



Proposal for a New Academic Program

Institution: Oregon State University - Cascades

College/School: College of Public Health and Human Sciences/School of Biological and Population Sciences

Department/Program Name: Physical Therapy Program

Degree and Program Title: Doctor of Physical Therapy (DPT)

CPS Proposal # 103178

<https://secure.oregonstate.edu/ap/cps/proposals/view/103178>

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 51.2308

Detail for CIP Code 51.2308

Title: Physical Therapy/Therapist.

Definition: A program that prepares individuals to alleviate physical and functional impairments and limitations caused by injury or disease through the design and implementation of therapeutic interventions to promote fitness and health. Includes instruction in functional anatomy and physiology, kinesiology, neuroscience, pathological physiology, analysis of dysfunction, movement dynamics, physical growth process, management of musculoskeletal disorders, clinical evaluation and measurement, client assessment and supervision, care plan development and documentation, physical therapy modalities, rehabilitation psychology, physical therapy administration, and professional standards and ethics.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The Doctor of Physical Therapy (DPT) degree program at OSU-Cascades will seek to produce graduates who are skilled physical therapists to meet workforce demands and produce citizens who are ethically responsible and committed to social justice. The vision for the Physical Therapy profession is to transform society by optimizing movement to improve the human experience. Physical therapists (PTs) are health care professionals who treat individuals of all ages, from newborns to the very oldest, who have medical problems or other health-related conditions that limit their abilities to move and perform functional activities in their daily lives. In addition, PTs work with individuals and groups to prevent the loss of ability before it occurs by developing fitness- and wellness-oriented programs and other population-health interventions for healthier and more active lifestyles. PTs provide care for people in a variety of settings including hospitals, private practices, outpatient clinics, home health agencies, schools, sports and fitness facilities, work settings, and nursing homes. State licensure is required in each state in which a physical therapist practices. To practice as a physical therapist in the United States (US), a student must earn a DPT degree from an accredited physical therapist education program and pass a state licensure exam. The Commission on Accreditation in Physical Therapy Education (CAPTE) governs DPT accreditation in the US.

The mission of the OSU-Cascades DPT program will be to produce graduates who are skilled physical therapists prepared for the challenges of the ever-expanding profession of physical therapy and to meet workforce demands in Oregon and across the US. Through the combination of extensive didactic, laboratory and clinical education experiences, OSU-Cascades DPT program graduates will attain the entry-level educational competencies and clinical proficiencies necessary to take and pass the National Physical Therapy Examination and embark on careers as licensed PTs. OSU-Cascades DPT program graduates will gain employment in a wide variety of venues, providing patient care for individuals in a variety of settings. The purpose of this proposal for a new instructional degree program is to create the first DPT program at a public university in the state of Oregon. Furthermore, it will be the only DPT program located on the east side of the Oregon Cascade Range. At this time, the only two DPT programs in Oregon are located along the I-5 corridor (the western region of Oregon). The location of the OSU-Cascades DPT program will provide the central and eastern Oregon communities, many of which are rural, access to physical therapy resources associated with a DPT program (PT leaders, DPT students, and associated community outreach programs). Finally, the location of the OSU-Cascades DPT program will attract students from the central and eastern Oregon communities. There is a high likelihood that these students will return to their home communities for their clinical experiences and future PT jobs.

Proposal Summary

Full Category I Proposal: New First Professional Degree Program

New Program Title: **Doctor of Physical Therapy**

- Degree Types: **Doctor of Physical Therapy (DPT)**
- Program Level: **First Professional**
- Master of Interdisciplinary Studies (MAIS) Participant: **NA**
- Academic Home:
Physical Therapy Program
OSU-Cascades
School of Biological and Social Physical Therapy
College of Public Health and Human Sciences
- Contact: **Christine Pollard, 322-3122; christine.pollard@oregonstate.edu**
- Option(s):
 - Undergraduate Option(s): **NA**
 - Graduate Options: **None**
- Areas of Concentration: **None**
- Minors:
 - Undergraduate: **NA**
 - Graduate: **None**
- CPS #: **103178**
<https://secure.oregonstate.edu/ap/cps/proposals/view/103178>
- CIP #: **51.2308** / NCES Title: **Physical Therapy/Therapist**
- SIS #: **XXX - To be assigned by the Registrar's Office**
- College Code: **15**
- Course Designator: **PT (new course designator)**
- Courses: **40 new 7XX courses**
- Program Total Credit Hours: **180 credit hours; three year, 11-term program**
- Pre-Professional/Professional Model: **NA**
- Thesis or Non-Thesis: **Non-Dissertation**
- Delivery Mode(s): **On-Campus (Face-To-Face)**
- Location(s): **OSU-Cascades Branch Campus (Bend)**
- Enrollment (HC-Anticipated by Fall Term, 4th Week, 2025): **122-126**
- Cohort Program?: **Yes; 42 students per academic year**
- Graduates (HC-anticipated by the end of the AY 2025-26): **40-42**
- Accreditation: OSU will seek accreditation from the **Commission on Accreditation in Physical Therapy Education (CAPTE)**
- Program Unique to Public Higher Education Institutions in Oregon: **Yes**
- Proposed Effective Term: **Fall Term 2021 (Banner: 202201)**
- Embedded Proposals: **Establishment of a PT course designator and the approval of 40 new courses**

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

DPT Graduation Requirements:

- 180 quarter credits taken at OSU-Cascades within the DPT program.
- Transfer credits will not be accepted.

The proposed curricular requirements and program of study for the three-year professional academic program leading to a Doctor in Physical Therapy degree are detailed below. Curricular content was developed based upon the CAPTE Education Competencies and program structure was developed after extensive review of leading DPT programs across the United States.

While 180 quarter credits is a high total number of credits for a professional program, the average number of total quarter credits required to complete a DPT program in the US is 180 quarter credits (CAPTE Aggregate Program Data for Academic Year 2017-2018).

DPT students will complete 42 weeks of full-time Clinical Education (i.e. Clinical Experience I-VI) which results in 42 weeks of Clinical Education. The average number of weeks in full-time Clinical Education for DPT programs in the US is 35.7 weeks with a range of 20-56.6 weeks (CAPTE Aggregate Program Data for Academic Year 2017-2018).

Physical Therapy Professional Courses (180 quarter credits)

	New Course
PT 700 Professionalism in Physical Therapy (2)	X
PT 701 Cultural Competence in Physical Therapy (2)	X
PT 702 Geriatrics in Physical Therapy (2)	X
PT 703 Psychosocial Aspects of Disability (2)	X
PT 704 Physical Therapy in Rural Communities (2)	X
PT 705 Prevention, Wellness, and Population Health (3)	X
PT 710 Musculoskeletal Anatomy (6)	X
PT 711 Analytical Anatomy and Imaging (4)	X
PT 712 Neuroanatomy and Neuroscience (5)	X
PT 714 Neuropathology (4)	X
PT 720 Motor Development (3)	X
PT 721 Motor Control and Learning across the Lifespan (4)	X
PT 730 Applied Physiology (3)	X
PT 731 Clinical Exercise Physiology (4)	X
PT 735 Principles of Disease (3)	X
PT 736 General Medical Pathology (6)	X
PT 740 Therapeutic Exercise I (3)	X
PT 741 Therapeutic Exercise II (3)	X
PT 743 Business and Administration in Physical Therapy (3)	X
PT 745 Basics of Patient Management (6)	X
PT 746 Disorders of the Musculoskeletal System (3)	X

PT 748 Therapeutic Modalities (3)	X
PT 750 Clinical Biomechanics and Gait (5)	X
PT 752 Prosthetics and Orthotics (3)	X
PT 760 Pharmacology (2)	X
PT 761 Research Methods and Evidence Based Practice (2)	X
PT 762 Pediatric Rehabilitation (3)	X
PT 771 Clinical Experience I: 6-week (8)	X
PT 772 Clinical Experience II: 4-week (5)	X
PT 773 Clinical Experience III: 6-week (8)	X
PT 774 Clinical Experience IV: 6-week (8)	X
PT 775 Clinical Experience VI: 10-week (13)	X
PT 776 Clinical Experience VI: 10-week (13)	X
PT 780 Differential Diagnosis (4)	X
PT 790 Management of Musculoskeletal Dysfunction (7)	X
PT 791 Management of Cardiopulmonary Dysfunction (2)	X
PT 792 Management of Neurological Dysfunction (7)	X
PT 793 Management of the Upper and Lower Extremities (4)	X
PT 794 Management of the Axial Skeletal System (4)	X
PT 798 Integrated Patient Management (6)	X

Program of Study (180 quarter credits)

	Fall	Winter	Spring	Summer
Year 1	PT 700 (2) Professionalism in Physical Therapy	PT 701 (2) Cultural Competence in Physical Therapy	PT 720 (3) Motor Development	PT 735 (3) Principles of Disease
	PT 730 (3) Applied Physiology	PT 705 (3) Prevention, Wellness, and Population Health	PT 746 (3) Disorders of the Musculoskeletal System	PT 748 (3) Therapeutic Modalities
	PT 710 (6) Musculoskeletal Anatomy	PT 711 (4) Analytical Anatomy and Imaging	PT 790 (7) Management of Musculoskeletal Dysfunction	PT 771 (8) Clinical Experience I: 6-week
	PT 745 (6) Basics of Patient Management	PT 750 (5) Clinical Biomechanics and Gait	PT 741 (3) Therapeutic Exercise II	PT 704 (2) Physical Therapy in Rural Communities
		PT 740 (3) Therapeutic Exercise I	PT 761 (2) Research Methods & Evidence Based Practice	
Credits	Total Fall Credits: 17	Total Winter Credits: 17	Total Spring Credits: 18	Total Summer Credits: 16
Year 2	PT 712 (5) Neuroanatomy and Neuroscience	PT 791 (2) Management of Cardiopulmonary Dysfunction	PT 780 (4) Differential Diagnosis	PT 762 (3) Pediatric Rehabilitation
	PT 736 (5) General Medical Pathology	PT 760 (2) Pharmacology	PT 703 (2) Psychosocial Aspects of Disability	PT 794 (4) Management of the Axial Skeletal System
	PT 731 (4) Clinical Exercise Physiology	PT 721 (4) Motor Control and Learning across the Lifespan	PT 792 (7) Management of Neurological Dysfunction	PT 773 (8) Clinical Experience III: 6-week
	PT 793 (4) Management of the Upper and Lower Extremities	PT 714 (4) Neuropathology	PT 702 (2) Geriatrics in Physical Therapy	
		PT 772 (5) Clinical Experience II: 4-week	PT 752 Prosthetics and Orthotics (3)	
Credits	Total Fall Credits: 18	Total Winter Credits: 17	Total Spring Credits: 18	Total Summer Credits: 15
Year 3	PT 743 (3) Business and Administration in Physical	PT 775 (13) Clinical Experience V: 10-week	PT 776 (13) Clinical Experience VI: 10-week	
	PT 798 (6) Integrated Patient Management			
	PT 774 (8) Clinical Experience IV: 6-week			
Credits	Total Fall Credits: 17	Total Winter Credits: 13	Total Spring Credits: 13	

DPT Curriculum: Course Descriptions

PT 700 Professionalism in Physical Therapy (2) An introduction to the role of the professional in physical therapy practice. Topics of application include communication, professional behavior and abilities, ethics, legal issues, and responsibility for professional development. Lecture.

