships that are available to fund graduate physical therapy education. The Department of Physical Therapy participates in all the Financial Aid programs offered by the University. The Department of Physical Therapy has a number of scholarships for currently enrolled students. These include:

[Greg Esposito/Pinecrest Hospital Memorial Scholarship](#) is for full time, degree seeking PT major students with a cumulative GPA 3.0 or better, demonstrated financial need, and U.S. citizen or permanent resident. Approximately \$2,000 is awarded annually.

[Mercedes Zabaleta Memorial Scholarship](#) is for students enrolled in the Physical Therapy Program at FIU, resident of South Florida, Hispanic, Black, or Native American, and with unmet financial need. 70% of award shall be used for the purchase of books, with the remainder to be used for supplies used in presentations, travel to PT conferences etc. Approximately \$1,500 is awarded annually

[Mary Hurst Memorial Scholarship](#) is given to a student majoring PT (preference given to full-time students), with demonstrated financial need, a cumulative GPA of 3.0 or better, and is a U.S. citizen or permanent resident. Approximately \$500 is awarded annually.

[Scholarships for Disadvantaged Students \(SDS\)](#) is a federal grant program for schools of allied health and nursing which provides scholarships to students from disadvantaged backgrounds, including racial and ethnic minorities, who are enrolled (or accepted for enrollment) as full-time students. Over the last ten years, more than 1.4 million dollars in scholarships have been given to disadvantaged and minority FIU PT students through United States Department of Education grant funding from the Scholarships for Disadvantaged Students (SDS). Principal Investigator for this grant funding is Dr. Awilda Haskins.

B. Describe any additional facilities and resources required for transition to the DPT. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's capital outlay priority list. The provision of new resources should be reflected in the budget table (DCU DPT Table Three), with the source of funding indicated. DCU DPT Table Three includes only I&R costs. If non-I&R costs (such as indirect costs affecting libraries and student services) are expected to increase as a result of the program, describe and estimate those expenses in narrative form. It is expected that high enrollment programs, in particular, would necessitate increased costs in non-I&R activities.

No major capital equipment expenses are expected with the implementation of the DPT, except for office support equipment and personal computers needed for new faculty and staff. This is budgeted for \$12,000 for the three faculty and one secretary. Audiovisual equipment is available in most classrooms, in all Health Life Sciences (HLS) laboratories, and is always available from the University Media Services on request. Most of the campus provides a wireless computer network for students. Our current teaching labs and departmental space are more than adequate to provide for additional lab courses, and secretarial help. The Dean of the School of Health

Sciences has committed space for three faculty offices. All the interdisciplinary teaching labs were outfitted with newly purchased equipment with our move to the Health Life Sciences Building in 2002 so no new or additional equipment is needed.

ACCOUNTABILITY

VII. Assessment of Need and Demand (one to two pages, in addition to table)

- A. *What national, state, or local data support the need for more people to be prepared in this program at this level? (This should include any statement or rationale made by the accrediting body with regard to transition to the DPT; national, state, or local plans or reports that support the need for this transition; demand for transition of the program emanating from a perceived need by agencies or industries in your service area; and summaries of prospective student inquiries.)*
Indicate potential employment options for graduates for the program, and how this would differ from options for current graduates of the MPT program. Summarize the outcome of communication with existing DPT programs, as well as communication with other programs considering this transition.

Physical Therapy Education Trends

The most important trend in the profession is the continuing transition of physical therapy education. In the 1950s, most physical therapists were trained in 6-month certification programs, typically added on to a previously granted bachelor's degree in physical education or nursing. By the mid-1960s, virtually all physical therapists were trained within the framework of programs leading to a Bachelor of Science degree.

The American Physical Therapy Association (APTA) and its affiliate, the Commission on Accreditation of Physical Therapy Education (CAPTE), have been active in upgrading the minimal educational credentials for Physical Therapists for the last 20 years. Since the early 1980s, CAPTE had been 'encouraging' PT programs to offer *only post-graduate degrees*. In 2000, they ceased to accredit bachelor-level programs. Since the early 1990s, CAPTE has been 'encouraging' PT programs to offer *only the professional doctorate degree*, and it is inevitable that they will eventually cease to accredit masters-post-graduate degrees.

At present, CAPTE has suggested that the appropriate entry-level degree is the professional doctorate in physical therapy (DPT), although they have yet to set this as a requirement for accreditation. However, the trend is clearly in that direction, and unfortunately, FIU is at risk if it fails to offer the DPT degree for professional physical therapy education. Nationally the number of MS PT programs has decreased and the number of DPT programs has increased. In 2000, of the 203 accredited programs in the US, only 19 (9%) offered the DPT. As of January 7, 2004, of the 209 accredited programs in the US, 97 (46%) offer the DPT and 112 (53%) offer the MSPT. Approximately 81 of the current accredited MSPT programs have announced their intention to make the transition to DPT within the next five years. CAPTE estimates that by 2008, 90% of all physical therapy programs will be offering the DPT.

The APTA has set forth the following vision statement in regards to the DPT: “By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other health care professionals as practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health.”

The rationale for the transition to the DPT is based on four factors:

1. The level of practice inherent to the patient/client management model in the *Guide to Physical Therapist Practice* requires considerable breadth and depth in educational preparation, a breadth and depth not easily acquired within the time constraints of the typical MPT program;
2. Societal expectations that the fully autonomous healthcare practitioner with a scope of practice consistent with the *Guide to Physical Therapist Practice* be a clinical doctor;
3. The realization of the profession's goals in the coming decades, including direct access, "physician status" for reimbursement purposes, and clinical competence consistent with the preferred outcomes of evidence-based practice, will require that practitioners possess the clinical doctorate (consistent with medicine, osteopathy, dentistry, veterinary medicine, optometry, and podiatry); and
4. Many existing professional (entry-level) MPT programs already meet the requirements for the clinical doctorate; in such cases, the graduate of a professional (entry-level) MS PT program is denied the degree most appropriate to the program of study. FIU PT degree is 81 credits of graduate work. This far exceeds the 36-credit Masters degree offered in other fields.

In addition to the narrative above, a briefing paper prepared for the Florida Board of Governors, “Considerations in Converting Physical Therapy Programs to the Doctor of Physical Therapy” is included in Appendix III.

The other PT programs in Southeast Florida (Nova Southeastern and the University of Miami) have been offering the DPT for the past four years. “When are you moving to the DPT?” is already the single most common question posed by potential applicants. USF and UF are the two SUS schools currently only offering the DPT. We are in direct competition with these schools for the most qualified applicants. We admitted 47 students into our program for the Fall term of 2003. Nine of these admits decided to attend a different program and stated that they preferred to attend a program terminating with the DPT. This is a loss of approximately 20% of qualified applicants to other programs. For the Fall 2004 semester, we admitted 45 students. Of these 45, we lost five individuals, or 11% who decided to attend programs offering the DPT degree. For some applicants this decision came at a great financial cost at nearby private institutions. The savvy applicant is aware of the educational trends and if given a choice will choose a DPT program over a MS PT program.

FIU is positioned to become one of the first minority programs in the nation to establish a DPT program. This is especially significant given the current national political agenda which seeks to

reduce health disparities in minority groups. A majority of DPT programs are housed in private universities making them unaffordable and not accessible to many applicants.

It is imperative that the FIU Department of Physical Therapy offer a DPT as the entry-level professional physical therapy degree. Most of the high quality schools in the nation have initiated or are planning to initiate this change. In the most recent update of the U.S. News and World Rankings, 28 of the top 30 institutions offer the DPT. The FIU Department of Physical Therapy will be unable to attract quality applicants if this change is not initiated. It is anticipated that the physical therapy accrediting body will change policy in the near future, so that only programs offering a DPT as the entry level degree will be accredited. FIU has the opportunity to provide a quality doctoral program that is accessible and affordable.

The 2004-2005 *Occupational Outlook Handbook* published by the US Bureau of Labor Statistics (BLS) predicts employment of physical therapists "to grow faster than the average for all occupations through 2012." "Faster than average" is defined as an anticipated increase in jobs of 21 % to 35 % from 2002-2012, as compared to an overall job growth of 0 to 2 %. This information is reassuring because physical therapy suffered decreased employment due to government reimbursement policy changes and the Balanced Budget Act of 1997. The BLS acknowledges that the continuing issues of federal legislation that would limit physical therapy reimbursement, as it did in 1997, could theoretically have an impact on the growth of physical therapy employment. However, larger issues will continue to guarantee a steady job growth for the next decade. There are increasing numbers of persons with disabilities and/or decreased function. The growing elderly population is vulnerable to chronic and debilitating conditions and will need physical therapy. The baby boom generation is entering the high risk age group for stroke and heart attacks. Technological advances are saving a larger proportion of newborns with severe birth defects. There is a widespread interest in health promotion and physical therapists are poised ready to take advantage of this new market. Overall, our graduates can expect to find employment upon graduation. Our greatest contribution to economic development in Southeast Florida is our graduates. We estimate that they constitute a majority of the PTs currently working in our area. As such, they are part of the effort to help Florida become a "global leader in knowledge-based jobs, leading- edge technology, and competitive enterprises in traditional and new businesses" (*Partnering to Shape Florida's Economic Future: 2001-2006*).

Currently there is not necessarily a differential in the health care market for the DPT trained therapist versus the MS PT or BS PT. Presently there is a high demand for licensed physical therapists, as hospitals and rehabilitation centers are scrambling to find physical therapists to hire. The DPT graduate may or may not be favored over the MS or BS PT graduate as facilities compete for available licensed physical therapists. Licensure at present does not differentiate between these degrees; the BS PT, the MS PT, and the DPT and all are permissible. However, over time as the field becomes more saturated with DPT graduates, this is most likely to change. The DPT graduate will have had a more in depth and advanced practice education and this additional education could make the DPT graduate more marketable in the health care systems (APTA, 2004). For example, presently in the Dade County School system, physical therapists working for the school systems who have a DPT are given a \$7, 000 pay differential.

Program Consultation

The State University Chairs met in April 2003 at USF to discuss coordinated attempts to transition to the DPT. All SUS program chairs voiced their intention to transition their existing masters programs to DPT programs. The FIU PT Chair has consulted with Nova Southeastern and University of Miami as to their transition from the MS PT to DPT as well. The CAPTE on site team was consulted regarding the transition to the DPT. All discussions voiced the DPT would be a positive direction for FIU PT. The Chair in the Department of Occupational Therapy (OT) had been involved in the discussions on the DPT transitions as the OT profession is experiencing a similar, but not as urgent, educational trend towards the ODT, the occupational therapy professional doctorate degree. The Dean of the SHS has been helpful in the planning process giving feedback on the report and planning sessions. These meetings and discussions have helped us design and garner support for the DPT transition.

- B. Use DCU DPT Table Two to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first five years following transition, categorizing them according to their primary sources. Please include a narrative for DCU DPT Table Two that includes the rationale for enrollment projections, an explanation of the estimated headcount to FTE ratio, and data regarding the enrollment and graduation rates for the MPT program for the previous five years.*

Rationale for Enrollment Projections

The Department of Physical Therapy has determined that, given faculty and space resources and CAPTE accreditation standards of student to faculty ratios in teaching and in labs, 48 is the largest admission class we are able to adequately support. We have over the last 3 years averaged 105-110 applications for these 48 spots in the program. We anticipate this applicant pool to continue in this range, or perhaps increase with the more desirable DPT degree at an affordable state university. The Bachelors of Health Sciences Pre Physical Therapy (BSHS Pre PT) will continue to be a strong feeder into our program. It is anticipated that approximately 30% (16) students will come from the BSHS Pre PT program each year. We also anticipate approximately 30% (16) of our students to be from other SUS universities. Due to the affordability of our DPT education in comparison to the local private institutions, we anticipate 16% (8) students to come from Florida private universities such as NSE, UM, and Barry College. (See Table 13 for tuition comparisons.) Out of state students are looking for affordable graduate education and it is anticipated enrolling 12% (6) students from out of Florida. We currently have a large draw from the Carolinas and Pennsylvania. Due to geographic proximity to the Caribbean, we anticipate 4% (2) international students to come from this area. These estimates are based on the 2003, 2004 and 2005 admission data demographic trends in the Department of Physical Therapy.

Table 13

Tuition for Physical Therapy Degree Completion							
Florida International University	Florida International University Proposed *	University of Florida	University of South Florida	University of Miami	Temple University	Nova South Eastern	University of Illinois at Chicago
(MS)	(DPT)	(DPT)	(DPT)	(DPT)	(DPT)	(DPT)	(DPT)
2.5 years	3 years	3 years	3 years	3 years	3 years	3 years	3yrs
Instate Tuition							
\$21,038	\$39,520	\$40,962	\$43,053	\$122, 295	\$59,793	\$70,101	\$42,500
\$8415 x 2.5 years	\$13,173 x 3 years	\$13,654 x 3 years	\$14,351 x 3 years	\$40,765 x 3 years	\$19,931 x 3 years	\$23,367 x 3 years	\$14,167 x 3 years
Out of State Tuition							
\$61,868	\$96,479	\$64,962	\$56,283	\$122, 295	\$82,269	\$70,101	\$74, 000
\$24,747 x 2.5 years	\$32,160 x 3 years	\$21,654 x 3 years	\$18,761 x 3 years	\$40,765 x 3 years	\$27,423 x 3 years	\$23,367 x 3 years	\$14,167 x 3 years

* FIU DPT proposed tuition is calculated using # of program credits x graduate cost per credit + \$90 professional tuition per credit.

