

Preface

The Professional Physical Therapy Program at the University of Kansas Medical Center (KUMC) was initiated in 1943. After several months of planning a nine month professional curriculum, the university opened its doors to its first group of students in October of 1944. Less than six months later, on February 11, 1945, the Council on Medical Education, American Medical Association, approved a plan to lengthen the certificate program to ten months, and granted accreditation of the program. Thus, the professional physical therapy program at KUMC became one of the first five physical therapy programs west of the Mississippi to become accredited.

From this early beginning, the program was transformed into a four year B.S. degree program in the fall of 1946. Following successful completion of the four-year curriculum, graduates were awarded the Bachelor of Science degree from the College of Liberal Arts and Sciences on the main campus in Lawrence, and a Certificate in Physical Therapy from the Medical School. During these years, leadership was provided by Ms. Ruth Monteith who directed the program from its inception until her retirement in 1975. Stories abound about Ms. Monteith's tough exterior, but thoughtful conviction to the program. In the 1950s she was known to scour the KU sororities for the brightest young women to recruit to physical therapy.

In 1978 the curriculum was modified to implement a 2+2 bachelor's degree curriculum. During the following year, the program was transferred from the Department of Physical Medicine in the School of Medicine to the School of Allied Health (SAH). In 1989 the B.S. degree program was transformed into the M.S. degree program, with concurrent opening of a post-professional Master of Science degree program for practicing physical therapists. During this time, the program began a slow transformation from a program that trained PTs to work as physician's assistants to a highly regarded research program. Dr. Marsha Melnick, Chair from 1981 to 1989 was key to the transformation. A neuroscientist who conducted research in motor control on animal models, Dr. Melnick was instrumental in changing the culture of the department. After her resignation a 3-4 year search ensued for her replacement with a series of interim chairs. The search ended in 1993 with the recruitment of Dr. Chukuka Enwemeka, a PT also trained as a biochemist.

Dr. Enwemeka continued the transformation to a research intensive program, hiring faculty with emerging or established research agendas. During the 1995/96 academic year the MSPT program was expanded to include a distance education offering at the campus of Pittsburg State University (PSU), in Southeast Kansas. The distance education program was delivered via interactive compressed video and hands-on laboratory experiences by the Director of the program located in Pittsburg, or by the KUMC faculty who traveled regularly to Pittsburg. The distance education program filled the workforce shortage of the area and closed in 2003.

In 2000, the department opened a new PhD program with a goal of training specialists in research and education in the fields of rehabilitation science. With the addition of the PhD degree, the department changed its name to the Department of Physical Therapy and Rehabilitation Science (PTRS). A joint PT/PhD program was introduced as part of the PhD program, providing interested students with a fast-track to the two degrees. The joint PT/PhD program continues for a select group of students, and is described fully in [Appendix ??](#). In 2004 Dr. Enwemeka left the University of Kansas to become a Dean, and after a national search, Dr. Lisa Stehno-Bittel was named only the fifth chair in the department's history.

In the same year, the MSPT program was converted to a 3 year DPT program. Significant changes in the program philosophy and curriculum were made with the DPT degree. A post-

professional DPT program was established for practicing physical therapists. Over the years the program has produced well-over 1,800 physical therapists, including esteemed educators, outstanding private practitioners, and leaders of the profession at state, national, and international levels. Graduates of the program have performed well on the national board examination. The most recent results indicate that **all** of the students graduating from the KU DPT program have passed the national exam on their first attempt.

Over 10 PhD students have graduated from the department to take post-doctoral fellowships or faculty positions at the University of Delaware, Berkley, the University of Nebraska, and Howard University. To meet the demands of the changing profession, the faculty has grown and transformed. From 1993 to 1998 the faculty number doubled to near the current level. Most importantly, every faculty member in the current department has a PhD degree or is currently working toward the PhD degree. This year alone, the faculty published over 30 scientific articles in peer-reviewed journals and obtained over \$4 million in research funding.

The history of the KU Physical Therapy program reflects the evolution in the profession of physical therapy and physical therapy education. With the birth of a certificate program in 1943, Ms. Monteith planted the seeds for one of the most successful PT programs in the country (according to US News and World Report). The students and faculty are grateful to those who have gone before, paving the way for a truly autonomous profession based in scientific evidence.

Narrative

I-1. The sponsoring institution is authorized under applicable law or other acceptable authority to provide a program of post-secondary education and has been approved by appropriate authorities to provide the professional physical therapist education program.

The sponsoring institution (University of Kansas) is authorized under applicable law or other acceptable authority to provide a program of post-secondary education and is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The sponsoring institution (University of Kansas) was granted a full 10-year accreditation, without stipulation, on June 24, 2005.

<http://www2.ku.edu/~oirp/NCA/ReportTOC.shtml>

http://www.ncahlc.org/index.php?option=com_directory&Itemid=192&Action=ShowBasic&instid=1302

The sponsoring institution (University of Kansas) has been approved by the Commission on Accreditation in Physical Therapy Education to provide the professional physical therapist education program. The sponsoring institution (University of Kansas) was granted a full 10-year accreditation, without stipulation starting October 27, 1999.

http://www.apta.org/AM/Template.cfm?section=PT_Programs&template=/aptaapps/accreditedschools/acc_schools_map.cfm&process=2&ProgramID=1209

I-2. Institutional ¹⁶*policies* related to academic standards and to faculty roles and workload are applied to the program in a manner that recognizes the physical therapist education program as both a professional and an academic discipline.