PT 701 Cultural Competence in Physical Therapy (2) An exploration of how cultural competence is a critical core component of professional practice in physical therapy and should be considered as a part of best practice in providing physical therapy care. Lecture.

PT 702 Geriatrics in Physical Therapy (2) An overview of the physical and psycho-behavioral aspects of aging in adulthood. An introduction to usual and pathological changes and treatment issues relevant to older patients. Lecture.

PT 703 Psychosocial Aspects of Disability (2) A study of behavior, social structures and beliefs, and interaction patterns to support the scientific basis of the effective interactions of physical therapists with patients. Lecture.

PT 704 Physical Therapy in Rural Communities (2) An overview of major issues in the rural health care system and the environment in which physical therapists, as rural health clinicians, must function. This course will provide students with an understanding of the healthcare delivery system in rural America with a concentration on the diverse populations of the Northwest region of the United States. Lecture.

PT 705 Prevention, Wellness, and Population Health (3) Development of wellness plans for individuals or families in the community. Students will learn to assess family health care needs, seek out community resources, and educate community members on specific issues related to their own health and well-being. Lecture.

PT 710 Musculoskeletal Anatomy (6) Musculoskeletal anatomy, innervation, blood supply, and function: intensive study of the head, neck, trunk, and limbs. Lecture, Laboratory.

PT 711 Analytical Anatomy and Imaging (4) Detailed kinesiological analysis of appendicular, spine, head, neck, and face muscles. Lecture, clinical demonstration, and practical experience.

PT 712 Neuroanatomy and Neuroscience (5) Organized approach to structures in the brain, spinal cord and peripheral nervous systems. Detailed analysis of neurophysiologic mechanisms underlying normal and abnormal motor and sensory function. Lecture, Laboratory.

PT 714 Neuropathology (4) Pathology in the central and peripheral nervous systems that alter motor and sensory performance. Emphasis on loss of motion, excessive and involuntary movement disorders. Lecture.

PT 720 Motor Development (3) Examination of normal development of gross motor, fine motor, language, cognition, psychosocial, and play skills across the lifespan from in utero to young adulthood. Lecture.

PT 721 Motor Control and Learning across the Life Span (3) Introduction to sensorimotor systems, overview of current perspectives in motor control and learning from fetus through late adulthood, and clinical tests of motor proficiency. Lecture, limited Laboratory.

PT 730 Applied Physiology (3) Selected subjects in cellular and systems physiology. Emphasis on molecular and cellular aspects of neuromuscular function; also renal and endocrine physiology. Lecture.

PT 731 Clinical Exercise Physiology (4) Adaptation of the human body to exercise and the use of exercise to modify human function. Lecture, laboratory.

PT 735 Principles of Disease (3) Principles and mechanisms of genetics, immunology, infection, wound healing, and oncology. Lecture.

PT 736 General Medical Pathology (6) Pathology and pathophysiological mechanisms in disease of the cardiac, pulmonary and circulatory systems; examination of diabetes, burns, and other disabling medical disorders relevant to physical therapists. Lecture.

PT 740 Therapeutic Exercise I (3) Theoretical and practical principles for evaluation of exercise need and prescription of exercise programs. Emphasis on approaches for patients with musculoskeletal deficits. Lecture, Laboratory.

PT 741 Therapeutic Exercise II (3) Examination of needs analysis and prescription of exercise programs for special patient populations and assessment of current community trends in exercise and wellness. Lecture, Laboratory.

PT 743 Business and Administration in Physical Therapy (3) Examination on the factors affecting patients entry into and progression through the healthcare system, including the effect of current financial, legal and regulatory policies that affect the patient, the patient/professional relationship, and the practice of physical therapy. This course will also provide an overview of primary business disciplines including market research and strategy, marketing, finance, operations, and management. Lecture.

PT 745 Basics of Patient Management (6) Development of basic decision-making skills, professional behaviors and impairment assessment in patients with musculoskeletal, neurologic and/or cardiopulmonary dysfunction. Lecture, Laboratory.

PT 746 Disorders of the Musculoskeletal System (3) Regional description of pathology and pathophysiological mechanisms of disorders of bone, connective tissue, and joints. Lecture, Demonstration.

PT 748 Therapeutic Modalities (3) An introduction to the management of pain and dysfunction using thermal, electrical and mechanical modalities used by Physical Therapists in general practice. Lecture, Laboratory.

PT 750 Clinical Biomechanics and Gait (5) Introduction to the principles of biomechanics as they apply to physical therapy practice. Emphasis on joint structure and function and tissue mechanics. Introduction to both normal and pathological gait including examination of joint kinematics, kinetics, and muscle activity. Lecture.

PT 752 Prosthetics and Orthotics (3) The examination of pathological gait of patients using prosthetic and orthotic devices. The course emphasizes types of orthotic and prosthetic devices, assessments, reassessment and corrections of gait deviations using therapeutic interventions geared toward functional interventions, patient/family education, exercises, and balance and coordination techniques. Lecture.

PT 760 Pharmacology (2) The study of prescription and/or over-the-counter medications used in the management of a variety of patient conditions encountered during physical therapy management. Lecture.

PT 761 Research Methods and Evidence Based Practice (2) Introduction to evidence based practice, scientific methods, and clinical research methodologies. Lecture.

PT 762 Pediatric Rehabilitation (3) An overview of pediatric rehabilitation for neurological, orthopedic, cardiac, prematurity, and behavioral conditions. Lecture, Clinical Demonstration.

PT 771 Clinical Experience I: 6-week (8) This clinical experience will consist of 6 weeks of full time supervised clinical practice. This experience will allow the student to practice evaluation and treatment skills acquired in the classroom and laboratory. Also, it emphasizes development of professional behaviors.

PT 772 Clinical Experience II: 4-week (5) This clinical experience will consist of 4 weeks of full time supervised clinical practice. This experience will allow the student to practice evaluation and treatment skills acquired in the classroom and laboratory. Also, it emphasizes development of professional behaviors.

PT 773 Clinical Experience III: 6-week (8) This clinical experience will consist of 6 weeks of full time supervised clinical practice. This experience will allow the student to practice evaluation and treatment skills acquired in the classroom and laboratory. Also, it emphasizes development of professional behaviors.

PT 774 Clinical Experience IV: 6-week (8) This clinical experience will consist of 6 weeks of full time supervised clinical practice. This experience will allow the student to practice evaluation and treatment skills acquired in the classroom and laboratory. Also, it emphasizes development of professional behaviors.

PT 775 Clinical Experience V: 10-week (13) This clinical experience will consist of 10 weeks of full time supervised clinical practice. This experience will allow the student to practice evaluation and treatment skills acquired in the classroom and laboratory. Also, it emphasizes development of professional behaviors.

PT 776 Clinical Experience VII: 10-week (13) This clinical experience will consist of 10 weeks of full time supervised clinical practice in the student's selected area(s) of physical therapy practice which refines the critical thinking and clinical decision making processes as well as integration of evidence-based practice to guide autonomous practice and professional development.

PT 780 Differential Diagnosis (4) Consideration of principles of differential diagnosis with emphasis on mastering this skill. Lecture.

PT 790 Management of Musculoskeletal Dysfunction (7) Physical therapy theory and methods of evaluation and treatment of orthopedic dysfunction. Lecture, Clinical Demonstration, and Practical Experience.

PT 791 Management of Cardiopulmonary Dysfunction (2) Physical therapy evaluation and intervention in the care of patients with circulatory, cardiac, or pulmonary dysfunction. Lecture, Clinical Demonstration, and Practical Experience.

PT 792 Management of Neurological Dysfunction (7) Physical therapy theory and methods for intervention in neurological dysfunction. Lecture, Clinical Demonstration, and Practical Experience.

PT 793 Management of the Upper and Lower Extremities (4) Advanced evaluation and management of upper and lower extremity disorders and related movement dysfunction. Lecture, Clinical Demonstration, and Practical Experience.

PT 794 Management of the Axial Skeletal System (4) Advanced assessment and management of axial skeletal dysfunctions and related movement disorders. Lecture, Clinical Demonstration, and Practical Experience.

PT 798 Integrated Patient Management (6) Integration of physical therapy management of complex patients with concurrent musculoskeletal, cardiopulmonary and/or neurologic disorders. Lecture, Clinical Demonstration, and Practical Experience.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

The DPT program will be delivered through the combination of extensive didactic, laboratory and clinical education experiences. The DPT program will provide students with 11 quarters of intensive learning opportunities to develop clinical expertise in the wide-ranging field of physical therapy. DPT students will follow the 11-quarter program with their cohort. All courses will be held on the OSU-Cascades campus in Bend, Oregon and students will complete their Clinical Experiences throughout central Oregon, the state of Oregon, and the western region of the US. All classes will be held in OSU-Cascades Academic Building #2 (AB2) which is scheduled to be built and ready for use by Fall Term 2021.

The Program Director and Clinical Director will be responsible for all course scheduling. Each DPT classroom (see section 1g. below for classroom details) will include state-of-the-art instructional technology since these classrooms will be in a new building. In addition, DPT students will have access to all software and hardware support provided to OSU and OSU-Cascades students (<https://is.oregonstate.edu/service-desk>). DPT students will also have access to additional on-campus technology (see section 1h. below).

e. Adequacy and quality of faculty delivering the program.

Staffing of the DPT program will rapidly grow over a 5-year period. CAPTE requires that the first three full-time DPT faculty are hired by the time that the full CAPTE Application for Candidacy is submitted (see page 19 for CAPTE Timeline Table).

CAPTE also requires that two of the first three faculty hires are the Program Director and the Clinical Director. We have budgeted for an additional seven full-time faculty over the first 5 years resulting in 10 full-time DPT faculty. At least 5 out of the 10 DPT faculty (50%) will have a PhD or equivalent.

The workloads will vary among faculty but the standard workload will be:

Position	Workload (FTE)				
	Research	Teaching	Service	Clinical	Admin.
Program Director	0.30	0.20	0.10	xx	0.40
Clinical Director	0.20	0.40	0.10	xx	0.30
Tenure-Track Assistant Professor	0.40	0.50	0.10	xx	xx
Tenured Associate Professor	0.30	0.60	0.10	xx	xx
Clinical Assistant Professor	0.20	0.60	0.10	0.10	xx
Clinical Associate Professor	0.20	0.60	0.10	0.10	xx

DPT Faculty Hiring Overview

We will hire faculty incrementally until the DPT program is fully staffed. DPT program faculty will be comprised of two types of faculty lines. These will include tenure-track or tenured faculty (Assistant/Associate Professor) and fixed term clinical faculty (Clinical Assistant Professor).