Tuition calculated using FIU new graduate student Fall 2006-Summer 2007 tuition figures.

FIU DPT Proposed Tuition in state = 113 credits X (259.73 + \$90) = \$37,127

FIU DPT Proposed Tuition out of state = 113 credits X (\$763.80 + \$90) = \$108,358

Although the Department employs aggressive retention policies and programs and works very hard to support students and guide them to success in the program, by using current attrition data, we can estimate to lose 6% (3) students, two in Year 1 and one in Year 2. It is anticipated that of the 48 students we admit into the DPT program, 45 will graduate annually commencing in Summer 2010.

Explanation of the estimated headcount to FTE ratio

The FTE was calculated using the following formulas. Because students enroll and matriculate in cohort groups, the number of credit hours taken each year exceeds the standard number used for calculating graduate FTE (32). The number of students or headcount (HC) is multiplied by the

Exhibit "F"

credits hours (SCH) required per year (Fall, Spring, & Summer) and then divided by 32 to arrive at the FTE. The calculation also takes into account attrition of three students; two in the first year and one in the second. In Year 3 and thereafter, and annual average of 5241 SCH (163.78 FTE) is anticipated. See Table 14.

Table 14

Estimated Head Count to FTE for FIU Proposed DPT

	HC X SCH	SCH	(HC X SCH /32 FTE)
Year 1	48 HC x 40 SCH	= 1920	60 FTE
Year 2	48 HC x 40 SCH 46 HC x 36 SCH	= 1920 = 1656	111.75 FTE
Year 3	48 HC x 40 SCH 46 HC x 36 SCH 45 HC x 37 SCH	= 1920 = 1656 = 1665	163.78 FTE
Year 4	48 HC x 40 SCH. 46 HC x 36 SCH 45 HC x 37 SCH	= 1920 = 1656 = 1665	163.78 FTE
Year 5	48 HC x 40 SCH. 46 HC x 36 SCH 45 HC x 37 SCH	= 1920 = 1656 = 1665	163.78 FTE

The calculations are as follows:

Year 1: 48 HC X 40 SCH = 1920 divided by 32 = 60 FTE

Year 2: 46 HC X 36 SCH = 1656 + (1920) divided by 32 = 111.75 FTE

Year 3: 45 HC X 37 SCH = 1665 + (3576) divided by 32 = 163.78 FTE

Year 4: 45 HC X 37 SCH = 1665 + (3576) divided by 32 = 163.78 FTE

Year 5: 45 HC X 37 SCH = 1665 + (3576) divided by 32 = 163.78 FTE

Table 15 provides the data regarding the degrees awarded for the MS PT programs for the last five years within the SUS system. Note that FIU awards the highest number of Physical Therapy degrees in the SUS.

Table 15

SUS Degree awarded in Physical Therapy Programs (51.2308)

	2000 - 2001	2001-2002	2002-2003	2003-2004	2004-2005
FAMU	47	41	7	-	6
FAU	-	-	-	-	-
FGCU	12	3	9	8	14
FIU	81	18	53	66	38
FSU	-	-	-	-	-
NCF	-	-	-	-	-
UCF	7	27	41	14	24
UF	61	62	15	36	41
UNF	-	26	24	11	18
USF	-	11	19	21	20
UWF	-	-	-	-	-
TOTAL	208	188	168	156	161

Source: Division of Colleges and Universities Factbook, <http://www.fldcu.org/factbook>. Degrees awarded data has been updated with final 2004 - 2005 data as of Nov/4/2005. The next update will occur 10/2006.

Table 16 provides the last 5 year summary of SUS physical therapy enrollments. Note that FIU has the highest enrollment in the PT program of all the SUS universities.

Table 16

Summary of SUS Physical Therapy Enrollments

	2000	2001	2002	2003	2004
FAMU	61	27	32	27	39
FAU	-	-	-	-	-
FGCU	27	24	37	39	38
FIU	22	98	119	128	128
FSU	-	-	-	-	-
NCF	-	-	-	-	-
UCF	55	59	40	54	60
UF	84	110	84	85	92
UNF	-	68	60	67	43
USF	34	45	50	58	44
UWF	-	-	-	-	-
TOTAL	283	431	422	458	444

Source: Division of Colleges and Universities Factbook, <http://www.fldcu.org/factbook>. Enrollments data has been updated with preliminary fall 2005 data on 10/27/2005. The next update will be 10/26/06

- C. Will the transition have a negative impact on the number of students enrolled, either due to increased length of the program or any other elements essential to the transition? If so, please explain.*

The DPT will not have a negative impact on numbers of students enrolled. Current students surveyed responded they would continue enrollment to receive a DPT degree if it was offered. Most students stated the reason for matriculating with MS PT and not a DPT program was finances. The DPT programs in the area are currently private programs, NSE and UM, where costs are substantially higher and indeed prohibitive for many of our students. See Table 13 for tuition comparisons among state and national programs. In fact, we may see an increased demand of enrollment as we are the most financially competitive and will offer the DPT degree. We also have a strong feeder program in the BSHS Pre Physical Therapy Tract. Currently, approximately 30% of our class comes from the BSHS Pre Physical Therapy track students. We anticipate this to continue and perhaps increase as we are working to increase the numbers of students in the BSHS Pre PT program and thereby continue to have a strong lead in program into the DPT offering. We also anticipate an increase in applicants from other SUS institutions as the proposed FIU DPT degree will be the most affordable in the SUS as well as among our local and national competitors. FIU's DPT degree for instate students will cost \$1,432 less than UF's DPT degree, \$3,533 less than USF's DPT degree, \$82,775 less than UM's DPT degree and \$30,581 less than NSE's DPT degree tuition costs. It is expected that the transition will positively impact the university as students will enroll in FIU's DPT and choose not to matriculate at other universities where the DPT is offered at a much higher cost. See Table 13 for tuition comparisons.

- D. Briefly indicate what steps will be taken to achieve a diverse student body in this program. Please create a place for signature at the end of section (VII) (C) and have your university's Equal Opportunity officer read, sign, and date this section of the proposal.*

Strong retention and recruitment efforts have been instituted in the department due to the need to attract qualified and diverse applicants and the intrinsic difficulty of the physical therapy curriculum. Over the last ten years, more than 1.4 million dollars in scholarships have been given to FIU PT disadvantaged and minority students through grant funding from the Scholarships for Disadvantaged Students (SDS). We foster a feeder system of recruitment with the Community Colleges and the FIU Bachelor of Health Science Pre PT Track (BSHS Pre PT) program. One faculty member, Professor Rose St Prix, as part of the annual service assignment, is responsible for recruitment and retention activities. She coordinates the recruitment efforts at the Community Colleges and the FIU undergraduate programs. She has included minority physical therapy students to assist with the recruitment efforts. She secures supplemental instruction for courses that have content identified by faculty as difficult for some students to master. She coordinates study groups for at risk students. She coordinates with Barbara Anderson, School of Health Sciences Student Services Coordinator, to work to keep qualified students in the Bachelor of Science in Health Science Pre-Physical Therapy Track. For the class of 2003-2005, 27% of the students were from the BSHS Pre PT program. She assists with advisement of these undergraduate students as well as assists with the graduate application process. These are some

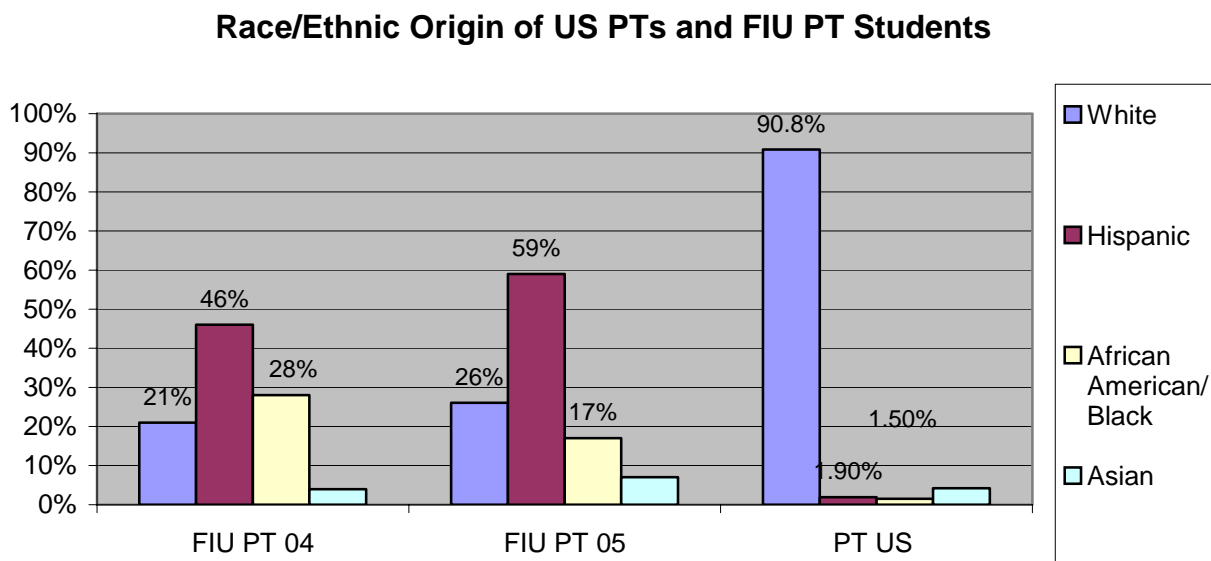
Exhibit "F"

examples of the strong efforts in recruitment and retention activities offered in the Department of Physical Therapy to attract a diverse applicant pool as well as support minority students enrolled in the program.

For our exemplary efforts in minority recruitment, retention and graduation, the FIU Department of Physical Therapy received the 2006 American Physical Therapy Association Minority Achievement Award.

Table 17 shows that Race and Ethnic origin of FIU PT students compared with national norms. The national student enrollment of minority students is 3.5% compared to FIU average minority enrollment of 75.5%.

Table 17



Bennie Osborne
Director/Coordinator: Equity/Title IX/ADA
Equal Opportunity Programs
Florida International University

Date

VIII. Budget (one page, in addition to table)

Use DCU DPT Table Three to display dollar estimates of both current and new resources for the proposed program for the first and the fifth years following the transition. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program, including any external resources or entities that may be available to support the program. If other programs will be negatively impacted by a reallocation of resources for the proposed program, identify the program and provide a justification.

The PT expenditures for fiscal year 2004-2005 were \$977,652. By Year 5 of the proposed DPT, we anticipate the costs to adequately support the program to be \$1,436,550 or a budget increase of \$458,898. The majority of the request for funding is for three new faculty lines, one support staff, minimal overhead increase and computers for the additional hires. The added faculty is needed to adequately support the necessary scholarship, research, teaching and service that will be necessary as the program expands one full year. The new faculty requested would be responsible for courses in the new DPT curriculum. The secretary position would be earmarked for assistance in admissions, marketing, recruitment, student relations and clinical education. An additional \$9,000 in OCO money would be needed for computers for the three new hires. The cost for Other Personal Services (OPS) has been increased by 25% in Year 5 in order to provide office and secretarial support for the three additional faculty. With two faculty in place by the Fall of 2007, the courses in Year 3 of the DPT could be offered for the MS PT Class of 2005-2007. This would add increased FTE production immediately into the program. Refer to Table 3 Timeline for Implementation of the FIU DPT Curriculum Offerings.

The Department of Physical Therapy in order to support the ongoing costs of the DPT and implementation has requested and has been encouraged by the Administration to submit this proposal with professional tuition. The concept of charging professional tuition for limited access programs has successful precedent at FIU. Professional tuition is currently being charged in the School of Health Science Communication Sciences and Disorders Program, School of Nursing, Nurse Anesthesiologist Program, the Masters in International Business and the Law School. Both UF and USF charge a professional graduate tuition for their DPT programs. This added tuition is to offset costs of the limited access programs. See Table 13 for tuition comparisons for the FIU, SUS and benchmark universities.

The professional tuition will provide a stable base of funding to support the expanded curriculum and educational experiences that are integral to the DPT program. The professional tuition proposed is \$90 per credit hour added to the base FIU graduate tuition. See Table 18 for FIU proposed DPT tuition costs.

The \$90 per credit hour was determined by multiplying the number of students or head count by the number of credits to complete the DPT degree (45 students X 113 credits = 5085 SCH) and dividing this figure into the anticipated 5 year projected cost increase to the program ($\$458,898 / 5085 = \90.24 which was rounded to \$90 per credit).