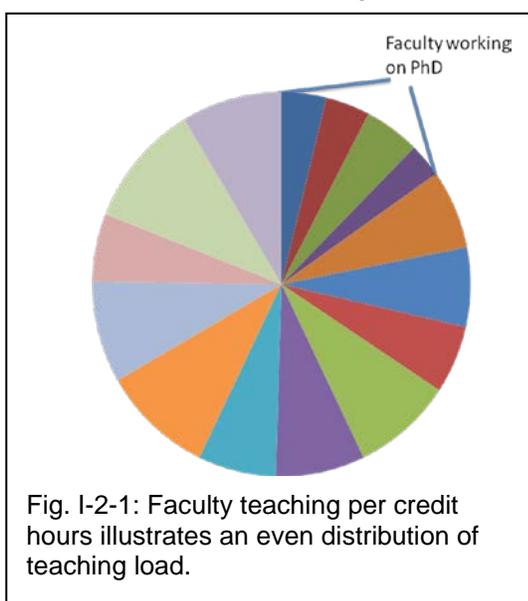
Faculty roles are defined within the “*Handbook for Faculty and Other Unclassified Staff*”, under section *III Personnel* with particular attention to subsection *2 Faculty rights and responsibilities*. The PTRS Department bases policies dealing with academic standards on those outlined by the School of Graduate Studies and Research at the University of Kansas Medical Center (KUMC), which is described in the *KUMC Student Handbook*, under the section entitled, *Grading*. The *Handbook for Faculty and Other Unclassified Staff* and the *KUMC Student Handbook* are found in **Appendix ?**.

The faculty roles and responsibilities concerning academic standards for the PTRS Department are provided in the *PTRS Faculty and Staff Policies and Procedures* (**Appendix ??**). Course directors have full authority over the course design, testing and grading. Professional behavior expectations are written into each syllabus and failure to meet those expectations may result in failure in the class. All grades are submitted by the faculty serving as course directors. Grades can not be part of the grievance process for any student. Grievance policies and examples are provided in **Section ?** of this document.

Describe how university-wide and/or unit-wide faculty roles and workload expectations are applied to the physical therapist education program so that they take into consideration:

- administrative responsibilities of core faculty,
- Requirements for scholarship, service, and maintenance of expertise in contemporary practice in assigned teaching areas;
- Complexity of course content, number of students per class or laboratory, and teaching methodology; and
- The unique needs of physical therapy education, similar to those of other professional education programs, where core faculty ensure the integration and coordination of the curricular content, mentor associated faculty, conduct and coordinate a clinical education program, manage admission processes, etc.

Most seasoned faculty teach 2-3 classes/year with a maximum of 46 students per class when the entry-level DPT and Post-Professional DPT students are combined. Such teaching requirements are not strenuous enough to require complex algorithms for determining teaching loads. This level of teaching is determined to be part of the necessary workload for all faculty



with scholarship and service in addition to the teaching load. Figure I-2-1 shows the distribution of teaching workloads by credit hour with each color representing the number of credit hours taught by a single core faculty member. In order to determine teaching loads, all courses taught in the department, including those in the PhD and Post-Professional DPT were included in the calculations for Figure I-2-1. As the pie chart indicates, the junior faculty still working on their PhDs carry a smaller teaching load than the established faculty. Further, the junior faculty are discouraged from accepting committee appointments outside of the department for the first two years and are not assigned departmental committee duties, unless the faculty member feels strongly that they want on a particular committee. Faculty at the University of Kansas Medical Center are not unionized.

Workloads estimates are confirmed every 6 months through a percent effort tracking process initiated by the KU Research Institute. Each faculty member completes the form, which they submit to the School of Allied Health. The School shares the results with the Department Chairs. The form assesses the faculty's percentage of time spent in service/teaching/research. These values are matched to the percent efforts that are reported in grants, when appropriate. The forms are used to determine the "fairness" of the workload for each faculty member. Workloads are also reviewed annually by the departmental Chair and Co-Chair.

Faculty with administrative responsibilities are compensated with administrative caps, which enhance their salaries for the time they hold the administrative position. The Directors of the DPT program, Clinical Education, Post-Professional DPT, and PhD programs all have administrative caps, along with the Chair of the department. These faculty have responsibility and authority for their respective programs, student issues, and curricular decisions.

All faculty are expected to produce scholarship at a high level. As faculty obtain grants that support their salary, they may use the "released" dollars to pay for research assistants such as PhD students, laboratory technicians or post-doctoral fellows. Alternatively, they may use the release dollars to pay adjunct faculty to teach their classes. The assignment of adjunct faculty to fill in for teaching time is left to the Chair and Director of the appropriate program. In this manner, the faculty are released of some of the burden of completing their own research or their teaching requirements. Currently all faculty maintain their assigned teaching loads and use grant dollars to pay for research assistants.