(<https://hr.oregonstate.edu/sites/hr.oregonstate.edu/files/acadappt.pdf>).

Position	Contract	Estimated Start Date
Program Director (Associate Professor)	12-month	Summer 2018
Clinical Director (Clinical Assistant Professor)	12-month	Winter 2020
Assistant/Associate Professor	12-month	Fall 2021
Assistant/Associate Professor	12-month	Fall 2021
Clinical Assistant Professor	12-month	Fall 2021
Clinical Assistant Professor	12-month	Fall 2022
Assistant/Associate Professor	12-month	Fall 2022
Clinical Assistant Professor	12-month	Fall 2022

Clinical Assistant Professor	12-month	Fall 2023
Clinical Assistant Professor	12-month	Fall 2023

CAPTE Program Aggregate Data for 2017-2018 Physical Therapist Education Programs reports an average Core Faculty to Student Ratio of 1:12. Once the program is built-out and three cohorts (1st, 2nd, and 3rd year students) are enrolled, our Core Faculty to Student Ratios will be 1:12.6 which is in line with CAPTE requirements.

Faculty salaries have been modeled based on CAPTE Aggregate Program Data for Public Institutions. In addition, our budget model includes start-up funding for the tenure-track hires and professional funds for all faculty hires (see DPT Cat 1 Budget).

f. Adequacy of faculty resources – full-time, part-time, adjunct.

Full-time DPT faculty will be provided with offices, computers, access to printers, and IT support. DPT faculty will be supported by the dedicated full-time DPT staff support person (see below). In addition, faculty will have access to the biomechanics and physiology laboratories for research.

g. Other staff.

We will hire a at 0.49 FTE staff support position for the DPT program from January 2021- July 2021 and then this position will become a 1.0 FTE beginning August 2021, just prior to matriculation of the first DPT cohort.

h. Adequacy of facilities, library, and other resources.

Facilities:

See Facilities Letter (Appendix A).

The DPT program will be housed in OSU-Cascades AB2 building which is slated to be ready for use by Fall Term 2021. We have already been working with the architect firm to create the necessary spaces for the DPT program which will include the following:

- **Two traditional classrooms:** each classroom will hold at least 50 students.
- **One treatment classroom:** this classroom will have 25 treatment tables for hands-on clinical courses (Figure 1).



Figure 1: Example of Treatment Classroom

- **One clinic classroom:** this classroom will house equipment pieces including a double wide high-low therapy table, therapy stairs, parallel bars, gait mat, therapeutic modality equipment (ultrasound, e-stim, etc.), and a large storage space for additional therapy equipment (slide boards, wheelchair, crutches, bolsters, etc.).
- **Cadaver Laboratory:** this laboratory will house 13 cadavers at a time and will allow space for four students per cadaver. See Figure 2 below for example.



Figure 2: Example of Cadaver Laboratory

- **Biomechanics Laboratory:** DPT faculty and students will utilize the state-of-the-art FORCE (Functional Orthopedic Center for Excellence) biomechanics laboratory (<https://osucascades.edu/force-lab>). This lab contains an 8-camera Vicon motion capture system, two AMTI force plates, Biodex System 3 dynamometer, two Vicon Bonita cameras, Vicon Motus 10.0 system, and Visual 3-D software. This laboratory is currently located off-campus in Bend but will be relocated to AB2 prior to matriculation of the first DPT cohort.
- **Exercise Physiology Laboratory:** DPT faculty and students will utilize the Exercise Physiology Laboratory. This lab contains extensive clinical and research-grade metabolic testing equipment as well as a multiple channel EMG system. This laboratory is currently located in the OSU-Cascades Graduate and Research Center in Bend but will be relocated to AB2 prior to matriculation of the first DPT cohort.
- **Lockers:** DPT students will be assigned a locker in AB2 as a 1st year DPT student and will keep that locker until they finish the summer session of their 2nd year.
- **Offices:** DPT full-time faculty will have their own office. Any future DPT part-time and/or adjunct faculty will have access to a shared office space.

Additional campus facilities accessible to DPT students:

- **Fitness Center:** DPT students will have free access to the OSU-Cascades On-Campus Fitness Center which is for OSU-Cascades students, faculty and staff only.
- **Showers:** DPT students will have free access to a shower room in AB2 as well as showers in Tykeson Hall and outside the Fitness Center (both buildings adjacent to AB2).
- **Computer Lab:** DPT students will have free access to the drop-in computer lab in Tykeson Hall. Printers are available for a fee.
- **Dining:** DPT students will have multiple dining options which is important since they will be spending long days on campus. On-campus dining options include the Beaver Dam which has a rotation of menu options from early breakfast through dinner meals. And, there is also a coffee shop on campus. In addition, within less than ½ mile, students will have access to more than 10 restaurants.
- **On-Campus Housing:** DPT students will have access to the on-campus beaver lodge which offers apartment-style living — as well as rooms with private bathrooms, study rooms and lounges with a kitchen.

<https://osucascades.edu/uhrs/housing-options/graduate-students>)

Library:

See attached Signed Library Review (Appendix B). All library recommendations have been included in the Budget.

Additional campus resources accessible to DPT students:

- **OSU-Cascades Counseling Services**
(<https://osucascades.edu/student-wellness/counseling-services>)
- **OSU-Cascades Health Services**
(<https://osucascades.edu/student-wellness/health-insurance>)
- **OSU-Cascades Disability Services**
(<https://ds.oregonstate.edu/osu-cascades>)
- **OSU-Cascades Financial Aid Services**
(<https://osucascades.edu/financial-aid>)
- **Advising:** Academic advising for DPT students will be provided by the two Directors (Clinical Director and Program Director) and the DPT students will be further supported by the DPT staff position. All DPT faculty will have at least a small role in advising the DPT students. Since the DPT students will progress through the 3-year program as a cohort, the group will be directed and advised throughout the program on quarter-by-quarter basis. For example, the first cohort will be directed to register for the specific group of courses offered for first year, first quarter DPT students. The entire curriculum will be mapped out and presented to each first year DPT cohort at their one-day orientation prior to the first day of classes.

i. Anticipated start date.

We anticipate that the first cohort of 42 DPT students will start Fall Term 2021.

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

OSU Mission: As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.

The mission of the DPT program will be to produce graduates who are skilled physical therapists prepared for the challenges of the ever-expanding profession of physical therapy and to meet workforce demands in Oregon and across the US.

OSU Mission: This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas: Advancing the Science of Sustainable Earth Ecosystems, **Improving Human Health and Wellness**, and Promoting Economic Growth and Social Progress.

The DPT program will directly support a specific Signature Area of the OSU Mission; that is, Improving Human Health and Wellness. The addition of the DPT program will directly strengthen performance and pre-eminence in this Signature Area. Furthermore, the DPT program will support the College of Public Health and Human Sciences Specific Strategic Goal of graduating new types of public health and human science professionals to meet the complex needs of the 21st century.

OSU Goal 2: Demonstrate leadership in research, scholarship and creativity while enhancing preeminence in the three signature areas of distinction.

The DPT program will directly support this goal by bringing PT leaders to OSU-Cascades. All PT faculty will be involved with research and scholarship and the DPT program will be comprised of 10 full-time faculty contributing to this goal.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

At this time, students who are Oregon residents do not have access to a DPT program at a public institution. Their only options are to attend one of the two private university DPT programs in Oregon or attend an out-of-state DPT program at out-of-state tuition or private university prices. Furthermore, students who are Oregon residents and live east of the Oregon Cascade Range do not have access to a DPT program in their region. OSU-Cascades is known to attract students from the local community. Our current student population consists of 69% central Oregon students, 34% first generation college students, and 16% ethnically diverse students. The OSU-Cascades DPT program will provide these students with access to a premiere DPT program at in-state tuition prices.

The DPT program will bring PT leaders to OSU-Cascades. All PT faculty will be involved with scholarship and/or research. This scholarship and research will benefit DPT students, local PTs, healthcare providers, and community members across the state of Oregon with a particular benefit to those in central and eastern Oregon.

Most DPT programs host/deliver continuing education courses for PTs since PTs are required to attend a certain number of PT continuing education courses per year. Based on discussions with local PTs, there is a lack of local continuing education courses so travel to Portland or out-of-state is often required. Central Oregon PTs would benefit from local continuing education courses delivered by faculty at the OSU-Cascades DPT program.

In addition to benefiting Oregon students, this DPT program will also add tremendous value to the central and eastern Oregon communities who currently do not have a DPT program within their region. These communities will gain access to PT leaders, DPT students, and DPT delivered community outreach programs.

- c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:**
- i. improve educational attainment in the region and state;**
 - ii. respond effectively to social, economic, and environmental challenges and opportunities; and,**
 - iii. address civic and cultural demands of citizenship.**

The DPT program will help meet the growing demand of physical therapists in Oregon and across the US. According to the United States Department of Labor, "employment of physical therapists is projected to grow 34% from 2014 to 2024, much faster than the average for all occupations."

At this time, there are no public institutions in Oregon offering a DPT degree. The two DPT programs in Oregon are at private universities with considerably higher tuition rates than would be the case at OSU-Cascades. The DPT program at OSU-Cascades will not only seek to produce graduates who are skilled physical therapists to meet workforce demands, but also seeks to produce citizens who are ethically responsible and committed to social justice and sustainability which are core educational underpinnings of our land grant institution.

3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.**

All DPT educational programs must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) (<http://www.capteonline.org/home.aspx>).

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.**

The OSU-Cascades DPT program has been developed and will continue to be developed to meet all CAPTE standards.

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.**

Physical Therapy in the United States can only be offered as a Doctor of Physical Therapy degree. Therefore, our institution does not offer an undergraduate program in physical therapy.

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.**

All DPT programs in the US must be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Over the past 18 months, Christine Pollard has had regular conversations via email and phone with the CAPTE Lead Preaccreditation Specialist, Anastasia DiCicco. CAPTE requires that all institutions considering development of a DPT program must attend the Developing a DPT Program Workshop put on by CAPTE (Anastasia is the primary presenter at the workshop). The specific requirement is that the DPT Program Director and an Administrator at that institution must attend. In February 2018 OSU-Cascades Academic Dean, Dr. Julie Gess-Newsome, and Dr. Christine Pollard, attended this one-day workshop in New Orleans, LA.

CAPTE has very specific criteria that must be met for DPT Program Directors. CAPTE: Standards and Required Elements for Accreditation of Physical Therapy Education Programs (revised 12/7/2017)

Standard 4G: Program Director

The program director demonstrates the academic and professional qualifications and relevant experience in higher education requisite for providing effective leadership for the program, the program faculty, and the students. These qualifications include all of the following:

- is a physical therapist who is licensed or regulated in any United States jurisdiction as a PT;
- has an earned academic doctoral degree;
- holds the rank of associate professor, professor, clinical associate professor, or clinical professor;
- has a minimum of six years of full time higher education experience, with a minimum of three years of full-time experience in a physical therapist education program.