Exhibit "F"

Table 18

FIU Proposed DPT Tuition Costs			
	FIU Graduate Tuition (Fall 06- summer 07 tuition rates)	DPT Professional Tuition	Total DPT Graduate & Professional Tuition Cost per Student
	\$259.73 X 113 credits	\$90 X 113 credits	\$349.73 X 113 credits
Cost per Student	\$29,350	\$10,170	\$39,520

The calculations to determine the cost of professional tuition are as follows:

Students X # Credits to complete DPT = # Total Program Credits

45 Students X 113 Credits = 5085 Total Program Credits

DPT Program Costs / Total Program Credits = Professional Tuition to meet DPT Program Costs

\$458.898/ 5085 = \$90.24

\$89.21 was rounded to \$90.

This professional tuition of \$90 per credit will bring in the additional revenue of \$457, 650 needed for the additional costs of implementation and program needs. See Table 19 for details of program revenue from professional tuition, graduate tuition, and state funding.

Table 19

FIU Proposed DPT Tuition and State Funding Revenue

Column A	Column B	Column C	Column D
FIU DPT Graduate Tuition	FIU DPT Professional Tuition	State Funding Per Graduate FTE	Total FIU DPT Graduate Tuition and State Funding Revenue Column D= Column A + Column C
113 credits x \$259.73 = \$29,350	113 credits x \$90 = \$10,170	\$17,081 per Graduate FTE (funded at 65%)=\$11,103	
\$29,350 x 45 students	\$10,170 x 45 students	\$11,103 per Graduate FTE X 163.78 FIU DPT FTE	
\$1,320,727	\$457,650	\$1,818,392	\$3,139,119

Exhibit "F"

With the year longer program and 32 additional graduate credits than required in the existing MS PT, the program will be increasing its FTE production by approximately 30%. So although program costs will rise, there will also be increased FTE productivity with a resultant increase in state and tuition revenue generated by the program transition. The FIU DPT program will generate per graduating cohort \$1,320,727 in graduate tuition revenue. This is most probably a conservative estimate because all figures are based on instate and not out of state tuition.

State Funding per graduate I credit is funded at 65% of \$17,081 per FTE. The FIU DPT program will produce 163.78 FTE annually as of Year 3 and will thereby receive \$1,818,392 in state funding annually. If state funding and tuition revenues are combined, the FIU DPT program will generate \$3,139,119 annually into the University budget. Although the program does not directly receive these monies, with a requested budget of only \$1,436,550, the increased PT productivity added to the professional tuition revenue of \$457,650 appears more than adequate to cover program costs. Refer to Table 19 for details of proposed DPT tuition and state funding revenue.

When the cost per FTE is calculated for the FIU DPT program, at both Year 1 (\$21,255) and Year 5 (\$8,771) it is found to be considerably less than the SUS average graduate tuition costs. FIU generates the highest number of Physical Therapy degrees awarded in the SUS and is able to produce these degrees at a lower cost than SUS average. See Table 13 Tuition Comparisons for FIU, SUS and benchmark universities and Table 20 Estimated FIU program costs.

Table 20

Estimated FIU DPT Program Costs and Cost per FTE

	Total	% & \$ Current	% & \$ New	% & \$ C & G	Cost per FTE	SUS 04/05 average costs
Year 1	\$1,273,527	76.8% \$977,652	23.2% \$295,875	0 % 0	\$21,225	\$24,174 for CIP 51 at Doctoral Level
Year 5	\$1,436,550	68 % \$977,652	32% \$458,898	0 % 0	\$8,771	

X. Productivity (one page)

Briefly describe the productivity of the academic unit(s) associated with this degree with regard to teaching, research, and service. Such evidence may include trends for average course load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as any qualitative indicators of excellence.

The Department of Physical Therapy at FIU prides itself on its research development and scholarly activity focus. The physical therapy faculty have presented their research locally, statewide, nationally, and internationally. Over half of the faculty have published in *Physical Therapy*, the premier journal of the physical therapy profession. The department has received external funding from diverse sources as the United States Department of Education (USDE), Centers for Disease Control (CDC), United States Department of Health Resources and Services Administration (HRSA) and the Foundation of Physical Therapy Research with a 4-year average funding (2000-2004) of \$372,063. *We are in the top 25% of physical therapy research productivity nationwide.*

Since the year 2000, students and faculty have presented research at every National and Combined Sections Meetings of the American Physical Therapy Association as well as the Florida Physical Therapy Annual Conference and locally within the University. At the APTA 2003 national conference, FIU faculty presented 9 research posters or platforms, all of which had student involvement. FIU faculty presented 6 research posters and platforms at APTA 2004 and 6 presentations and research platforms have been accepted for presentation at APTA 2006.

The Department of Physical Therapy at FIU prides itself on its exceptional teaching, student services and resources. In the last ten years over 1.4 million dollars in scholarships have been given to FIU PT disadvantaged and minority students through grant funding from the Scholarships for Disadvantaged Students (SDS). We have excellent recruitment and retention activities through the Health Careers Opportunity Programs (HCOP) and within the program. Student evaluations of teaching effectiveness are consistently among the highest in the University. All eligible faculty members have received Teaching Incentive Awards, which is another indicator of our strong teaching excellence. The Department of Physical Therapy is housed in the new Health and Life Sciences Building with fully equipped Gait and Balance Analysis Laboratory and all new laboratories and equipment.

The FIU Physical Therapy three year Physical Therapy Licensure Examination pass rate is 89.7%. This is commensurate with benchmark comparison universities both state and nationwide. See Table 21.

The Department of Physical Therapy at Florida International University (FIU) prides itself in its involvement in service at the University, community, and professional level. We are strongly involved in University governance and service at every level from the Faculty Senate and the University Grievance Committee, CHUA Tenure and Promotion Committee to departmental activities. There is a high level of faculty and student involvement in community service endeavors. Examples include: the Shriner's Hospital of Tampa Clinic, United States Department

of Housing and Urban Development Health Promotion Education, Shake-A-Leg Miami where students and faculty work in a sailing program for persons with disabilities, Jackson Memorial Hospital where students visit patients dependent on ventilators as part of a grant funded by the Christopher Reeves Foundation, St. Kitts Gerontological Education Program in collaboration with the Florida Association of Agencies for Caribbean Action, Alliance for Aging health promotion education, and the Mailman Center where students and faculty provide early intervention services for children with developmental disabilities. The Physical Therapy Student Association won the 2004 FIU President's Award for most active student group on campus.

Table 21

Three Year Average Pass Rates on the Physical Therapy Licensure Examination	
Florida International University	90%
University of Florida	88%
University of South Florida	93%
Nova Southeastern	82%
University of Miami	96%
Temple University	95%
University of Illinois at Chicago	81%

The department collaborates with 341 health care providers in the operation of its clinical internship program, and its students provide well over 34,000 hours per year of supervised physical therapy care. The value of the care delivered to the residents of Southeast Florida alone exceeds one-half million dollars per year.

The Department of Physical Therapy at FIU prides itself in its leading role in providing physical therapy preparation to members of minority groups. Nationwide only 13% of physical therapy students are members of national minorities whereas approximately 78% of the FIU physical therapy students are members of national minorities. Members of national minorities constitute 37% of our faculty whereas nationwide only 6% of physical therapy faculty are members of national minorities. The FIU Department of Physical Therapy was awarded the APTA Minority Initiatives Award in 2006 for exemplary minority programs. Considering the nation's health care initiative in Healthy People 2010 is to eliminate health disparities among racial and ethnic groups, FIU Physical Therapy is and will continue to be a leading supplier of ethnically diverse physical therapy practitioners poised to help eliminate health disparities by providing culturally competent health care.

The Department of Physical Therapy at FIU envisions continued excellence in community, professional, and university service; continued excellence in teaching; ongoing efforts to expand research productivity while maintaining the diversity in our faculty and student body with the ultimate vision of being the first minority institution to offer the Doctor of Physical Therapy (DPT) degree.

DCU DPT TABLE ONE
FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR

Faculty CODE	Faculty Name or "New Hire"	Academic Discipline/Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program	5 th Year Workload in Proposed Program (Portion of Person-year)
				Contract Status (Tenure status or equivalent)	Highest Degree Held		
A	Cornely, Helen	Health promotion and wellness, Pathology Geriatrics, Balance Dysfunction	Assoc Chair	Tenure	Doctoral	Fall 2007	.5 FTE teaching, .5 administrative
A	Bernstein, Steven	Neuroscience, Motor Control Theory, Computer Technology	Assist	Clinical	Doctoral	Fall 2007	1 FTE
A	Elbaum, Leonard	Kinesiology, Gait Analysis, Pediatrics	Assoc	Tenure	Doctoral	Fall 2007	1FTE
A	Gusman, Lori	Clinical Education, Exercise Physiology	Assist	Clinical	Masters	Fall 2007	1 FTE
A	Haskins, Awilda	Cultural Diversity, Minority Issues, Ethics, Professional Issues	Assoc	Tenure	Doctoral	Fall 2007	1 FTE
A	Roberts, Lisa	Cardiopulmonary, Arthritis, Geriatrics, Health promotion Alternative Medicine	Assist	Clinical	Masters DPT IP	Fall 2007	1 FTE
A	Rose St Prix, Colleen	Administration, retention and recruitment, complementary medicine, Clinical Skills	Assoc	Tenure	Masters	Fall 2007	1 FTE
A	Rossi, Mark	Musculoskeletal, Joint Arthroplasty, Manual therapy	Assist	Tenure Earning	Doctoral	Fall 2007	1 FTE
C	New Hire	Musculoskeletal, Orthopedic Sports	Assist			Fall 2007	1 FTE
C	New Hire	Neurology Acute Care	Assist			Fall 2007	1 FTE
C	New Hire	Pediatric Community Health	Assist			Fall 2008	1 FTE

Exhibit "F"

Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year	Proposed Source of Funding for Faculty	TOTAL 5th Year Workload by Budget Classification
A	Current General Revenue	Existing Faculty – Regular Line	8
B	Current General Revenue	New Faculty – To be Hired on Existing Vacant Line	
C	New General Revenue	New Faculty – To be Hired on a New Line	3
D	Contracts and Grants	Existing Faculty – Funded on Contracts and Grants	
E	Contracts and Grants	New Faculty – To Be Hired on Contracts and Grants	
Overall Total for 5th Year			11 FTE

Revised 5/06/03

- Faculty in current MS PT program will be continuing to teach same loads in DPT program. The new hires will be responsible for new content delivery in DPT.

DCU DPT TABLE TWO
NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES

GRADUATE DEGREE PROGRAM										
ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
		2007		2008		2009		2010		2011
Source of Students (Non-Duplicated Count in Any Given Year)	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university**	16	20	32	38	48	56.5	48	56.5	48	56.5
Individuals who graduated from preceding degree programs at other Florida public universities	16	20	32	38	48	56.5	48	56.5	48	56.5
Individuals who graduated from preceding degree programs at non-public Florida institutions	8	10	15	17.87	21	24.8	21	24.8	21	24.8
Additional in-state residents**	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents**	6	7.5	11	13.1	16	18.9	16	18.9	16	18.9
Additional foreign residents**	2	2.5	4	4.75	6	7.06	6	7.06	6	7.06
Other (Explain)*	0	0	0	0	0	0	0	0	0	0
TOTAL	48	60	94	111.75	139	163.78	139	163.78	139	163.78

* List projected yearly cumulative ENROLLMENTS instead of admissions.

Revised 8/8/03

** Do not include individuals counted in any PRIOR category in a given COLUMN.

*** If numbers appear in this category, they should go DOWN in later years.

**** FTE based on DPT Yr 1- 40 credits X hc, DPT Yr 2- 36 credits x hc DPT Yr 3- 37 credits x hc and divided by 32.

***** 3(6%) students lost to attrition.

DCU DPT TABLE THREE COSTS FOR PROPOSED PROGRAM

INSTRUCTION & RESEARCH	FIRST YEAR				FIFTH YEAR			
	General Revenue		Contracts & Grants	Summary	General Revenue		Contracts & Grants	Summary
	Current	New			Current	New		

POSITIONS (Person-years)								
Faculty	8	2	0	10	8	3	0	11
A & P	0	0	0	0	0	0	0	0
USPS	1	1	0	2	1	1	0	2
TOTAL	9	0	0	12	9	4	0	13

Cells should relate directly to faculty numbers in Table One

SALARY RATE								
Faculty	651,164	200,000	0	851,164	651,164	300,000	0	951,164
A & P	0	0	0	0	0	0	0	0
USPS	24,637	25,000	0	49,637	24,637	25,000	0	49,637
TOTAL	675,801	225,000	0	900,801	675,801	325,000	0	1,00,801

I & R EXPENSES								
Salaries and Benefits	847,893	286,875	0	1,134,768	847,893	414,375	0	1,262,268
Other Personnel Services	102,093	0	0	102,093	102,093	25,553	0	127,616
Expenses	27,666	0	0	27,666	27,666	10,000	0	37,666
Operating Capital Outlay	0	9,000	0	9,000	0	9,000	0	9,000
Electronic Data Processing	0	0	0	0	0	0	0	0
Library Resources	Not paid for directly	0	0	0	0	0	0	0
Special Categories	0	0	0	0	0	0	0	0
TOTAL I & R	977,652	295,875	0	1,273,527	977,652	458,928	0	1,436,550

Revised 5/6/03

These numbers include summer salaries as DPT is full time program Fall, Spring and Summer.