Dr. Pollard meets the CAPTE Program Director Criteria (Standard 4G). This is a critical component to the preaccreditation process since CAPTE

requires that institutions employ a full-time DPT Program Director in order to secure an Application for Candidacy Submission Date for the next open Candidacy Review Cycle. Having Dr. Pollard already a tenured professor at OSU-Cascades puts OSU-Cascades in a strong position to build the DPT program in an efficient and effective manner. As of Fall 2019, Dr. Pollard has been released from her teaching FTE (.60) in order to build the DPT program.

CAPTE has very specific guidelines and timelines for the accreditation process. Below is the OSU-Cascades DPT general timeline:

CAPTE Timeline	Event
September 2018	Submit DPT CAT I
May/June 2019	CAT I and HECC approvals
June 2019	Submit DPT Program Director CV to CAPTE for Approval
June 2019	Apply for CAPTE Accreditation (once Program Director Approved). CAPTE will then give OSU-C an Application For Candidacy Submission Date for the next available Candidacy for Review Cycle (there is typically an 18-month lag)
December 2020	Submit CAPTE Full Application For Candidacy
February 2021	Accreditation Site Visit
September 2021	Matriculation of first DPT cohort

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

We anticipate recruiting a cohort of 42 students to matriculate Fall Term 2021 and then an additional cohort of 42 students each subsequent fall. Since the first DPT cohort will not matriculate until Fall 2021, we anticipate a headcount of 82-84 students by Fall 2022. The average DPT cohort (class) size in the US is 45 students with a range of 12-100 students (CAPTE Aggregate Program Data for Academic Year 2017-2018).

3-Year Doctoral Cohort Program

	2021/2022	2022/2023	2023/2024	2024/2025
First Year Students	42	42	42	42
Second Year Students	0	40-42	40-42	40-42
Third Year Students	0	0	40-42	40-42

CAPTE Admissions Aggregate Program Data for Academic Year 2017-2018

Average number of applicants per program:	502
Average qualified number of applicants per program:	330
Average applicants offered a place in class (cohort):	86
Average applicants enrolled in class (cohort):	46

b. Expected degrees/certificates produced over the next five years.

We will matriculate 42 students in each cohort with the first cohort beginning Fall Term 2021. We anticipate 40-42 students receiving their DPT degree June of 2024 due to the chance of attrition across the 3-year program. CAPTE Aggregate Program Data for Academic Year 2017-2018 reports an average graduation rate of 97.2%. Therefore, we anticipate attrition of 1-2 students per cohort. Prior to June 2024, no DPT degrees will be produced since our first class does not matriculate until Fall Term 2021.

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

The program will require full-time enrollment and can include resident, nonresident and international students.

d. Evidence of market demand.

According to the United States Department of Labor, “employment of physical therapist is projected to grow 34% from 2014 to 2024, much faster than the average for all occupations.” Oregon.Gov has provided Oregon Health Professions Profile for Physical Therapists based on data collected during 2015 and 2016 (<https://www.oregon.gov/oha/HPA/ANALYTICS/Pages/Health-Care-Workforce-Reporting.aspx>). Figure 3 (below) is included in that report and highlights the need for PTs across most of the state of Oregon. Across the state (including central and eastern Oregon), many of the counties have a population-to-provider ratio indicative of need for more physical therapists.

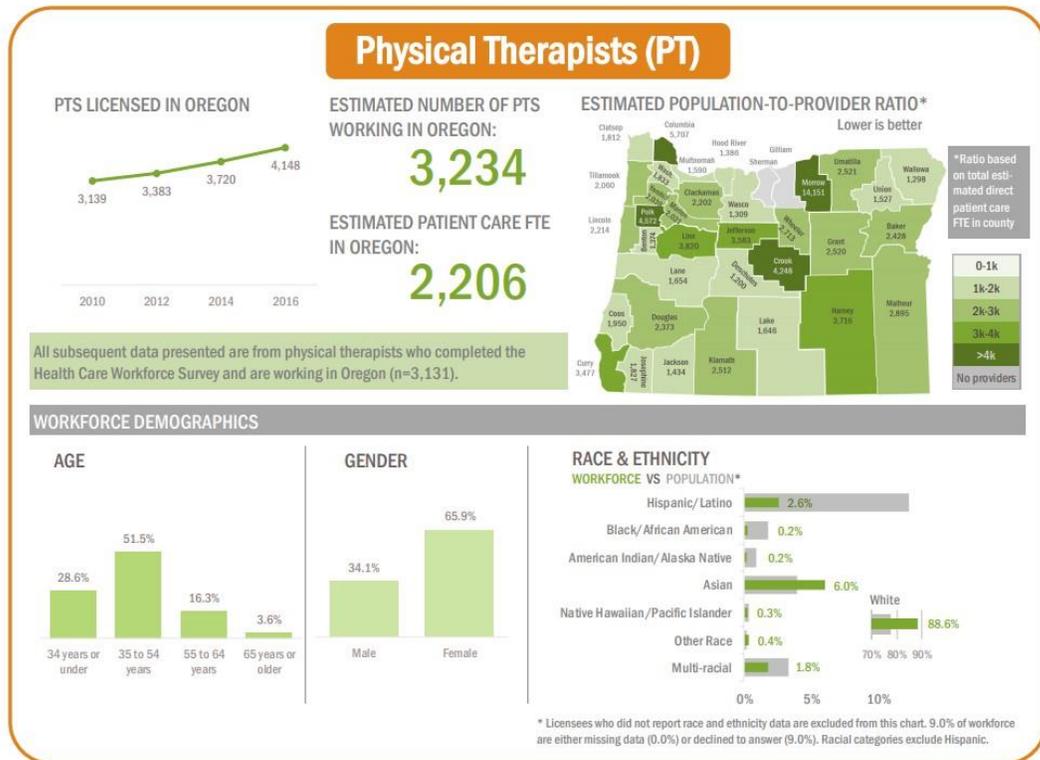


Figure 3: Physical Therapists Population-To-Provider Ratio in Oregon

The American Physical Therapy Association (APTA) has developed a model to project the supply and demand of physical therapists (Figure 4). This model accounts for attrition and developing PT programs. Even with a conservative estimate of attrition (2.5%) the demand is greater than the supply in 2025. Furthermore, it is important to keep in mind that the Pacific Northwest region of the US has a limited number of PT school options compared to the eastern half of the US (Figure 5).

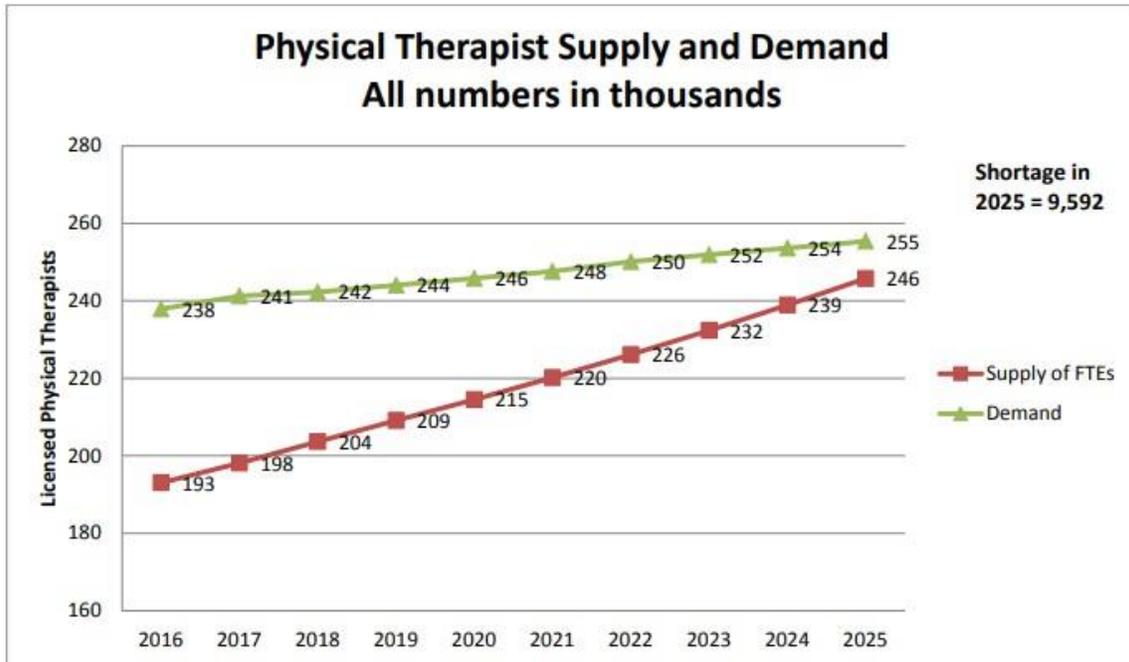


Figure 4: APTA Model: Physical Therapists Supply and Demand



Figure 5: Map of PT education programs in the United States. BLUE pegs denote PT education programs that currently participate in the Physical Therapist Centralized Application Service (PTCAS). YELLOW pegs denote PT education programs that do NOT yet participate in PTCAS. GREEN pegs denote PT education programs that WILL participate in the 2018-19 (next) cycle. **As of 2/09/2018**

Finally, according to the State of Oregon Employment Department (<https://www.qualityinfo.org/#>), there will be a 27.3% increase in need for Physical Therapists in the State of Oregon between 2017 and 2027. More specifically, the Employment Department is projecting an increased need of 2,222 PTs in Oregon due to employment change and replacement openings over this 10-year period. These projections support the need for Oregon to grow its number of DPT programs.

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).**

The program's location will not be shared with another similar Oregon public university program. In fact, there are currently no DPT programs (including private institutions) on the east side of the Oregon Cascade Range.

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?**

Through the combination of extensive didactic, laboratory, and clinical education experiences, DPT program graduates will attain the entry-level educational competencies and clinical proficiencies necessary to take and pass the National Physical Therapy Examination and embark on careers as licensed physical therapists. DPT program graduates will gain employment in a wide range of venues, providing patient care for individuals in a variety of settings including hospitals, outpatient clinics, short-term and long term-care facilities, and schools. We anticipate at least a 90% graduation rate when averaged over a 2-year period. In addition, we anticipate at least a 95% ultimate licensure pass rate when averaged over a 2-year period. Our vision is that the DPT program will serve students from throughout Oregon and that these students will have the opportunity get their DPT degree locally, conduct some of their training at PT Clinics in their local region, and then return to their local region to work as a DPT upon graduation and passing their licensing exam.

5. Outcomes and Quality Assessment

- a. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.**

See attached DPT Assessment Plan (Appendix C).

- b. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.**

All DPT core faculty will be expected to engage in research and/or scholarly work. CAPTE defines scholarship as "activities that systematically advance the teaching, research, and practice of physical therapy through rigorous inquiry that: (1) is

significant to the profession, (2) is creative, (3) is peer-reviewed through various methods, (4) can be replicated or elaborated, and (5) is published, presented, or documented.” Clinical core faculty will have 20% of their workload units dedicated to scholarly activity and the expectation will be that it meets or exceeds CAPTE’s definition of scholarship. At least four of the core faculty will be tenure track or tenured faculty and approximately 30-40% of their workload units will be research. Tenure track faculty will be supported with start-up funds and an annual course release until tenure as been achieved. Since tenure will be determined in the College of Public Health and Human Sciences (CPHHS), tenure expectations will be consistent with those in CPHHS.

We anticipate that the common underpinnings of DPT faculty research will be related to improving human health and wellness. For example, Dr. Pollard’s research is dedicated to improving the scientific understanding of lower extremity injuries, and advancing injury-prevention and rehabilitation programs based on this knowledge.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

There are two DPT degrees programs in the state of Oregon and both are at private institutions. These institutions are Pacific University and George Fox University. Pacific University was the first Physical Therapy education program in the state of Oregon with its first class of PT students graduating in 1977. At that time, PT was an undergraduate degree. George Fox University was the second Physical Therapy program in the state of Oregon and graduated its first class of DPT students in 2016.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

Undergraduate students at OSU-Cascades will benefit from being in close proximity to the DPT program. The OSU-Cascades DPT program will complement the large undergraduate program in Kinesiology at OSU and OSU-Cascades. A bachelor of science in Kinesiology will provide an excellent foundation for prospective applicants to the DPT program. In addition, strong synergies will exist between faculty in the Kinesiology and DPT programs.

The addition of the OSU-Cascades DPT program will add to the strength of the Oregon Physical Therapy Association particularly as it relates to education. This addition will complement other DPT programs by adding to the depth and breadth of DPT educators in the state of Oregon.

The OSU-Cascades DPT program will foster relationships with local physician groups in and around central Oregon. Research synergies broadly related to rehabilitation will be abundant.

Dr. Pollard has been in discussion with the Director of the George Fox University DPT Program, Tyler Cuddeford, about ways that the OSU-Cascades DPT program could collaborate with their DPT program. From that discussion, there appears to be potential for a strong synergy between programs as it relates to Global Health. Each year a group of George Fox University DPT students (and faculty) travel to Uganda for one trip and to Ghana for another trip to provide physical therapy to underserved populations. This would be an outstanding opportunity for DPT students in Oregon to work together (across universities) serving others.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A

d. Potential impacts on other programs.

Due to the high number of Oregon resident students applying to DPT programs, we do not anticipate a negative impact on other DPT programs in the state of Oregon. Rather, we anticipate that the state of Oregon will benefit from having a larger number of PT educators and leaders in the field of Physical Therapy.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

The External Review was conducted by DPT Directors at four universities, three in the Pacific Northwest and one at a land grant institution in the Midwest. We have addressed all concerns related to the review. See document: ***External Review with Responses***.

APPENDICES

A – Executive Summary

B – Transmittal Sheet

C – Accessibility Form

D – Library Evaluation

E – Letters of Support

F – Liaison Comments

G - Other Documents

A – Executive Summary

New Doctoral Degree Program Proposal: Doctor of Physical Therapy (DPT) Degree

Oregon State University - Cascades
College of Public Health and Human Sciences
School of Biological and Population Health Sciences

August 8, 2018

Executive Summary

This proposal requests the creation of a Doctor of Physical Therapy (DPT) degree program at Oregon State University-Cascades (OSU-C), the first DPT degree program at a public university in the state of Oregon. This program will provide access to a premiere DPT program at in-state tuition for local Oregon students. Physical therapy is a dynamic profession with an established theoretical and scientific base with widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. According to the United States Department of Labor, “employment of physical therapists is projected to grow 34% from 2014 to 2024, much faster than the average for all occupations.”

To practice as a physical therapist in the United States, one must earn a physical therapist degree from an accredited physical therapist education program and pass a state licensure exam. The mission of the OSU-C DPT program will be to prepare students for the challenges of the ever-expanding allied health profession of physical therapy. Through the combination of extensive didactic, laboratory, and clinical education experiences, OSU-C DPT program graduates will attain the entry-level educational competencies and clinical proficiencies necessary to take and pass the National Physical Therapy Examination and embark on careers as licensed physical therapists. OSU-C DPT program graduates will gain employment in a wide range of venues, providing patient care for individuals in a variety of settings including hospitals, outpatient clinics, short-term and long term-care facilities, and schools.

The proposed DPT program will directly support and strengthen performance and pre-eminence in the OSU signature area of Improving Human Health and Wellness. Furthermore, the OSU-C DPT program will support the College of Public Health and Human Sciences Strategic Goal of graduating new types of public health and human science professionals to meet the complex needs of the 21st century.

The OSU-C DPT program will be a three calendar-year, full-time, cohort-based, face-to-face program that will enroll 42 students each year. Admission requirements will require applicants to have a bachelor's degree and meet an extensive list of prerequisite courses such as Anatomy and Physiology, Chemistry, Physics, etc. Additional requirements will include a minimum science GPA of 3.0, competitive GRE scores, and a minimum of 150 hours of clinical experience in a physical therapy setting. The program will consist of 180 credit hours and will be delivered in dedicated classroom and laboratory space in the new Academic Building #2 on the OSU-C campus in Bend, Oregon. Students will engage in clinical practicum experiences throughout Oregon and the northwest region of the US. Faculty will be comprised of a Program Director, Clinical Director, and eight additional core faculty. We will seek accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE). Dr. Christine Pollard, currently an Associate Professor at OSU-C, will serve as the Program Director. Dr. Pollard meets the CAPTE requirements of a Program Director as she is a licensed physical therapist, has her PhD in Biomechanics, served as a full-time faculty member at University of Southern California's preeminent DPT Program, and has extensive teaching, leadership and administrative experience.

B – Transmittal Sheet

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Proposal Transmittal Sheet

Full Category I and Abbreviated Category I Proposals

Submit proposals to: Office of Academic Programs, Assessment, and Accreditation
314 Waldo Hall – Oregon State University

Attach Transmittal Sheet; Proposal; Library Evaluation (performed by the Library for Full Category I proposals), Letters of Support (external to OSU); Liaison Correspondence (internal to OSU), External Review (new graduate program proposals), and Budget Information (both OSU and HECC budget sheets for Full Category I proposals and OSU budget sheets for Abbreviated Category I proposals)

Full Category I Proposals: New Programs

Final Approval--for new degrees, extension to OSU's branch campus, and substantive changes:
Higher Education Coordinating Commission (HECC)

Final Approval-- for new certificate programs: OSU Provost

Check one:

- New Degree Program
- New Certificate Program
- Extend Program to OSU Branch Campus
- Substantive Change

Abbreviated Category I Proposals: Other Proposals

Final Approval--for new academic units, renames, reorganizations, and, suspensions: OSU Provost

Final Approval-- for terminations: OSU Board of Trustees

Check one:

- Establish:** new college, school, department or program
- Rename:** change the name of an existing academic program or academic unit
- Reorganization:** move the responsibility of an academic program from one academic unit to another; reorganize existing academic unit(s), including mergers and splits
- Suspension (or Reactivation):** suspend an academic program (maximum period: three years)
- Termination:** terminate an academic program or academic unit

Title of Proposal:

Doctor of Physical Therapy

Proposed Effective Term:

Fall 2021

School/Department/Program:

Biological and Population Health Sciences

College:

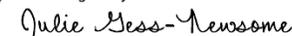
College of Public Health and Human Sciences
OSU-Cascades

I certify that the above proposal has been reviewed by the appropriate Program, Department, School, and College administrators and committees. I approve this proposal.

Source: Office of Academic Programs, Assessment and Accreditation (2-10-15; rev 1-8-16)

B – Transmittal Sheet

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<p>DocuSigned by:  <small>5FD4B880DEFA94CE</small> Sign (School Head)</p>	<p>9/13/2018 12:42:57 PDT Date</p>	<p>Norman Hord Print (School Head)</p>
<p>DocuSigned by:  <small>413C7C7A0AFA475</small> Sign (College Dean)</p>	<p>9/19/2018 10:24:53 PDT Date</p>	<p>Javier Nieto Print (College Dean)</p>
<p>DocuSigned by:  <small>E8BD29EE3DAC4EC</small> Sign (OSU-Cascades Vice President)</p>	<p>9/19/2018 11:34:55 PDT Date</p>	<p>Becky Johnson Print (OSU-Cascades Vice President)</p>
<p>DocuSigned by:  <small>7766BF9A2FD0426...</small> Sign (OSU-Cascades Dean)</p>	<p>9/19/2018 17:00:14 PDT Date</p>	<p>Julie Gess-Newsome Print (OSU-Cascades Dean)</p>

C – Accessibility Form

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ACCESSIBILITY New Program Proposal (Degree or Certificate) Guidelines for Addressing Accessibility

Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 prohibits discrimination on the basis of disability. The Rehabilitation Act and the ADA require that no qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of, any program or activity operated by the University. Each qualified person shall receive the reasonable accommodations needed to ensure equal access to employment, educational opportunities, programs, and activities in the most integrated setting feasible.

*For questions and assistance with addressing access, please contact:
the Office of Disability and Access Services (737-4098), or
the Office of Affirmative Action and Equal Opportunity (737-3556).*

Title of Proposal:

Doctor of Physical Therapy

Date:

August 15, 2018

School/Department/Program:

School of Biological and Population Health Sciences. Public Health and Human Sciences

College:

- xAccessibility (<http://oregonstate.edu/accessibility/policies>)
- xFaculty Guidelines (<http://ds.oregonstate.edu/facultyguidelines>)
- xInformation Technology Guidelines (<http://oregonstate.edu/accessibility/ITpolicy>)

By signing this form, we affirm that at we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

DocuSigned by:

Norman Hord

5ED0288DFA94C
Sign (School/Department/Program Director/Chair/Head)

Norman Hord

Print (School/Department/Program Director/Chair/Head)

Date 8/15/2018 | 12:35:43 PDT

Source: Office of Academic Programs, Assessment, and Accreditation (glb/ch; 4-26-16)

D – Library Evaluation

OSU Librarians Collection Development

Library Evaluation for OSU-Cascades Category I Proposal

Doctor of Physical Therapy (DPT) Degree
Title of Proposal

OSU-Cascades
College

The subject librarian responsible for collection development in the pertinent curricular area has assessed whether the existing library collections and services can support the proposal. Based on this review, the subject librarian concludes that present collections and services are:

- inadequate to support the proposal (see budget needs below)
 marginally adequate to support the proposal
 adequate to support the proposal

Estimated funding needed to upgrade collections or services to support the proposal (details are attached)

Year 1:	Ongoing (annual):
\$700 for monographs	Estimated 1% inflation increase per year
\$4,128 for new journals	Estimated 6% inflation increase per year
\$152 for SportDiscus Full Text upgrade	Estimated 3% inflation increase per year
\$4,338 for CINAHL Full Text ¹	Estimated 3% inflation increase per year
\$895 for ICE Learning Center	Estimated 5% inflation increase per year

Comments and Recommendations:

Date Received: July 18, 2018

Date Completed: August 9, 2018

Laurel Kristick
Collection Assessment Librarian

Laurel Kristick
Signature

Kerri Goergen-Doll
Head of Collections & Resource Sharing

Kerri Goergen-Doll 8/10/18
Signature Date

Faye A. Chadwell
Donald and Delpha Campbell
University Librarian and
OSU Press Director

Faye A. Chadwell 8/13/18
Signature Date

¹ This database was identified in the library review for the BSN program and is required for both the BSN and DPT programs at OSU-Cascades.