These numbers do not include inflation. Costs calculated on 2004-2005 fiscal year

*Note that Professional Tuition of \$90 additional per credit will cover implementation and operating costs incurred with the DPT degree. The program implementation with Professional Tuition Plus will be cost neutral.

APPENDICES

I	Executive Summary Program Review- Physical Therapy	Page 57
II	Board of Governors Memorandum on Issues Related to Physical Therapy Programs and Considerations in Converting Physical Therapy Programs to the Doctor of Physical Therapy	Page 60

Appendix I

Executive Summary Program Review- Physical Therapy

Executive Summary
Physical Therapy Program Review

Executive Summary

The Department of Physical Therapy at Florida International University (FIU) prides itself on its exceptional student services, teaching, and resources. Over the last ten years over 1.4 million dollars in scholarships have been given to disadvantaged and minority students through grant funding from the Scholarships for Disadvantaged Students (SDS). We have excellent recruitment and retention activities through the Health Careers Opportunity Programs (HCOP) and within the program. Student evaluations of teaching effectiveness are consistently among the highest in the University. All eligible faculty members have received Teaching Incentive Awards, which is another indicator of our strong teaching excellence. The Department of Physical Therapy is housed in the new Health and Life Sciences Building with fully equipped Gait and Balance Analysis Laboratory and all new laboratories and equipment.

The Department of Physical Therapy at FIU prides itself in its involvement in service at the University, community, and professional level. We are strongly involved in University governance and service at every level from the Faculty Senate and the University Grievance Committee, the College and Health and Urban Affairs Advisory Committee to departmental activities. There is a high level of faculty and student involvement in community service endeavors. Examples include: the Shriner's Hospital of Tampa Clinic, the United States Department of Housing and Urban Development Health Promotion Education, Shake-A-Leg Miami where students and faculty work in a sailing program for persons with disabilities, Jackson Memorial Hospital where students visit patients dependent on ventilators as part of a grant funded by the Christopher Reeve Paralysis Foundation, St. Kitts Gerontological Education Program in collaboration with the Florida Association of Agencies for Caribbean Action, Alliance for Aging health promotion education, and the Mailman Center where students and faculty provide early intervention services for children with developmental disabilities.

The Department of Physical Therapy at FIU prides itself in its leading role in providing physical therapy preparation to members of minority groups. Nationwide only 13% of physical therapy students are members of national minorities whereas approximately 80% of the FIU physical therapy students are members of national minorities. Members of national minorities constitute 37% of our faculty whereas nationwide only 6% of physical therapy faculty are members of national minorities. Considering the nation's health care initiative in Healthy People 2010 is to eliminate health disparities among racial and ethnic groups, FIU Physical Therapy is and will continue to be a leading supplier of ethnically diverse physical therapy practitioners poised to help eliminate health disparities by providing culturally competent health care.

The Department of Physical Therapy at FIU prides itself on its burgeoning research and scholarly activity focus and development. The physical therapy faculty have presented their research locally, statewide, nationally, and internationally. Over half of the faculty have published in *Physical Therapy*, the premier journal of the physical therapy profession. The department has received external funding from diverse sources as the United States Department

of Education (USDE), the Centers for Disease Control (CDC), and the Foundation of Physical Therapy Research with a 3-year average funding (2000-2003) of \$280,460. Although we are in the top 30% of physical therapy research productivity nationwide, the faculty feels we have not fully developed our research potential and have identified increased research as an ongoing initiative and goal.

A weakness, not totally in control of the Department, is the fluctuation of financial resources. These finances controlled by a turbulent state legislature, new state level governance structure, and a rapidly expanding university with equally expanding financial needs, make budget decisions difficult university wide. The Department's focus on research, grant activity, and community partnerships is meant to help generate funding for the Department and make us less dependent on these University funds and overcome some of the problems of the budgetary constraints.

We look to the future towards a Doctor of Physical Therapy (DPT) degree to progress in alignment with the evolving physical therapy practice and education as well as the University mission of Doctoral/Research University Extensive. The professional doctorate has emerged as the degree of choice of the American Physical Therapy Association (APTA) and the Commission on Accreditation of Physical Therapy Education (CAPTE). Ninety-seven of the 209 accredited physical therapy programs in the US have already changed their programs to offer the DPT. To bolster this point, 80 of the 112 remaining schools that offer a Master's degree have declared their intent to offer the DPT. The two other programs in Southeast Florida at Nova Southeastern University and at University of Miami already offer the DPT as the only degree option. Plans are currently underway at the University of Central Florida (UCF), the University of Florida (UF), the University of South Florida (USF), and other state universities in Florida to transition to the DPT. We are losing our most qualified applicants to programs that offer the DPT. It is estimated that by 2007-2008, 80-90% of the existing programs will offer the DPT degree. The Department of Physical Therapy needs to change the format of its professional preparation program from an MS (Master of Science-Physical Therapy) to the DPT (Doctor of Physical Therapy) to stay current with the educational needs of the profession.

The Department of Physical Therapy at FIU envisions continued excellence in community, professional, and university service; continued excellence in teaching; ongoing efforts to expand research productivity while maintaining the diversity in our faculty and student body with the ultimate vision of being the first minority institution to offer the Doctor of Physical Therapy (DPT) degree.

The primary authors of this report are Dr. Helen Cornely, Dr. Leonard Elbaum and Dr. Neva Kirk Sanchez. The authors acknowledge the support given by Dr. Evelyn Enrione, Dr. Michele Ciccazzo, and Dr. Noma Anderson in finalizing the report and appreciate the patience of the Office of Planning and Institutional Effectiveness in the receipt of the report.

Appendix II

Board of Governors Memorandum on Issues Related to Physical Therapy Programs

and

Considerations in Converting Physical Therapy Programs to the Doctor of Physical Therapy



FLORIDA BOARD OF GOVERNORS

325 West Gaines Street - Suite 1614 - Tallahassee, Florida - 32399-0400
(850) 245-0466 - www.fldoe.org

Carolyn K. Roberts
Chair

John Dasburg
Vice Chair

DATE: May 28, 2004

Pam Bilbrey

Castell V.
Bryant, Ed.D.

MEMORANDUM

Miguel
De Grandy

TO: Members, Council of Academic Vice Presidents

Lt. Gen.
Rolland V.
Heiser

FROM: R.E. LeMon *Miguel for R.E. LeMon*
Vice Chancellor, Academic and Student Affairs

SUBJECT: Issues Related to Physical Therapy Programs

Jim Horne

Sheila M.
McDevitt

Gerri Moll

M. Lynn Pappas

Ava L. Parker

Howard
Rock, Ph.D.

Peter Rummell

Clayton P.
Solomon

John W. Temple

Steve
Uhlfelder

Zach P.
Zachariah, M.D.

We have received notification from a few institutions regarding interest in effecting a degree transition from the Master's in Physical Therapy (MPT) to the Doctor of Physical Therapy (DPT). While this memorandum is primarily intended for those institutions with a program in physical therapy, we felt it was important to keep everyone apprised as we move forward. In anticipation of the expressed interest, we have been discussing options to determine the most effective way to approach these transitions in the State University System. As we realize this may have distinct implications for each university, a determination has been made to address each situation individually, rather than taking all SUS programs en masse for consideration by the Board of Governors.

Due to the unique nature of the MPT to DPT transition, it is our intention to recommend to the Board of Governors that we solicit information via a shortened form ensuring the programs' adherence to the new degree criteria, in lieu of the full proposal format currently required for consideration of programs at the doctoral level. Please know that we recognize the value of involving the MPT programs in development of this method, and are currently discussing the most beneficial means of obtaining such input.

We hope to be able to provide additional information very soon. In the meantime, please let us know if you have any questions or concerns.

REL/ckm

c: Chancellor Debra Austin
University Academic Contacts

University of Florida • Florida State University • Florida A&M University • University of South Florida • Florida Atlantic University • University of West Florida
Gainesville Tallahassee Tallahassee Tampa Boca Raton Pensacola

University of Central Florida • Florida International University • University of North Florida • Florida Gulf Coast University • New College of Florida
Orlando Miami Jacksonville Fort Myers Sarasota

Considerations in Converting Physical Therapy Programs to the Doctor of Physical Therapy

**A Briefing Paper Provided to the
Florida Board of Governors**

March, 2005

**Division of Colleges and Universities
Office of Academic and Student Affairs**

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Executive Summary

This paper is written to provide the Florida Board of Governors general information with respect to the concept of converting existing Master in Physical Therapy (MPT) programs to the accreditation-driven Doctor of Physical Therapy (DPT). The most salient points of this paper can be presented in abbreviated form as follows:

- In October 2004, the Board of Governors authorized the first (USF) of several SUS institutions interested in converting their MPT to a DPT as the entry-level professional degree. Board staff received another proposal (UF) in December 2004. The other SUS institutions offering the MPT are FAMU, UCF, FIU, UNF, and FGCU.
 - The three independent universities in Florida with programs in Physical Therapy (University of Miami, Nova Southeastern University, and University of St. Augustine for Health Sciences) have already converted to the DPT.
 - Transition to the DPT is a growing trend, and the American Physical Therapy Association (APTA) and the Commission on Accreditation in Physical Therapy (CAPTE) both support and promote the transition.
 - Physical Therapy is listed as one of the Critical Needs in Health Care on the March 2004 BOG List of Targeted Programs.
 - Nationally, the number of DPT programs is increasing, the number of MPTs is decreasing, and more than half of the Physical Therapy programs are at the DPT level.
 - Employment of physical therapists is expected to "grow faster than the average" for all occupations through 2012 (meaning it will increase 21 to 35 percent). Florida employment projections estimate average annual openings at 366, due primarily to growth rather than separation. Such data indicate a need for more Physical Therapists in coming years, and that need is not currently being met by existing programs.
 - Converting existing MPTs to DPTs will not increase the number of programs on the SUS Academic Degree Program Inventory; however, the Board of Governors may see offering professional-level doctorates as an issue for some of these institutions.
-

Physical Therapy Generally

A nationwide transition from baccalaureate to graduate-level education in physical therapy has been ongoing for almost two decades. Changes within the United States healthcare system have led to a dramatic expansion of the roles and responsibilities of today's physical therapists, as they now assume leadership roles in prevention and healthcare maintenance programs, rehabilitation services, and community organizations (USF, 2004).

In October 2004, the Board of Governors authorized the first (USF) of several SUS institutions interested in converting their MPT to a DPT as the entry-level professional degree. Board staff received another proposal (UF) in December 2004. The other SUS institutions offering the MPT are FAMU, UCF, FIU, UNF, and FGCU. All three of the independent universities in Florida with degree programs in Physical Therapy (University of Miami, Nova Southeastern University, and University of St. Augustine for Health Sciences) have already transitioned to the DPT. Converting existing MPTs to DPTs will not increase the number of programs on the SUS Academic Degree Program Inventory; however, conversion may have distinct implications for each university, which requires independent consideration of each proposal. For instance, it may result in an institution's being classified as "doctoral-level" by the regional accrediting body (SACS), or it may require more resources than are defensible.

Physical Therapy is one of the Critical Needs in Health Care listed on the March 2004 BOG List of Targeted Programs. The U.S. Department of Labor, Bureau of Labor Statistics' (BLS), *Occupational Outlook Handbook*, describes the procedures of physical therapists as involving examination of patients' medical histories to test and measure "strength, range of motion, balance and coordination, posture, muscle performance, respiration, and motor function," as well as determining the ability of patients to be independent and/or to reintegrate into community or workplace following injury or illness. Physical Therapists also develop treatment plans for patients to ensure proper rehabilitation (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2004-05 Edition).

Recently, several SUS institutions have indicated an interest in converting from the MPT to the DPT as the entry-level professional degree, a move advocated by the physical therapy community. The 2000 APTA House of Delegates endorsed *Vision 2020*, a vision statement for the profession through the next 20 years containing a clear reference to "Doctors of Physical Therapy." APTA consciously made a decision not to mandate this transition, as it did not want to "compromise higher education prerogatives or mandate higher education decisions or degrees;" however, DPT conversion is a growing trend, and APTA as well as CAPTE, the accrediting body for physical therapy programs, both support and promote the transition (APTA, 2004). Both the MPT and the DPT are accredited by CAPTE using the same criteria.

The process by which programs convert to the DPT depends on whether the program has been evaluated by CAPTE against its 1998 Evaluative Criteria. If the program has been determined to be in substantial compliance with the 1998 Criteria, then CAPTE considers the change of degree to be an institutional prerogative and requires only a notification of the intended degree change and a description of the program changes in the next available reporting mechanism, usually the Interim Accreditation Report. For conversion to the DPT, CAPTE expects that the program will have achieved all necessary approvals by the institution, the state higher education board, and the institutional accreditor (CAPTE, 2004).