D – Library Evaluation

Library Support for the Proposed Doctor of Physical Therapy (DPT) Program on Cascades Campus

This report is an analysis of the capacity of the OSU-Cascades local library collection and services, in combination with access to the resources of the whole of OSU Libraries and Summit, to support the proposed Doctor of Physical Therapy degree on the Cascades campus.

Print Monographs and E-Books

Due to the physical space restrictions of the OSU-Cascades Library, support for this program will depend on the physical collection of OSU Valley Library in Corvallis and OSULP e-book collections. The print collection at the Valley Library is available to OSU-Cascades students by request and can be received within 3 working days via the Orbis Cascade Alliance Courier System.

Subject headings were identified based on keywords from the courses included in the proposed program. The Valley Library print collection was compared to four peer institutions: George Fox College, Pacific University, Eastern Washington University, and the University of Washington. OSU's collection is modestly comparable to the peer institutions and is inadequate to support the proposed program. See Appendix A for the full comparison.

The minimal space available for print resources at OSU-Cascades means that the majority of new acquisitions will need to be for electronic books (e-books). Students at the OSU-Cascades campus will have access to the e-books purchased centrally, which includes over 8,000 titles in physical therapy subjects, in a collection of almost 400,000 titles.

In addition, the importance in building an e-book collection for this program will require some funding from OSU-Cascades to support faculty requests. The median price for an e-book in this field is \$140. A review of the scholarly physical therapy books published each year using the book vendor YBP showed that an average of five books per year are categorized by YBP subject specialists as recommended or essential for the discipline. We recommend that \$700² per year be available to fulfill faculty requests for titles needed to support the program.

OSU-Cascades is served well by the OSULP investment in the Orbis/Cascades Alliance, whose combined collection is substantial. Students and faculty can order from the collections of all the libraries in the Orbis/Cascades Alliance through the Summit catalog. The four peer institutions are all members of the Orbis/Cascades Alliance. Books requested through Summit are delivered to OSULP within three to five working days via the Courier System.

In addition to books, media is also important for this discipline. Peer programs for the DPT subscribe to streaming media collections to support the program, ranging from the ICE Video Library (\$895 per year) to the Lippincott Williams & Wilkins Health Library: Physical Therapy collection (\$17,800 per year). The ICE Video Library will provide the minimum requirement to support this program. Streaming video collections average 5% inflation per year.³

² With 1% increase per year due to inflation based on most recent YBP book pricing report.

³ CARLI Commercial Products Committee 2013-2014. *Streaming Video in Academic Libraries: A White Paper*

D – Library Evaluation

Serials/Journals

The Clarivate Journal Citation Report was consulted to identify a core list of physical therapy journals, which are included in the Rehabilitation subject category. The journals for other types of therapy (e.g., speech therapy) were excluded. This resulted in a list of 75 journals. OSULP has current access to 55 (73%) of these journals, but there are a number of key titles that are either not available or only available with delayed access up to 18 months.

The OSULP journal collection is currently inadequate to support the proposed program. The DPT program intends to embed evidence-based practice (EBP) skills and concepts throughout the curriculum. EBP requires students to have immediate access to core content in the field; even the minimal delay to fill interlibrary loan requests can be a barrier in this context. We recommend adding full-text subscriptions to the following essential titles to ensure that immediate access (see Table 1). The recurring costs to maintain access at this level must increase annually to respond to predictable inflation in the journal publishing market. The average inflation rate for journals is currently 6% per year.⁴ There is concern that with regular price increases to our licenses and a flat budget that access may be eroded over time. The OSULP already have sacrificed timely access to some titles in favor of an embargo period to cut costs. See Appendix B for the full list of core journals.

As this is a new program with no comparable program on the Corvallis campus, OSU-Cascades will need to subscribe to a number of journals to support this program.

Table 1. Recommended Journals:

Title	Impact Factor	2018 Cost	2019 Estimate	2020 Estimate
<i>Journal of neurologic physical therapy</i>	3.633	\$183	\$194	\$206
<i>Journal of head trauma rehabilitation</i>	3.406	\$193	\$205	\$217
<i>Supportive care in cancer</i>	2.930	\$2,099	\$2,225	\$2,358
<i>Journal of geriatric physical therapy</i>	2.137	\$173	\$183	\$194
<i>Journal of occupational rehabilitation</i>	1.906	\$1,480	\$1,569	\$1,663
Total Cost		\$4,128	\$4,376	\$4,638

When the Bachelor of Science in Nursing (BSN) program is approved for Cascades and OSU-Cascades subscribes to the recommended CINAHL Full Text database, the *Journal of occupational rehabilitation* is included in that database. The BSN Category 1 is in the final approval stages.

Indexes and Databases

The core indexes to the relevant information for this program are shown in Table 2. The OSULP currently maintains access to these databases, as they are core to a number of OSU's primary research and teaching areas.

⁴ Bosch, Stephen, et al. "Death by 1,000 Cuts: Periodicals Price Survey 2018." *Library Journal*, vol. 143, no. 7, 15 Apr. 2018, pp. 28-33

D – Library Evaluation

The SportDiscus Full Text database is currently available for one user at a time, which is adequate to support the programs at OSU Corvallis. With this new program, the database will need to be upgraded to unlimited simultaneous users, which will require \$152 per year⁵ from OSU-Cascades to cover the additional cost of the database.

Table 2: Indexes and Databases for Physical Therapy

Databases	Index Coverage	Full Text Coverage
SportDiscus Full Text	Sport and fitness database which includes sports medicine, exercise psychology, biomechanics, and related topics	787 full text journals
Medline	Covers all biomedical fields, including physiology and other relevant subjects	Index only
Web of Science	Interdisciplinary database of thousands of scholarly journals	Index only
Physical Therapy & Sports Medicine Collection	Academic journals and magazines covering fitness and sports	Indexes 103 journals and magazines; full text of 60 titles.
<i>CINAHL Full Text (not yet available; required for Cascades RN program) \$4,338/year</i>		Full text of over 620 journals, including 36 titles on physical therapy

Key library services & librarian expertise

The OSU-Cascades Librarian(s) support the faculty and students at OSU-Cascades. In that capacity, they respond to reference inquiries and develops materials to assist faculty members and students in their research.

Corvallis campus does not currently have a dedicated health sciences librarian position and the liaison for the College of Public Health is working at capacity. This means that:

- Corvallis campus librarians currently support instruction at OSU-Cascades by sharing subject guides and other digital learning resources; providing consultations and support to Cascades librarian(s); answering chat, email and phone reference questions from OSU-Cascades students that are referred from OSU-Cascades librarian(s).
- Corvallis librarians do not have the capacity to provide course-integrated in-person instruction in Bend. If it becomes apparent that direct instruction is necessary for the program, the program will need to work with the university and OSU-Cascades administration to secure resources for additional library teaching support.

⁵ 3% annual inflation estimate based on recent inflation rates for this database

D – Library Evaluation

- The program plans to hire a faculty member to design and deliver instruction in Evidence Based Practice. If that individual requires access to proprietary information resources to support that curriculum, new funding will have to be secured to provide them at that time.

Providing access to items not owned by OSULP is the domain of the Interlibrary Loan and Summit staff both at OSULP and at lending libraries. Print articles located in the OSU Libraries' collections may be requested via the Scan and Deliver service, which provides PDFs of the requested articles.

Summary

OSU Libraries collections are inadequate to support the proposed Doctor in Physical Therapy degree at Cascades campus, and the following resources will need to be supported by OSU-Cascades.

Essential:

- Funding for faculty requests for e-books - \$700 per year, with estimated 1% inflation each year.
- Funding for journals - \$4,128 per year, with estimated 6% inflation each year.
- Upgrade of SportDiscus Full Text database to unlimited users - \$152 per year with estimated 3% inflation each year.
- ICE Learning Center - \$895, with estimated 5% inflation each year.
- CINAHL Full Text - \$4,338 per year, with estimated 3% inflation each year.

Respectfully submitted,

Laurel Kristick
Collection Assessment and Science Librarian
August 9, 2018

D – Library Evaluation

Appendix A. Physical Therapy Monograph Comparison

Subject Headings	OSU	George Fox Univ.	Pacific Univ.	Eastern Washington Univ.	Univ. Washington
Athletic injuries	230	117	140	99	178
Athletic injuries--rehabilitation	25	24	36	16	22
Biomechanics	165	25	32	30	187
Bone and bones--physiology	34	2	4	6	49
Bone and bones	113	5	22	41	332
Cardiovascular system	333	11	15	79	929
Cardiovascular system--physiology	52	3	2	13	88
Cerebrovascular disorders	63	6	11	34	248
Cerebrovascular disorders--rehabilitation	27	2	9	17	41
Diagnosis, differential	46	21	62	22	305
Diagnostic imaging	224	13	73	52	1,321
Disabled persons	739	64	273	433	1,450
Disabled persons--rehabilitation	300	31	129	174	582
Exercise	1,114	169	237	398	940
Exercise therapy	405	54	162	136	362
Exercise--physiology	258	53	81	77	139
Human anatomy	298	35	126	200	1,029
Human mechanics	433	37	58	95	466
Human physiology	186	23	43	109	398
Kinesiology	128	9	36	49	153
Movement	272	36	89	119	264
Movement--physiology	85	17	45	26	82
Muscles	635	41	107	159	1,008
Muscles--physiology	161	18	29	52	229
Musculoskeletal system	206	39	141	111	346
Neurophysiology	364	42	58	174	647
Orthopedics	74	19	199	51	450
Pediatric sports medicine	18	5	6	4	9
People with disabilities	1,406	121	410	971	4,006
People with disabilities--rehabilitation	204	19	89	133	545
Physical therapy	131	59	322	155	279
Physical therapy modalities	126	57	220	129	258
Psychophysiology	667	126	116	384	1,308
Rehabilitation	1,988	438	1,018	1,383	5,195
Rural health services	183	10	25	130	465
Spine	64	11	73	30	354
Spine--wounds and injuries	12	3	8	8	57
Sports	1,850	344	387	1,003	2,199
Sports injuries	229	82	99	87	139
Sports medicine	408	116	128	181	290
Sports physical therapy	26	13	11	12	11
Sports--physiological aspects	124	46	64	84	124
Stroke	13	1	13	8	59
Stroke rehabilitation	1	0	8	1	8
Total	10,400	1,497	3,333	5,469	21,814

D – Library Evaluation

Appendix B. Core Journals in Physical Therapy

Journal Title	Journal Im	OSU Holdings
NEUROREHABILITATION AND NEURAL REPAIR	4.711	1999-present
Journal of Physiotherapy	4.542	2010-present
IEEE TRANSACTIONS ON NEURAL SYSTEMS AND REHABILITATION ENGINEERING	3.972	2001-present
Journal of NeuroEngineering and Rehabilitation	3.865	2004-present
Journal of Neurologic Physical Therapy	3.633	2003-1 year ago
JOURNAL OF HEAD TRAUMA REHABILITATION	3.406	
Physiotherapy	3.340	1948-present
JOURNAL OF ORTHOPAEDIC & SPORTS PHYSICAL THERAPY	3.120	1979-present
ARCHIVES OF PHYSICAL MEDICINE AND REHABILITATION	3.090	1953-present
CLINICAL REHABILITATION	3.077	1987-present
SUPPORTIVE CARE IN CANCER	2.930	1993-1 year ago
PHYSICAL THERAPY	2.676	1964-present
AMERICAN JOURNAL OF OCCUPATIONAL THERAPY	2.587	1947-present
EUROPEAN JOURNAL OF CANCER CARE	2.493	1991-1 year ago
MANUAL THERAPY	2.355	1995-present
European Journal of Physical and Rehabilitation Medicine	2.330	2008-present
Journal of Geriatric Physical Therapy	2.137	
BRAIN INJURY	2.132	1987-present
DISABILITY AND REHABILITATION	2.096	1992-present
SPINAL CORD	2.061	1996-present
PHYSICAL THERAPY IN SPORT	2.042	2000-present
Games for Health Journal	1.936	2012-present
Physical Medicine and Rehabilitation Clinics of North America	1.919	1989-present
Disability and Health Journal	1.906	2008-present
JOURNAL OF OCCUPATIONAL REHABILITATION	1.906	1991-1 year ago
PM&R	1.901	2009-present
AMERICAN JOURNAL OF PHYSICAL MEDICINE & REHABILITATION	1.876	2001-present
Australian Occupational Therapy Journal	1.867	
JOURNAL OF SPORT REHABILITATION	1.858	1992-present
JOURNAL OF REHABILITATION MEDICINE	1.850	2001-present
NEUROREHABILITATION	1.823	1991-1 year ago
RESEARCH AND PRACTICE FOR PERSONS WITH SEVERE DISABILITIES	1.822	2002-present
Topics in Stroke Rehabilitation	1.820	1994-present
REHABILITATION PSYCHOLOGY	1.811	1972-present
PHYSICAL & OCCUPATIONAL THERAPY IN PEDIATRICS	1.793	
Brazilian Journal of Physical Therapy	1.779	2006-present
JOURNAL OF COMMUNICATION DISORDERS	1.778	1967-present

D – Library Evaluation

Appendix B. Core Journals in Physical Therapy

ADAPTED PHYSICAL ACTIVITY QUARTERLY	1.727	1984-present
JOURNAL OF ELECTROMYOGRAPHY AND KINESIOLOGY	1.719	1991-present
INTERNATIONAL JOURNAL OF REHABILITATION RESEARCH	1.713	
JOURNAL OF MANIPULATIVE AND PHYSIOLOGICAL THERAPEUTICS	1.699	1978-present
Rehabilitation Nursing	1.696	1981-present
Developmental Neurorehabilitation	1.694	2007-present
Canadian Journal of Occupational Therapy-Revue Canadienne d Ergotherapie	1.675	1939-present
JOURNAL OF DEVELOPMENTAL AND PHYSICAL DISABILITIES	1.611	1991-present
JOURNAL OF EARLY INTERVENTION	1.568	1989-present
DISABILITY & SOCIETY	1.508	1986-1993
Scandinavian Journal of Occupational Therapy	1.432	1994-present
PHYSIOTHERAPY THEORY AND PRACTICE	1.426	1990-present
Journal of Disability Policy Studies	1.351	1990-present
SEXUALITY AND DISABILITY	1.351	1978-1 year ago
PROSTHETICS AND ORTHOTICS INTERNATIONAL	1.348	1977-present
ASSISTIVE TECHNOLOGY	1.340	
Journal of Hand Therapy	1.327	1987-present
OTJR-OCCUPATION PARTICIPATION AND HEALTH	1.290	2002-present
Physiotherapy Canada	1.241	1972-1 year ago
JOURNAL OF BACK AND MUSCULOSKELETAL REHABILITATION	1.212	1991-present
Brain Impairment	1.191	
REHABILITATION COUNSELING BULLETIN	1.186	1960-present
International Journal of Disability Development and Education	1.176	1989-18 months ago
Pediatric Physical Therapy	1.162	1989-1 year ago
REHABILITATION	1.162	
Occupational Therapy International	1.129	1994-present
Hong Kong Journal of Occupational Therapy	1.104	2001-present
Education and Treatment of Children	1.089	1990-present
Kinesiology	1.040	2004-present
British Journal of Occupational Therapy	1.000	1999-present
Infants & Young Children	1.000	2002-present
International Journal of Osteopathic Medicine	1.000	2005-present
JOURNAL OF REHABILITATION	0.901	2001-present
TOPICS IN GERIATRIC REHABILITATION	0.897	
PHYSIKALISCHE MEDIZIN REHABILITATIONSMEDIZIN KURORTMEDIZIN	0.887	
JOURNAL OF MUSCULOSKELETAL PAIN	0.864	2000-2009
Turkish Journal of Physical Medicine and Rehabilitation	0.864	2017-present
Musculoskeletal Science and Practice	0.851	2017-present

E – Letters of Support



August 10, 2018

This is a letter of support for establishing a Doctor of Physical Therapy (DPT) degree program at Oregon State University-Cascades (OSU-C). I have had a partnership with OSU-C for the past seven years in the FORCE Lab. I have direct experience working with OSU-C programs, administrators, faculty and students. The administration and faculty are professional, effective and work at a very high level. Their students are curious, eager to learn and come to internships prepared for the setting. On the occasion that I hire their graduates they have been exemplarily employees. With this background I have the highest-level confidence that OSU-C will develop an outstanding physical therapy program.

I am a partner in Therapeutic Associates Physical Therapy. We are the 9th largest physical therapy practice in the country with over 90 practices in Washington, Oregon, Idaho and Southern California. It can be very challenging to find highly qualified new physical therapy graduates ready to enter practice. The Physical Therapy profession is growing fast as therapist take a larger role in managing the musculoskeletal health of our communities. There are currently only 4 physical therapy programs in Washington and Oregon. The two programs in Oregon are both offered at private institutions. A program at OSU-C would allow greater access to DPT curriculum through a public institution. Additionally, OSU-C is in a diverse region allowing the students access to both rural and urban populations.

Bend is a fast-growing region offering the full spectrum of physical therapy settings. Students will be able to have access to small specialty practice, outpatient, hospital, school, short-term, long-term and hospice settings. The city has embraced OSU-C and can support the students and faculty of a DPT program.

Sincerely,

Chuck Brockman PT, MPT, OCS, CSCS

E – Letters of Support

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, The FORCE Lab
Oregon State University-Cascades
1500 SW Chandler Ave
Bend, OR 97701

RE: Letter of Support for DPT degree program at OSU-Cascades

Dear Dr. Pollard:

I am writing this letter in support of a DPT degree program at OSU-Cascades. This program once approved will provide Oregon State residents an opportunity to train in a setting that is uniquely qualified to provide an optimal experience for students. OSU-Cascades from its inception has integrated with the community. Through my direct experience with Dr. Pollard with the FORCE lab, OSU-Cascades is a community partner marrying research with clinical applications. It is student friendly, providing experiences for not only OSU-Cascades students, but also medical students from OHSU and COMP. This integration provides not only a basic science perspective, but also clinical experience that directly translates into physical therapy practice after graduation. The Center Foundation, The Center, Therapeutic Associates and OSU-Cascades have worked together to bring in state of the art technology for motion analysis within the Center that will likely serve as a model for future community integration.

I am a partner with 20 other physiatrists, orthopedists and neurosurgeons at The Center for Orthopedic and Neurosurgical Care and Research. Through my work with OSU-Cascades, OHSU, University of Oregon-CBIRT, the Center Foundation ATC program and the local research community, we have opportunities to provide training for students in both orthopedic and neurological conditions that will heighten the student's experience in both research and clinical practice.

Through the Center Foundation ATC program, athletic trainers are in every Central Oregon high school with some additional middle school coverage. Our colleagues at Desert Orthopedics provide athletic trainers for the Redmond High Schools. A partnership with the DPT program would provide exceptional clinical training in sports medicine for their students and further the mission of the Center Foundation to provide sports injury prevention, assessment and rehabilitation for all high school students.

E – Letters of Support

It is with much anticipation and excitement that I fully endorse the DPT degree program for OSU-Cascades.

Please feel free to contact me if you have further questions.

Sincerely,

Viviane Ugalde, MD

Fellow American Academy of Physical Medicine & Rehabilitation

Medical Director for the Center Foundation Concussion Management Program

Medical Director for St. Charles Medical Center Bend, Inpatient Rehabilitation Program

E – Letters of Support

Aug. 15, 2018

To whom it may concern;

I am writing in support of the Doctor of Physical Therapy degree program proposed for Oregon State University-Cascades.

The state of Oregon currently has two PT programs. Both are in private universities and prohibitively expensive. We often hire Physical Therapists that are burdened with high student loan debt and this impacts their quality of life. This public option will be more affordable for students interested in entering the physical therapy profession.

I am the Director of Rehabilitation for St. Charles Health System. We operate physical therapy, occupational therapy and speech therapy services on four hospital campuses and in six outpatient clinics. We currently employ 61 physical therapists. Recruiting physical therapists is often challenging due to the shortage of licensed PTs in our state. This offering would bring greater numbers of PT providers into our region and will enhance the health of our community.

Our hospital programs accept interns for clinical training and we look forward to partnering with OSU to provide quality hands-on opportunities for their students.

I am excited about OSU offering this program within our community and I strongly recommend and support its approval.

Sincerely,



Dave Haglund
Rehab Director
St. Charles Health System

E – Letters of Support

Reply sent: 8/20/2018

Dr. Foster,

Thank you for your input, I appreciate it.

Kind regards,

Christine

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, **the FORCE lab**
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701
Ph. (541) 322-3122
Fax (541) 706-2000
christine.pollard@osucascades.edu
the FORCE lab: <http://www.osucascades.edu/force-lab>

From: Jim Foster <jfoster@georgefox.edu>
Sent: Monday, August 20, 2018 9:24 AM
To: Pollard, Christine <Christine.Pollard@osucascades.edu>
Subject: Proposed DPT program

Thank you for contacting us for input on your proposed DPT program. I spoke with my DPT Director and we believe that there is enough demand for PT training to support another PT program in Oregon. The challenge will be finding enough clinical practicum sites. In your proposal you say that students will get practicum experience throughout the Northwest and it will probably be necessary to look out of Oregon for more sites.