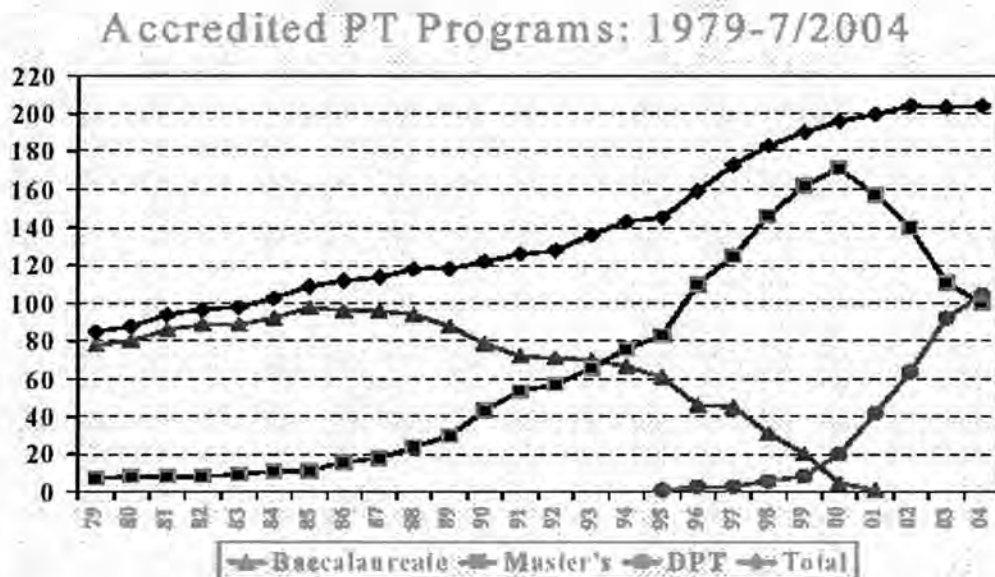
APTA argues for converting to the DPT based on four factors:

- the level of practice inherent to the patient/client management model in the Guide to Physical Therapist Practice requires a breadth and depth in educational preparation not easily acquired within the time constraints of the typical MPT;
- society expects the fully autonomous healthcare practitioner to be a clinical doctor;
- realizing the profession's goals in the coming decades, including direct access, 'physician status' for reimbursement purposes, and clinical competence consistent with the preferred outcomes of evidence-based practice, will require that practitioners possess the clinical doctorate, consistent with medicine, osteopathy, dentistry, veterinary medicine, optometry, and podiatry;
- many MPTs already meet the requirements for the clinical doctorate (APTA, 2004).

Institutions Currently Offering Physical Therapy Education

In Florida, ten institutions offer physical therapy degrees, including three independents and seven SUS institutions (UF, FAMU, USF, UCF, FIU, UNF, and FGCU). The independents have already converted to the DPT. In October 2004, the BOG approved the first conversion at an SUS institution (USF), and UF submitted a proposal for conversion in December 2004.

Nationally, the number of accredited DPTs has increased, while MPTs have decreased. In 2000, there were 184 MPTs and 19 DPTs. In 2002, the figures became 146 MPTs and 67 DPTs. As of February 2005, the figures had shifted to 89 MPTs and 121 DPTs. In July 2004, the number of accredited DPTs rose above 50% of the total programs offered. Trends indicate that over 94% of the current accredited and developing programs will offer the DPT in the next 5 to 10 years. The decrease in MPT programs and the corresponding growth of accredited DPT programs can be seen in the diagram below (APTA, 2004).



Source: CAPTE Accreditation Update, August 2004, <http://www.apta.org/documents/public/accred/August2004Update.pdf>

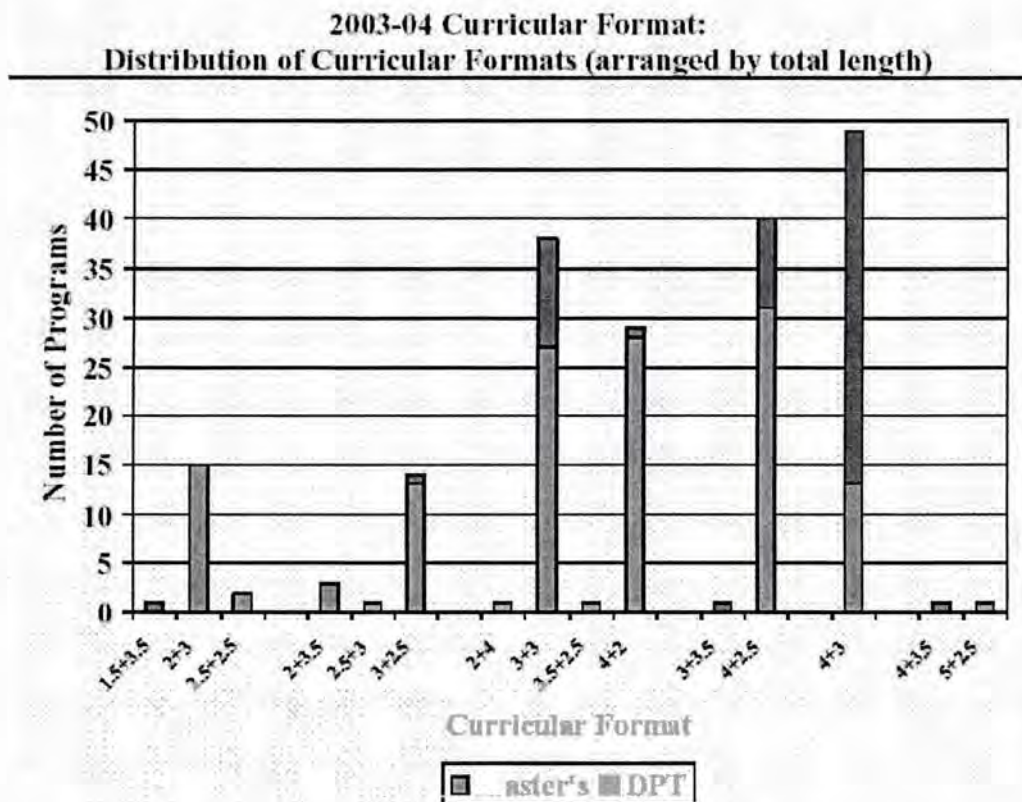
In the most recent update of U.S. News and World Report Rankings, 28 of the top 30 institutions offering physical therapy do so with the DPT. The two not yet offering the DPT are the

University of North Carolina-Chapel Hill (ranked 8th) and the **University of Florida** (ranked 25th). Only one other Florida institution appears in the top 30 – the University of Miami (ranked 10th) (U.S. News and World Report, 2004).

Education of Physical Therapists

Programs in physical therapy start with basic science courses such as biology, chemistry, and physics and then introduce specialized courses, including biomechanics, neuroanatomy, human growth and development, manifestations of disease, examination techniques, and therapeutic procedures. In addition to the classroom/ laboratory experience, there is also a clinical component. Many programs require experience as a volunteer in physical therapy clinic prior to admission. Physical therapists are also expected to continue their professional development through continuing education workshops and coursework (APTA, 2004).

Although CAPTE has not mandated specific curricular changes for DPT conversion, DPTs have typically augmented MPT breadth and depth with exposure to differential diagnosis, pharmacology, radiology/imaging, health care management, prevention/wellness/health promotion, histology, and pathology. Of the accredited DPT programs, the length of most extends beyond the 2-year masters program, as indicated below.



Source: APTA 2004 Fact Sheet, Physical Therapist Programs, September 2004,
<https://www.apta.org/documents/Public/Accred/2004PTFactSheet.pdf>

The clinical component of the DPT is also typically extended beyond the MPT average (about 15 weeks), with some DPT clinicals up to one year. As seen in the figure below, the clinical component of physical therapy programs has grown substantially with conversion to the DPT.

Length of Final Clinical Education Experience										
		All Programs			Master's			DPT		
		2000	2002	2004	2000	2002	2004	2000	2002	2004
Number of weeks in final clinical experience	Mean	13.9	15.3	16.1	13.4	14.5	13.6	22.7	18.5	21.9
	Range	4-40	4-40	0-50	4-40	4-40	0-40	12-40	6-40	8-50

Source: APTA 2004 Fact Sheet, Physical Therapist Programs, September 2004, <https://www.apta.org/documents/Public/Accred/2004PTFactSheet.pdf>

The recently approved DPT conversion at USF expanded the program, including the clinical component, from 71 hours and 6 semesters to 101-103 hours and 9 semesters. Similarly, the UF proposed program expands from 78 hours and 6 semesters to 113 hours and 8 semesters.

Enrollment and Degree Productivity

The table below shows the enrollment over the last five years for SUS degrees in physical therapy (CIP 51.2308).

SUS Enrollment in Physical Therapy Programs (51.2308)

	2000	2001	2002	2003	2004
FAMU*	48	27	27	20	28
FGCU	27	24	37	41	39
FIU	22	98	119	114	128
UCF	55	59	40	49	54
UF	84	110	84	91	85
UNF	-	68	60	61	67
USF	34	45	50	53	58
Total	270	431	417	429	459

Source: Division of Colleges and Universities Factbook, <http://www.fdcu.org/factbook>

*FAMU figures were obtained directly from the University to address apparent errors in data reporting/collection. Totals have been amended to reflect these changes.

The table below shows degrees conferred over the last five years for SUS physical therapy programs (CIP 51.2308). The data indicate variations among degrees awarded between universities, with some maintaining as others sharply increase or decrease.

SUS Degrees Awarded in Physical Therapy Programs (51.2308)

	99-00	00-01	01-02	02-03	03-04
FAMU*	58	46	39	7	8
FGCU	-	12	3	9	8
FIU	64	81	18	53	66
UCF	-	7	27	41	14
UF	7	61	62	15	36
UNF	-	-	26	24	11
USF	-	-	11	19	21
Total	129	207	186	168	164

Source: Division of Colleges and Universities Factbook, <http://www.fidcu.org/factbook>. Degrees awarded data has been updated with final 2003-04 data as of 11/25/2004. The next update will occur in 7/2005.
 *FAMU figures were obtained directly from the University to address apparent errors in data reporting/collection. Totals have been amended to reflect these changes.

Licensure

The minimum educational requirement for becoming a Physical Therapist is a post-baccalaureate degree from an accredited Physical Therapy education program. According to APTA, DPTs constitute 55% of all programs, with another 40% already planning to convert to the DPT (APTA, 2004). Following graduation, candidates must pass a state-administered national exam (NPTE). Other requirements for licensure vary by state, and some states require continuing education as a condition of maintaining one's licensure.

In Florida, the Board of Physical Therapy Practice is the body responsible for the licensure and regulation of Physical Therapists. For U.S. graduates, candidates must have received a physical therapy degree from a CAPTE-accredited institution. Applicants who have taken and failed the NPTE exam more than five times are ineligible for licensure in Florida. In addition to the NPTE, all Florida applicants are required to pass an examination on Florida laws and rules related to physical therapy practice (Chapter 456, Florida Statutes, *Health Professions and Occupations: General Provisions*; Chapter 486, Florida Statutes, *Physical Therapy Practice Act*; and Rule 64B17, Florida Administrative Code). All applicants are also required to have three hours of training in HIV/AIDS and two hours of training in prevention of medical errors (Florida Department of Health, *Physical Therapy Board Overview*, 2005).

U.S. graduates with a physical therapy degree from a CAPTE-accredited program who have passed the American Registry Exam or the NPTE, and who have an active license in another jurisdiction may receive Florida licensure via endorsement, rather than examination. All endorsement applicants are still required to take the examination on Florida laws and rules related to Physical Therapy practice. Provision is also made for foreign-educated physical therapists to become licensed in the U.S. (Florida Department of Health, *Physical Therapy Board Overview*, 2005).

Employment Outlook and Earnings

Physical therapists typically practice in hospitals; outpatient clinics/offices; inpatient rehabilitation facilities; skilled nursing, extended care, or subacute facilities; education or research centers; schools; hospices; and fitness and training facilities. As found in the 2000

Standard Occupational Classification System, physical therapists fall under the category heading of "therapists" under the broader classification of "health diagnosing and treating practitioners." Other fields grouped in that category include audiologists, occupational therapists, radiation therapists, recreational therapists, respiratory therapists, and speech-language pathologists (Bureau of Labor Statistics, U.S. Department of Labor, *Standard Occupational Classification System, 2000*).

According to APTA, more than 120,000 physical therapists are licensed in the United States today, with a median salary dependent upon position, experience, education, geographic location, and practice setting. The U.S. Department of Labor, Bureau of Labor Statistics (BLS) estimates that physical therapists held about 137,370 jobs as of November 2003, and notes that the number of jobs is greater than the number of practitioners because many physical therapists hold two or more jobs. Further, it is stated that, as of November, 2003, the nationwide average annual earnings estimate for physical therapists was \$61,240. The Florida-specific estimates, at that time, were 7,580 jobs and estimated mean annual earnings of \$60,010 (Bureau of Labor Statistics, U.S. Department of Labor).

Employment projections derived from the Florida Agency for Workforce Innovation indicate an estimated annual percent change from 2004 to 2012 of 3.52%. The table below indicates that openings in the profession are much more due to growth than separations, with total average annual openings being projected at 366 (*Florida Employment Forecast*, Florida Agency for Workforce Innovation).

FLORIDA JOBS by Occupation									
Occupation		Employment		Annual Percent Change	Average Annual Openings			2003 Average Wage	Education & Training Requirements
Code	Title	2004	2012		Due To Growth	Due To Separations			
291123	Physical Therapists	8,246	10,567	3.52	290	76	366	29.66	5

SOURCE: Florida Agency for Workforce Innovation, *Florida Employment Forecast*, Labor Market Statistics, <http://www.labormarketinfo.com/>, Accessed March, 2005.

BLS indicates that employment of Physical Therapists is expected to "grow faster than the average" for all occupations through 2012 (defined as an anticipated increase of 21 to 35 percent). It was further noted that federal legislation imposing limits on reimbursement for therapy services may have short-term impacts on job outlook, however, the long-run demand for Physical Therapists should continue to rise as growth in the number of individuals with disabilities or limited functions spurs demand for Physical Therapists and therapy services (Bureau of Labor Statistics, U.S. Department of Labor).

In the current health care environment, and depending upon the employer, the DPT graduate will not necessarily be favored over the MPT graduate. Since licensure to practice does not distinguish among degrees, the MPT and DPT are both permissible to meet the requirement. However, as the DPT becomes the norm over time this may change substantially (APTA, 2004).

Bibliography / Resources

American Physical Therapy Association (APTA), <http://www.apta.org/>

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2004-05 Edition*, Physical Therapists, on the Internet at <http://www.bls.gov/oco/ocos080.htm> (visited March 07, 2005).

Bureau of Labor Statistics, U.S. Department of Labor, *Standard Occupational Classification System, 2000*, on the Internet at <http://www.bls.gov/soc/home.htm> (visited March 07, 2005).

Commission on Accreditation in Physical Therapy Education (CAPTE), <http://www.apta.org/Education/accreditation>

Florida Department of Health, *Physical Therapy Board Overview*, 2005, http://www.doh.state.fl.us/Mqa/physical/pt_home.html)

Florida Employment Forecast, Florida Agency for Workforce Innovation, Labor Market Statistics, <http://www.labormarketinfo.com/library/ep/p12sw00.xls>

Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics (NCES), <http://nces.ed.gov/ipeds/>

University of South Florida, School of Physical Therapy Website, <http://dpt.hsc.usf.edu>

U.S. News and World Report Rankings, *Health Disciplines, Physical Therapy*, <http://www.usnews.com/usnews/edu/grad/rankings/hea/premium/pht.php>

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

SUBJECT: TERMINATION OF B.S. IN PROSTHETICS AND ORTHOTICS

PROPOSED BOARD ACTION:

Adopt the following Resolution:

RESOLVED that the BOT hereby approves the termination of the B.S. in Prosthetics and Orthotics program from the curriculum in the School of Health Sciences, and attached to this Resolution as Exhibit "G", and

FURTHER RESOLVED, that the BOT authorizes the University President to file the request with the Florida Board of Governors and take all actions necessary to terminate the program.

BACKGROUND INFORMATION:

STATUTORY AUTHORITY:

Resolution of the Florida Board of Governors, dated January 7, 2003.

Resolution delegating and delineating powers of local boards of trustees,
states in part:

- (7) Each board of trustees has responsibility for the establishment and discontinuance of degree programs up to and including the master's degree level; the establishment and discontinuance of course offerings; provision of credit and noncredit educational offerings; location of classes; services provided; and dissemination of information concerning such programs and services. Approval of new programs must be pursuant to criteria established by the State Board of Education.

EXPLANATION OF PROPOSED BOARD ACTION:

This program has been discontinued by the department due to a lack of student interest and graduates. As required by Florida Board of Governors policy, we move to eliminate it from our degree inventory. This program was terminated in the early 1990's due to limited student enrollments, limited qualified faculty and high program cost. Because the program was terminated in the 1990's there is no expected impact on enrollment or reallocation of resources at this time. Students were informed of the dissolution of the program and were able to complete their degree. According to University records, the last degree was granted in 1996.

EXHIBITS/SUPPORTING DOCUMENTS:

- EXHIBIT "G" – REQUEST FOR
AUTHORIZATION TO TERMINATE THE B.S. IN
PROSTHETICS AND ORTHOTICS

FACILITATOR/PRESENTER:

- DOUGLAS WARTZOK

PROGRAM TERMINATION FORM

Florida Board of Governors

UNIVERSITY: Florida International University

PROGRAM NAME:

Prosthetics/Orthotics

DEGREE LEVEL: BS

(List type-e.g., Ph.D.)

*CIP CODE: 51.2307

(*Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: early 1990's

This is the form to be used for university requests to terminate doctoral or specialist degree programs. The request should be approved by the University Board of Trustees (UBOT) prior to submission to the Florida Board of Governors for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with Section 1001.74 (7) FS, with notification sent to the Board of Governors office. The issues outlined below should be examined by the UBOT in approving termination.

1. Provide a narrative rationale for the request to terminate the program.

This program was terminated in the early 1990's due to limited student enrollments, limited qualified faculty and high program cost.

2. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

The program was on the UP campus. Because the program was terminated in the 1990's there is no expected impact on enrollment or reallocation of resources at this time.

PROGRAM TERMINATION FORM (PAGE 2)

3. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

Students were informed of the dissolution of the program and were able to complete their degree. According to College records, the last degree was granted in 1996.

2. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

This data is no longer available.

3. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

None

PROGRAM TERMINATION FORM (PAGE 3)



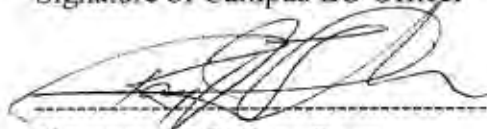
Signature of Requestor/Initiator

6-21-06

Date

Signature of Campus EO Officer

Date



Signature of College Dean

6-21-06

Date

Signature of Vice President for
Academic Affairs

Date

REVISED 5/2005

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

**SUBJECT: RATIFICATION OF AMENDMENT TO FIU RESEARCH FOUNDATION, INC.
BYLAWS**

PROPOSED BOARD ACTION:

Adopt the following Resolution:

WHEREAS, on September 22, 2006, the Board of Directors (“BOD”) of the Florida International University Research Foundation, Incorporated (the “Corporation”) approved an amendment to the Bylaws of the Corporation (attached as Exhibit H); and

WHEREAS, pursuant to Florida Administrative Code 6C8-6.100 (2) (c), the Florida International University Board of Trustees (“BOT”) must approve any amendments to the Corporation’s Bylaws before the amendment can become effective;

THEREFORE BE IT RESOLVED, that the BOT hereby approves the attached amended FIU Research Foundation Bylaws and authorizes the President of the Corporation. to take all actions necessary pertaining to these Amended Bylaws.

BACKGROUND INFORMATION:

LEGAL AUTHORITY:

Section 6C8-6.100 (2) (c) of the Florida Administrative Code, states in relevant part:

(c) Provide that any amendments to the Articles of Incorporation or Bylaws be submitted by the President of the University to the Board of Trustees for approval prior to becoming effective.

ARTICLE 8 of the Florida International University Research Foundation Bylaws, states in relevant part:

The Bylaws of this corporation may be amended by a two-thirds vote of the Directors of this corporation at any duly organized meeting. All amendments must be approved by the Board of Trustees, upon recommendation of the President of Florida International University.

EXHIBITS/SUPPORTING DOCUMENTS:

- **EXHIBIT H:** FLORIDA INTERNATIONAL UNIVERSITY RESEARCH FOUNDATION, INC BYLAWS AS AMENDED AND RESTATED ON THE 22ND DAY OF SEPTEMBER 2006.

FACILITATOR/PRESENTER:

- CHAIRMAN DAVID PARKER

BYLAWS

Florida International University Research Foundation, Inc.
(A Not-For-Profit Corporation)

ARTICLE I
Board of Directors

Section 1. Membership. The Board of Directors shall consist of nine (9) voting members; if the Chairman of the Board of Regents of the State of Florida chooses to appoint a member, the Board of Directors shall consist of ten (10) voting members. The President of Florida International University, the Provost/Vice President for Academic Affairs, the Vice President for Research and Graduate Studies, the Vice President for Advancement, the Vice President for Business and Finance, the Dean of the College of Engineering, and the Dean of the College of Arts And Sciences, or their respective designees, shall be members of the Board of Directors. There will be two members of the Board of Directors nominated by the President of Florida International University and elected by the Board, who shall serve a three-year term. These members shall be elected by a majority of the other members of the Board of Directors at the regular annual meeting.

Section 2. Term of Office. The President of Florida International University, the Provost/Vice President for Academic Affairs, the Vice President for Research and Graduate Studies, the Vice President for Advancement, the Vice President for Business and Finance, the Dean of the College of Engineering, and the Dean of the College of Arts and Sciences, shall serve as Directors for such time as each respective individual continues to serve as the President, Provost/Vice President, Vice President or Dean of the University. If the President, the Provost/Vice President for Academic Affairs, the Vice President for Research and Graduate Studies, the Vice President for Advancement, the Vice President for Business and

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Finance, the Dean of the College of Engineering, or the Dean of the College of Arts and Sciences chooses to designate a person to serve as a director in his or her stead, that designee shall be identified annually prior to the regular meeting of the Board of Directors, and the designee will serve at the pleasure of the respective President, Vice President, or Dean. The appointee of the Chairman of the Board of Regents of the State of Florida shall serve at the pleasure of the Chairman. The elected Directors shall serve a three-year term and shall be eligible for re-election.

Section 3. Powers and Duties of the Board of Directors. The property, affairs, activities, and concerns of the corporation shall be vested in the Board of Directors. All management functions shall be exercised by the Board of Directors, subject to delegation by the Board to the officers and the Executive Committee. The corporation may open offices in foreign countries or outside the area where it is primarily domiciled in the event that this is required in connection with a University research project and is deemed necessary by the Board.

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Section 4. Meetings. A regular annual meeting of the Board of Directors shall be held in the month of November or December at the date and time set by the Board of Directors. Notice of the meeting, signed by the Secretary, shall be mailed to the last recorded address of each Director at least ten days before the time appointed for the meeting. Special meetings of the Board may be called by the President or Secretary of this corporation, or two or more Directors or by the President of Florida International University in his capacity as University President. Notice of any special meeting of the Board of Directors shall be given at least ten days prior thereto by personal delivery or sent by U.S. Mail to each Director at his or her address as shown by the records of the corporation. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute a waiver of notice of such meeting,

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except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Meetings of the Board of Directors may be held by means of telephone conferences or similar communications equipment by means of which all members participating in the meeting can hear each other. Participating in a meeting by telephone or similar communications equipment shall constitute presence in person at the meeting except where a member participates in a meeting for the sole purpose of objecting to the transaction of any business on the ground that the meeting has not been lawfully called or convened. Business to be transacted at the meeting need not be specified in the notice or waiver, unless specifically required by law or by these Bylaws. The President of Florida International University or the designee of the President of the University shall preside at meetings of the Board of Directors; in the absence of the President of the University, the President of the University may appoint any Director to preside.

Section 5. Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board. If a quorum is not present, a majority of those present may adjourn the meeting from time-to-time without further notice.

Section 6. Manner of Acting. The act of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these Bylaws.

Section 7. Vacancies. Whenever any vacancy occurs on the Board of Directors by death, resignation or otherwise, it shall be filled without undue delay. In the case of the President of the University, the Provost/Vice President, and the Vice Presidents, and the Deans, the person who is acting as the President, Provost/Vice President, or Vice President, or Dean will fill the vacancy. In the case of the Director elected by the Board, the vacancy shall be filled by a

Exhibit "H"

majority vote of the remaining members of the Board at a special meeting which shall be called for that purpose; the person so chosen shall hold such office until the next regular annual meeting at which time his or her successor shall be elected. In the case of the Director appointed by the Chairman of the Board of Regents, the Chairman may select a successor. If the Chairman of the Board of Regents chooses not to appoint a successor, the Chairman shall so inform the Board of Directors in writing.

Section 8. Order of Business. The order of business shall be as follows at all meetings of the Board of Directors and Executive Committee:

- (a) Calling of the roll.
- (b) Proof of notice of meeting or waiver of notice.
- (c) Reading of the minutes.
- (d) Receiving communications.
- (e) Election of officers and Directors, if necessary.
- (f) Reports of officers.
- (g) Reports of committees.
- (h) Unfinished business.
- (i) New business.

Any question as to the priority of business shall be decided by the Chair without debate. This order of business may be altered or suspended at any meeting by a majority vote of the members present.

Section 9. Informal Action by Directors. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if all members of the Board or committee, as the case may be, consent thereto in

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writing, and the writing or writings are filed with the minutes of the proceedings of the Board or committee. The action taken shall be deemed effective when the last director signs the consent, unless the consent specifies otherwise.

ARTICLE II Officers

Section 1. Number. The officers of this corporation shall be a President, a Secretary, and a Treasurer.

Section 2. Method of Election. The President of this corporation shall be the President of Florida International University. The Board of Directors shall elect all other officers at its regular annual meeting, and the officers shall serve for a term of one year. A majority of a quorum present shall be necessary to constitute an election.

Section 3. Vacancies. All vacancies in any office shall be filled by the Board of Directors without undue delay at its regular annual meeting or at a meeting specifically called for that purpose.

Section 4. Compensation of Officers. The officers shall receive no special salary or compensation for being officers of this corporation other than their usual salaries as employees of Florida International University.

ARTICLE III Duties of Officers

Section 1. President. The President shall be a Director, a member of the Executive Committee, and a member ex officio, with the right to vote, of all committees. At the regular annual meeting of the Board of Directors and at such other times as the President deems proper, he or she shall communicate to the Board of Directors such matters and make such suggestions as may in the President's opinion tend to promote the prosperity and usefulness of the

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corporation. The President shall act as the Chief Executive Officer of this corporation and shall do and perform such other duties as may be assigned to the President by the Board of Directors. The President is authorized to execute in the name of the Florida International University Research Foundation, Inc., with the Secretary attesting, all certificates, contracts, deeds, notes and other documents or legal instruments authorized or issued by the Board of Directors.

Section 2. Secretary. The Secretary shall keep full and accurate minutes of all the meetings of the Board of Directors and Executive Committee in a book provided for that purpose and shall transmit all notices required by the Bylaws of this corporation. The Secretary shall have custody of the corporate seal of this corporation. The Secretary may sign documents with the President in the name of this corporation and, when required, shall affix thereto the seal of the corporation. The Secretary shall have charge of all official records of this corporation, which shall be at all reasonable times open to the inspection of any Director, and the Secretary shall in general perform all duties incident to the management of the office of Secretary for the Board of Directors. The Secretary shall exercise such authority to collect revenues and make routine expenditures delegated by the Board of Directors, the Executive Committee, or the President.

Section 3. Treasurer. The Treasurer shall receive and keep the funds of this corporation and pay out the same only in accordance with the guidelines established by the Board of Directors. The duties of the Treasurer include the following:

(a) To deposit all monies, checks, and other credits to the account of this corporation in such bank or banks or other depositories as the Board of Directors may designate; to review all receipts and vouchers for payment made to and all vouchers and checks made by this corporation; to regularly maintain a full and accurate account

Exhibit "H"

of all monies received and paid out on accounts administered by this corporation; and to render to the Board of Directors an account and statement of all of the Treasurer's transactions at the annual meeting of the Board and at such other times as the Board may determine.

(b) To prepare with the President an annual budget for the coming year to be considered by the Board of Directors at the last meeting before the end of the fiscal year. Said budget shall be submitted to the President of Florida International University for approval and transmittal to the Florida Board of Regents no later than sixty (60) days after July 1 of each year.

(c) To prepare a quarterly expenditure plan to be reviewed and approved quarterly by the President of Florida International University or his or her designee who shall be a Vice President or other senior officer of the University reporting directly to the President. The plan shall separately delineate planned actions which result in a commitment of University resources or which represent a significant commitment of the resources of the corporation.

(d) To cause an annual independent audit of the corporation's books and records to be made for transmittal directly to the Board of Directors.

(e) The Treasurer shall at all reasonable times exhibit his or her books and accounts to any Director of this corporation and shall in general perform all duties incident to the management of the office of Treasurer for the Board of Directors.

Section 4. Bond. The officers of this corporation shall, if required by the Board of Directors, give to the corporation such security for the faithful discharge of their duties as the Board may direct.

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Section 5. Checks. Checks or drafts on the funds of this corporation shall be signed by any two of the officers or Directors authorized to do so by the Board of Directors. The signatures may be accomplished through a mechanical signature machine under procedures approved by the Board of Directors.

ARTICLE IV Administration Policies

Section 1. Operating Budget. The Treasurer with the President of this corporation shall be responsible for the preparation of an annual operating budget, which must be approved by the Board of Directors and the President of Florida International University and reviewed by the Board of Regents. The Treasurer of this corporation shall also prepare a quarterly expenditure plan to be reviewed and approved on a quarterly basis by the President of Florida International University or his or her designee who shall be a Vice President or other senior officer of the University reporting directly to the President.

Section 2. Audit. The Treasurer of this corporation shall arrange for the auditing, at least annually, of the books, records, and accounts of this corporation. The annual audit shall include a management letter, which shall include management's responses. The annual audit shall be conducted by an independent certified public accountant in accordance with Generally Accepted Auditing Standards and the Government Auditing Standards (latest revision), issued by the Comptroller General of the United States, and shall include an audit of the balance sheet; the statement of revenues, expenses, and changes in fund balance and the statement of cash flows. All of these financial statements shall be prepared in conformity with generally accepted accounting principles. The Board of Directors shall see that the audit, management letter and responses thereto shall be

Exhibit "H"

submitted annually to the President of Florida International University for submission to the Board of Regents for review as required by law.

Section 3. Use of University Resources and Name. Any use by the corporation of Florida International University resources or the University's name shall be approved by the President of Florida International University or the President's designee.

Section 4. Employees. No employee of this corporation shall be considered to be an employee of the State of Florida solely by virtue of this employment.

Section 5. Public Access to Records. Public access to this corporation's records shall be governed by Section 240.299, Florida Statutes (1996 supp.), and Article X of these Bylaws.

ARTICLE V Indemnification

This corporation shall, to the extent legally permissible, indemnify and defend each of its directors, officers, employees, or other agents against all liabilities and expenses, including, where applicable, amounts paid in satisfaction of judgments in compromise of actions, suits, claims or other proceedings, as fines or penalties, or as counsel fees, actually and reasonable paid or incurred in connection with the defense or disposition of any action, suit or other proceeding, whether civil or criminal, in which such person may be involved by reason of corporate employment or Board service, except with respect to any matter as to which such person shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that such action was in the best interest of the corporation; provided that any payment by the way of settlement, compromise, or consent decree shall be indemnified thereunder only to the extent that it shall be determined by the Board to have been made in the best interests of the corporation; and further provided that no settlement hereunder shall be

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entered into without the prior consultation and approval of a duly authorized representative of the Board. Any person believing himself to be entitled to indemnification or defense under this article shall, in order to qualify for indemnification or defense hereunder, notify the President immediately upon the occurrence giving rise to said entitlement.

ARTICLE VI Committees

Section 1. Executive Committee. The Board of Directors may elect at its annual meeting an Executive Committee consisting of three Directors, which committee shall have such powers as may be delegated to it by the Board of Directors. A majority of the Executive Committee shall be sufficient to exercise all of its powers. If the Chairman of the Board of Regents of the State of Florida appoints a Director, that Director shall be a member of the Executive Committee. The President of Florida International University who is also the President of this Corporation shall also be a member of the Executive Committee. Meetings of the Executive Committee may be held by means of telephone conferences or similar communications equipment by means of which all members of the committee participating in the meeting can hear each other. Participating in a meeting by telephone or similar communications equipment shall constitute presence in person at the meeting except where a member participates in a meeting for the sole purpose of objecting to the transaction of any business on the ground that the meeting has not been lawfully called or convened. Proxies, general or special, shall not be accepted for any purpose in any meeting of the Executive Committee.

Section 2. Finance Committee. The Finance Committee shall consist of up to five members appointed by the President of this corporation, subject to the approval of the Board of Directors. The committee shall advise the Board of Directors and the President of this corporation on all financial matters related to this corporation, including annual budgeting, equity holding, fund

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management, securities liquidation, license agreements, insurance needs, audits and financial statements, taxes, and other issues relating to the financial stability of the corporation. The committee may also be called upon for advice in the consideration of major expenditures and capital outlays.

Section 3. Other Standing Committees. At the first meeting of the Board of Directors or as soon thereafter as is practical, the President shall, subject to the approval of the Board of Directors, appoint such other standing committees as the President may deem necessary and advisable to assist in the conduct of this corporation's affairs.

Section 4. Special Committees. The President may, at any time, appoint other committees on any subject for which there are no standing committees.

Section 5. Committee Quorum. A majority of any committee of this corporation shall constitute a quorum for the transaction of business, unless any committee shall by majority of its entire membership decide otherwise.

Section 6. Committee Vacancies. The various committees shall have the power to fill vacancies in their membership.

ARTICLE VII Seal

The seal of this corporation shall be as more particularly shown in the following impression:

ARTICLE VIII Amendments

The Bylaws of this corporation may be amended by a two-thirds vote of the Directors of this corporation at any duly organized meeting. All amendments must be approved by the Florida Board of Regents, upon recommendation of the President of Florida International University.

**ARTICLE IX
Fiscal Year**

The fiscal year of this corporation shall commence on July 1 of each year and end on June 30.

**ARTICLE X
Confidentiality of Documents**

This corporation will make public financial information of the corporation including expenditures, documentation regarding completed business transactions and information about investment and management of corporation assets. The corporation will not, however, release personal, business or financial information about a donor, prospective donor, contractor or volunteer.

**ARTICLE XI
Miscellaneous**

The President of Florida International University shall monitor this corporation's compliance with state and federal laws, and the rules of the Florida Board of Regents.

I HEREBY CERTIFY THAT the foregoing Bylaws are the Bylaws of the Florida International University Research Foundation, Inc., and were adopted by the Board of

Directors on September 22, 2006.

Deleted: _____
..

_____(SEAL)
Modesto A. Maidique
President

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

SEPTEMBER 28, 2006

SUBJECT: PRESIDENT'S MANAGEMENT REVIEW, 2005-2006

PROPOSED BOARD ACTION:

Adopt the following Resolution:

WHEREAS, the Florida International University Board of Trustees ("the Board") has been statutorily charged with annually evaluating the University President; and

WHEREAS, the Board conducted the performance evaluation of President Modesto A. Maidique for the 2005-2006 fiscal year; and

WHEREAS, the Board must submit the evaluation to the Florida Board of Governors for review;

THEREFORE, BE IT RESOLVED, that the Board grants a "_____" Performance rating to President Modesto A. Maidique in his leadership of Florida International University during fiscal year 2005-2006, including the achievement of the employment equity program goals as established by F.S. 1012.95 and the accountability goals established pursuant to F.S. 1008.46;

BE IT FURTHER RESOLVED, that the Board authorizes the Senior Vice President for Administration to submit the evaluation of the President to the Florida Board of Governors;

BE IT FURTHER RESOLVED, that the Senior Vice President for Administration is authorized to take all actions necessary to give effect to this Resolution.

BACKGROUND INFORMATION:

STATUTORY AUTHORITY:

Section 1001.74, Florida Statutes (2005), Powers and Duties of university boards of trustees, provides in relevant part:

(22) Each board of trustees shall conduct an annual evaluation of the president in accordance with rules of the [Florida Board of Governors] and submit such evaluations to the [Florida Board of Governors] for review. The evaluation must address the achievement of the performance goals established by the accountability process implemented pursuant to s. 1008.46 and the performance of the president in achieving the annual and long-term goals and objectives established in the institution's employment equity accountability program implemented pursuant to s. 1012.95.

EXPLANATION FOR PROPOSED BOARD ACTION

The annual evaluation of the President required by statute has been completed at this Board meeting. Since the Board must file its evaluation with the Florida Board of Governors, the Board authorizes, Vivian A. Sanchez, Senior Vice President for Administration, to submit the evaluation to the BOG for review.

EXHIBITS/SUPPORTING DOCUMENTS:

- MANAGEMENT REPORT, 2005-2006
- PERFORMANCE RATINGS

FACILITATOR/PRESENTER:

- ALBERT DOTSON

Executive Performance Ratings

Performance Rating
Superior
Outstanding
Commendable

PERFORMANCE RATINGS

Superior Performance - Constantly surpasses established expectations.

- Continually addresses new challenges and initiatives.
- Constantly anticipates and/or responds quickly to changing situations and University needs.
- Demonstrates a constant commitment to the continuous growth of programs and research.
- Successfully promotes the University's mission.

Outstanding Performance - Often exceeds established expectations.

- Actively supports changing situations and challenges.
- Regularly develops approaches and implements new programs.
- Produces outstanding work quality and productivity beyond required standards.

Commendable Performance - Fully achieves established expectations.

- Proactively improves the University's visibility locally as well as nationally.

The performance ratings as adopted by the FIU Administration and Compensation Committee and the Board of Trustees, September 2003.

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

28 SEPTEMBER 2006

SUBJECT: UNIVERSITY GOALS AND PRESIDENT'S OBJECTIVES FOR 2006-2007

PROPOSED BOARD ACTION:

ADOPT THE FOLLOWING RESOLUTION:

BE IT RESOLVED, that the Florida International University Board of Trustees approves the University Goals for the 2006-2007 fiscal year as presented by President Maidique; and

BE IT FURTHER RESOLVED, that the Board approves the President's Objectives as presented by President Maidique. These approved objectives will be one component of the President's Performance Review by the Board for 2006-2007.

EXHIBITS/SUPPORTING DOCUMENTS:

- UNIVERSITY GOALS AND PRESIDENT'S OBJECTIVES 2006-2007

FACILITATOR/PRESENTER:

- ALBERT DOTSON

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**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
FINANCE AND AUDIT COMMITTEE**

28 SEPTEMBER 2006

SUBJECT: FIU STUDENT SUPPORT COMPLEX AND EXPANSION OF FOOTBALL STADIUM

PROPOSED BOARD ACTION:

Adopt the following Resolution:

WHEREAS, in order to support the mission of Florida International University (“University”) and the needs of the University’s students, the University desires to develop a student support complex and an expanded football stadium on the University campus (the “Project”);

WHEREAS, the Project will be developed in two Phases. Phase I of the Project will include the construction and installation of an expansion to the existing football stadium and related infrastructure (the “Football Stadium”), and Phase II of the Project will include the construction and installation of a student support complex and related infrastructure;

WHEREAS, in order to undertake the financing of the construction and installation of the expansion to the existing Football Stadium, the University desires to establish the FIU Athletics Finance Corporation, a Florida not-for-profit corporation (the "Corporation"), and designate the Corporation as a direct support organization of the University; and

WHEREAS, it is anticipated that in order to finance the cost of constructing the expansion to the existing Football Stadium, the Corporation will issue one or more series of Capital Improvement Revenue Bonds in an aggregate par amount not to exceed \$35,000,000 pursuant to a trust indenture with a corporate trustee to be secured by revenues generated by the Football Stadium, fund raising activities related to the Football Stadium, and a portion of the athletic fees collected by the University; and

WHEREAS, based on the presentation from staff regarding the estimated costs of the Football Stadium and the projected expenses and revenues related thereto, the University finds and determines that the construction and financing of the Football Stadium is a purpose consistent with the mission of the University; and

WHEREAS, the Corporation will enter into a management and use agreement with the University pursuant to which the University, through its Athletic Department, will agree to be responsible for the day to day operations of the Football Stadium, and pursuant to which the University will grant a limited pledge of a portion of the athletic fees in an amount which does not exceed 5 percent of the annual collection of such fees.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Florida International University (the "Board of Trustees") as follows:

1. The Board of Trustees hereby (i) approves the development of the Project; (ii) authorizes the construction and installation of the Football Stadium, which will constitute Phase I of the Project; (iii) authorizes the establishment of the Corporation; (iv) authorizes the Corporation to issue one or more series of its Capital Improvement Revenue Bonds in order to finance the costs of construction and installation of the Football Stadium; and (v) authorizes the limited pledge of the University's athletic fees.
2. The Board of Trustees hereby authorizes the board of directors of the Corporation to adopt a financing plan to finance Phase I of the Project with the proceeds of the Capital Improvement Revenue Bonds which may be issued so long as the following parameters have been satisfied: (i) the financing plan adopted by the board of directors complies with the debt management policy adopted by the Florida Board of Governors, or is otherwise approved by the Florida Board of Governors and the provisions of Section 1010.62, Florida Statutes have been satisfied, (ii) the aggregate principal amount of the Capital Improvement Revenue Bonds may not exceed \$35,000,000, and (iii) if issued with a fixed rate of interest, the interest rate may not exceed 6% per annum. If the Capital Improvement Bonds are issued as variable rate obligations, the exposure to changes in the interest rate may be hedged, in whole or in part, by the Corporation entering into an interest rate swap agreement pursuant to which the Corporation agrees to pay a rate of interest not to exceed 5% per annum.
3. The Board of Trustees hereby authorizes University staff to assist in the preparation of an offering document that will be used by the underwriting firm or firms to be retained by the Corporation to purchase and sell the Capital Improvement Revenue Bonds (the "Preliminary Official Statement") The President, or his designee, is hereby authorized to deem such document final and deliver a "deemed final" certificate with respect to the Preliminary Official Statement in accordance with the provisions of SEC Rule 15(c)2-12.
4. Upon the sale of the Capital Improvement Bonds to the underwriting firm or firms, the Preliminary Official Statement will need to be finalized and the Board of Trustees hereby authorizes the use and distribution of a Final Official Statement relating to the Capital Improvement Revenue Bonds by

one or more underwriting firms to be selected by the Corporation related to the sale of the Capital Improvement Revenue Bonds. The form, terms and provisions of the Final Official Statement shall be substantially as set forth in the Preliminary Official Statement. The President, or his designee, is hereby authorized and directed to execute and deliver the Final Official Statement in the name and on behalf of the University, and thereupon to cause such Final Official Statement to be delivered to the underwriters with such changes, amendments, modifications, omissions and additions as may be approved by the President, or his designee. The Final Official Statement, including any such changes, amendments, modifications, omissions and additions as approved by the President, or his designee, and the information contained therein are hereby authorized to be used in connection with the sale of the Capital Improvement Revenue Bonds to the public. Execution by the President, or his designee, of the Final Official Statement shall be deemed to be conclusive evidence of approval of such changes.

5. The Board of Trustees hereby authorizes and directs the President, or his designee, to do all acts and things required of them by this Resolution or desirable or consistent with the requirements and limitations of this Resolution, the Indenture, the Debt Management Guidelines of the State of Florida Board of Governors and any related agreements, such as any management and use agreement and any required fund raising agreement that may be required to effectuate the approvals contained in this Resolution. The President or his designee will keep the Board informed as to the progress of the Football Stadium, and the Project.
6. The Board of Trustees hereby authorizes University staff to request the approval of the issuance of the Capital Improvement Revenue Bonds by the Florida Board of Governors at the January, 2007 or at the first possible Florida Board of Governors meeting thereafter.

BACKGROUND INFORMATION:

In order to support the needs of Florida International University, the University desires to develop a student support complex and an expanded football stadium on the University campus (the "Project").

In Phase I of the Project, the University plans to build approximately 17,000 new stadium seats, including up to 1,400 club seats, 14 luxury suites and a wrap-around concourse. Three thousand seats will remain in the current stadium bringing a total of up to a 20,000 seat stadium to be completed by the fall semester of 2008. Concession stands, ranging from free standing food service kiosks and a full cooking facility are programmed. In addition, sound and lighting requirements are fully programmed to adhere to industry standards for televising football games. A state-of-the art scoreboard, press boxes and a clubroom for pre-game hosting parties and events are also planned.

Phase II of the Project is in the conceptual planning stage and is anticipated to include a student support complex consisting of a welcome center for newly entering students, admissions, registration and records, cashiers office, financial aid, an advising and learning center, and 16,000 gross square feet of football field house and coaches' office space. It is expected that this building will wrap around the exterior of the north side of the Football Stadium. The building will consist of approximately 100,000 gross square feet and is planned to be completed by fiscal year 2009/10. It is envisioned that more than 100,000 students will visit this building every year to be welcomed into the FIU family including a one-stop-shop for student administration to provide students with the most efficient and complete services while at FIU.

STATUTORY AUTHORITY:

This resolution is being adopted pursuant to the provisions of Section 1004.28, Fla. Stat., regarding the establishment of the FIU Athletics Finance Corporation and Section 1010.62, Fla. Stat., regarding the issuance of revenue bonds to finance the construction and installation of the Football Stadium.

EXHIBITS/SUPPORTING DOCUMENTS:

- NONE

FACILITATOR/PRESENTER:

- MARCOS PEREZ
- ALEXANDER ZYNE

**THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES**

29 SEPTEMBER 2006

SUBJECT: COMMITTEE REPORTS

PROPOSED COMMITTEE ACTION:

None. Discussion Items.

- GOVERNMENTAL RELATIONS COMMITTEE REPORT
CHAIR MIRIAM LOPEZ
 - FINANCE AND AUDIT COMMITTEE REPORT
CHAIR KIRK LANDON
 - ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE REPORT
CHAIR HERBERT WERTHEIM
 - ADMINISTRATION AND ATHLETICS COMMITTEE REPORT
CHAIR ALBERT DOTSON
-

EXHIBITS/SUPPORTING DOCUMENTS:

- GOVERNMENTAL RELATIONS
REPORT

FACILITATOR/PRESENTER:

- MIRIAM LOPEZ
- KIRK LANDON
- HERBERT WERTHEIM
- ALBERT DOTSON

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State Legislative Overview

The Board of Governors has approved a budget for universities which requests an increase of \$ 403,206,504 over last year. This budget now goes to the Governor as he prepares to submit his budget to the Legislature.

PRIORITY ISSUES EXCLUSIVE TO FIU:

- **Medical School Planning Year 1** - \$5.5 M (recurring)
- **Life Science Initiative** - \$4 M (recurring)
- **Hurricane Risk Assessment** - \$2.5 M (non-recurring) and \$350,000 (recurring)

PRIORITY STATE-WIDE UNIVERSITY ISSUES:

- **Faculty/Staff Salary Increases**- Inclusion in administered funds.
- **Enrollment Growth** - Fully fund enrollment - \$21.9 M for FIU.
- **Out-of-State Student Revenue Loss** - \$2.78 M for FIU.
- **PECO** – \$31.1 M
- **Major Gifts** - \$ 45 M for entire system
- **Tuition Increase** – Board of Governor’s will make a recommendation at their November meeting.
- **Targeted Degree Programs**
 1. Nursing - \$ 1.2 M (FIU - \$202,500)
 2. Engineering - \$ 4 M (FIU - \$450,000)

Our BOT legislative priorities are under development and will be presented to the board later this Fall.

FY '07 BOT Federal Relations Priorities

FIU has received four earmarks totaling \$8.2 *million*. In addition, we will likely receive between \$400,000 - \$700,000 from work performed on SUS-wide earmarked projects. Furthermore, \$1 million has been authorized for the Western Hemisphere Security Analysis Center with SOUTHCOM. Most of our current earmarks are active, but it is uncertain what the total award will be until bills are signed into law—not expected until after the November elections.

While there is much pressure on earmark reform and there will be 30 percent fewer FY '07 total earmarks, the Office of Federal Relations is confident that we will continue to fare well in contrast to the other non-landmark Florida universities.

The following is where we are going into conference:

1) Florida Hurricane Alliance (Continuation)

Description:

The Florida Hurricane Alliance is a multi-university research initiative, led by FIU's International Hurricane Research Center, with the single goal of reducing the cost of hurricanes to federal, state, and local governments, as well as to businesses and households by as much as 50 percent. The Alliance's focus is on three areas: basic and applied research, infrastructure development, and education and outreach.

Status: Active. Soft earmark in House. \$2.5 million in the Senate bill.

Rep. Mario Diaz-Balart attained a soft earmark in the House, while Sens. Bill Nelson and Mel Martinez got \$2.5 *million* in the Senate. This is an increase from last year's \$2.1 million awarded. The final amount will be determined in conference.

2) Bio/Nano Electronic Devices and Sensors (Continuation):

Description:

Work undertaken by FIU in the area of bio/nano electronic devices and sensors has the ability to significantly improve our nation's warfare technological base and help the U.S. Air Force's Office of Scientific Research build and sustain the Air Force's effectiveness.

Status: Active. \$2.7 million earmark in House bill.

FIU received a \$1.5 million earmark in the House FY '06 Department of Defense Appropriation. This year, Rep. Ileana Ros-Lehtinen was able to get \$2.7 *million* in the House bill. The final amount will be determined in Congress.

3) Western Hemisphere Information Exchange Program (Continuation):

Description:

WHIX currently supports the Department of the Army's International Activities Plan and NORTHCOM's and SOUTHCOM's security cooperation goals. In FY '05 the project received a \$2.5 million earmark. The FY '07 funding request would enable FIU to augment and accelerate its agreement with the Army.

Status: Active. \$2 million earmark in House bill.

FIU received a \$1.25 million earmark in the House FY '06 Department of Defense Appropriation. This year, Rep. Kendrick Meek got us \$2 million in the House bill. The final amount will be determined in conference.

4) National Center for Transportation Needs of Special Populations (TRANSPO)(Continuation):

Description:

FIU's goal is to establish a permanent center for researching, collecting and disseminating information about the unique transportation needs of special populations due to their physical, physiological, language, social-economic and cultural barriers. This requires a close relationship with the Federal Transit Administration to improve coordination of specialized transportation services, including the evacuation of special populations during hurricanes.

Status: Unfunded.

In FY '04 and FY '05, FIU received a total of ~\$1 million in earmarks for this research. Despite this and Rep. Mario Diaz Balart's strong backing, we were unable to get Congressional funding again this year.

5) SOUTHCOM/FIU Security Analysis Center (new):

Description:

FIU is seeking to establish the FIU-Southern Command (SOUTHCOM) Western Hemisphere Security Analysis Center (WHSAC) to provide a unique approach to regional threat analysis through the fusion of ground-level, open-source, political, economic, and social expertise with traditional intra-government intelligence analysis.

Status: Active. \$1 million in House Bill.

Thanks to Rep. Alcee L. Hastings, the DOD appropriations bill contains \$1 million for the program.

6) ARC-EM (Continuation):

Description:

Program aimed to provide technology development and technical support in the execution of the largest and most complex environmental cleanup and restoration program in the world. The university's specific technical expertise includes licensed radiological facilities, state-of-the-art laboratories and pilot-scale facilities.

Status: Unfunded by Congress. Active within the Dept. of Energy.

Neither the House nor the Senate bill contains funding for the project. As a result, received strong letter of support from South Florida delegation to the Secretary of Energy asking DOE to fund ARC-EM projects from '07 funds. FIU focus is now with DOE.

7) *Western Hemisphere Energy Cooperation (New):*

Description:

IN 2005 FIU received a \$1 million earmark for its Western Hemisphere Energy Cooperation Program's forerunner as well as a \$39 million authorization for the new DOE program. This year, FIU teamed with nine Hispanic serving institutions to get a \$10 million earmark. HACU made this a top FY '07 priority.

Status: Active.

FIU is actively lobbying this issue, but its prospects are slight. Neither the House nor the Senate bills provide funding for the program.

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