We are also seeing a surge in students interested in our exercise science program, many thinking of careers in PT. Based on our experience, there are enough qualified students looking for PT careers and enough job opportunities to make your program successful and not detract from the existing DPT programs.

Let me know if we can help in any other way.

--

James D. Foster, Ph.D.
Associate Provost - Professional Studies
Dean - College of Behavioral and Health Sciences

E – Letters of Support

RE: Letter of Support / Feedback for OSU-Cascades DPT program
08/13/2019 12:03 pm

Dear Christine,

Thank you for the notice of this proposal. We are unable to provide a letter of support at this time.

Best wishes,
Elena

*Elena Andresen, PhD
Executive Vice President and Provost
Oregon Health & Science University
Office 503-494-4460 (Julie Meek)*

From: Pollard, Christine <Christine.Pollard@osucascades.edu>
Sent: Thursday, August 9, 2018 11:24 AM
To: David Bangsberg <bangsber@ohsu.edu>
Cc: Elena Andresen <andresee@ohsu.edu>; David Robinson <robinsda@ohsu.edu>
Subject: RE: Letter of Support / Feedback for OSU-Cascades DPT program

Thank you David. I appreciate you forwarding this to David Robinson and Elena Andresen.

I look forward to hearing from them.

Kind regards,

Christine

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, **the FORCE lab**
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701
Ph. (541) 322-3122
Fax (541) 706-2000
christine.pollard@osucascades.edu
the FORCE lab: <http://www.osucascades.edu/force-lab>

E – Letters of Support

Thank you for your note. I am afraid that I am not in a position to comment. David Robinson and Elena Andresen would be the appropriate individuals.

Best regards,

David

David Bangsberg, MD, MPH

Founding Dean

Oregon Health & Science University-Portland State University School of Public Health

Mailcode GH230

3181 SW Sam Jackson Park Road | Portland OR 97239

5034079896 | Email: bangsber@ohsu.edu

Skype: bangsberg | Twitter: @DavidBangsberg

Preferred gender pronouns: he, his, him

From: "Pollard, Christine" <Christine.Pollard@osucascades.edu>

Date: Wednesday, August 8, 2018 at 1:13 PM

To: David Bangsberg <bangsber@ohsu.edu>

Subject: Letter of Support / Feedback for OSU-Cascades DPT program

Dear Dr. Bangsberg:

Oregon State University-Cascades, located in Bend, Oregon, is presenting a proposal to the HECC for a new three-year Doctor of Physical Therapy (DPT) degree program. I have included our Executive Summary below and as part of the proposal process, we are reaching out to deans of colleges at other Institutions of Higher Education in Oregon that have a DPT program or a Kinesiology-related undergraduate program to provide input and feedback. We would appreciate receiving any comments that your institution may have by **no later than August 23, 2018** so that we might incorporate them into our institutional review process. You may address your feedback to me and return it electronically at christine.pollard@osucascades.edu. If you wish to discuss this program further or have questions, please do not hesitate to contact me at 541-322-3122 or at christine.pollard@osucascades.edu.

Thank you for your participation in this important step in creating new programs in Oregon.

Sincerely,

Christine Pollard

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, **the FORCE lab**
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701
Ph. (541) 322-3122
Fax (541) 706-2000

E – Letters of Support



August 20, 2018

Letter of Support for OSU-C DPT program

I am writing in support of a Doctor of Physical Therapy (DPT) degree program at Oregon State University-Cascades OSU-C. I am a native Oregonian that has been a practicing physical therapist for 20 years in Bend, Oregon. I left Oregon to attend the University of Montana to study physical therapy. At the time I was applying to graduate school, Pacific University was the only option within the state.

In 2001, I became the director of an outpatient orthopedic clinic (Therapeutic Associates) in Bend. We accept 3-5 PT student interns per year to complete their clinical rotation within our outpatient orthopedic practice.

As a partner in Therapeutic Associates I am aware of the increased demand for well-trained physical therapists across the Pacific Northwest specifically in rural Central and Eastern Oregon. Therapeutic Associates has a wide network of clinics that are actively committed to the mentorship of physical therapy students.

In short, I am enthusiastically in support of a DPT program at OSU-C and believe it would be an asset to our local community, our state as a whole and the physical therapy profession.

Please contact me with any questions,

Sincerely,

Laura Cooper, PT, DPT

E – Letters of Support

Email Sent: Friday August 9, 2018

Hi LeAnn,

It's good to hear from you. We are focusing on getting HECC approval before we commit to everything that CAPTE requires, but we have the funding to go ahead with those commitments once we get the Cat. I approved.

I have answered your questions below in orange text.

Feel free to send any follow-up questions and I'm also happy to talk on the phone if that is easier.

Thanks,

Christine

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, **the FORCE lab**
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701
Ph. (541) 322-3122
Fax (541) 706-2000
christine.pollard@osucascades.edu
the FORCE lab: <http://www.osucascades.edu/force-lab>

From: LeAnn Maupin <LeAnn.Maupin@oit.edu>
Sent: Thursday, August 9, 2018 10:43 AM
To: Pollard, Christine <Christine.Pollard@osucascades.edu>
Subject: Re: Letter of Support / Feedback for OSU-Cascades DPT program

Hi Christine,

Great to hear from you. I have a few questions for you don't mind.

1. Do you have a Clinical Director hired yet? If so, do you have the necessary number of clinical rotations in place at this point?
We have not hired the Clinical Director yet but we have a qualified person who is very interested.
2. Do you have a CAPTE candidacy spot for their review of your program yet? If so, when?
Based on my discussions with CAPTE, we cannot secure a spot until we have HECC approval.
3. It would appear that you have building space in place (is this building in existence yet or planned for construction?)
We have funding secured for the building and it will be constructed by the time the program starts.
4. Do you have the necessary equipment list that CAPTE requires? I know they require at the minimum the PO's for the purchase of such equipment as part of their candidacy review.
We will have purchased the necessary equipment that CAPTE requires by the time we submit our application for candidacy.
5. What year do you propose matriculation of students into the program?

E – Letters of Support

Fall 2021

6. Have you any collaborators on board (other publics or privates in the state)? I know that through my work with a consultant it appeared that many programs across the nation have collaborative efforts in place dependent upon the educational system in the particular state. **We don't have any formal academic collaborators at this time. However, I have had numerous informal discussions with the George Fox Director (he and I went to PT school at Pacific University).**

As you are aware, Oregon Tech has been considering a DPT program as well and we have found that one of the largest obstacles is the number of qualified clinical sites available in the state and region. I am sure you have found the same thing. For a cohort as large as you are proposing, your DCE certainly will have their work cut out for them with respect to the necessary numbers of rotations that CAPTE prescribes.

I look forward to further discussion.

LeAnn

From: "Pollard, Christine" <Christine.Pollard@osucascades.edu>

Date: Wednesday, August 8, 2018 at 1:08 PM

To: LeAnn Maupin <LeAnn.Maupin@oit.edu>

Subject: Letter of Support / Feedback for OSU-Cascades DPT program

Dear Dr. Maupin:

Oregon State University-Cascades, located in Bend, Oregon, is presenting a proposal to the HECC for a new three-year Doctor of Physical Therapy (DPT) degree program. I have included our Executive Summary below and as part of the proposal process, we are reaching out to deans of colleges at other Institutions of Higher Education in Oregon that have a DPT program or a Kinesiology-related undergraduate program to provide input and feedback. We would appreciate receiving any comments that your institution may have by **no later than August 23, 2018** so that we might incorporate them into our institutional review process. You may address your feedback to me and return it electronically at christine.pollard@osucascades.edu. If you wish to discuss this program further or have questions, please do not hesitate to contact me at 541-322-3122 or at christine.pollard@osucascades.edu.

Thank you for your participation in this important step in creating new programs in Oregon.

Thank you for your participation in this important step in creating new programs in Oregon.

Sincerely,

Christine Pollard

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, **the FORCE lab**
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701

E – Letters of Support

Email Sent: 8/08/2018

Dear Dr. Pollard,

With this note, I am requesting Hal Sadofsky, Divisional Dean for the Natural Sciences, and Li-Shan Chou, Head of Human Physiology, to discuss your proposed program and provide any comment they may have to you.

Please feel free to reach out of I you have questions from your end.

Regards,

Andrew

W. Andrew Marcus
Tykeson Dean of Arts and Sciences
University of Oregon
541-346-3902

From: Pollard, Christine <Christine.Pollard@osucascades.edu>
Sent: Wednesday, August 8, 2018 1:15 PM
To: (W.) Andrew Marcus <marcus@uoregon.edu>
Subject: Letter of Support / Feedback for OSU-Cascades DPT program

Dear Dr. Marcus:

Oregon State University-Cascades, located in Bend, Oregon, is presenting a proposal to the HECC for a new three-year Doctor of Physical Therapy (DPT) degree program. I have included our Executive Summary below and as part of the proposal process, we are reaching out to deans of colleges at other Institutions of Higher Education in Oregon that have a DPT program or a Kinesiology-related undergraduate program to provide input and feedback. We would appreciate receiving any comments that your institution may have by **no later than August 23, 2018** so that we might incorporate them into our institutional review process. You may address your feedback to me and return it electronically at christine.pollard@osucascades.edu. If you wish to discuss this program further or have questions, please do not hesitate to contact me at 541-322-3122 or at christine.pollard@osucascades.edu.

Thank you for your participation in this important step in creating new programs in Oregon.

Sincerely,

Christine Pollard

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, **the FORCE lab**
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701

E – Letters of Support



8.24.2018

This letter is to support the establishment of a Doctor of Physical Therapy (DPT) degree program at Oregon State University Cascades (OSU-C). I have had the privilege of working with several of their faculty members, and have had student interns from the kinesiology program. I have been impressed with the caliber of education and student development at OSU-C and have full confidence that this program will recruit and train highly skilled physical therapists.

I am a native Oregonian who moved out of state to pursue my DPT, in part due to the limited options and lack of a public DPT program. I returned to Oregon after receiving my degree and have founded a PT-based nonprofit that supports community reintegration for people with neurologic conditions such as stroke, brain injury and Parkinson's. The region of Central Oregon is an ideal location for physical therapy training, as there is access to a wide range of clinical experiences, including many of the state's rural Medically Underserved Areas (MUAs). I look forward to working with OSU-C and am in full support of their development of a DPT program.

A handwritten signature in black ink that reads "Carol-Ann Nelson PT, DPT". The signature is written in a cursive style.

Carol-Ann Nelson, PT, DPT

Founder & Executive Director, Destination Rehab
Vice President, Oregon Physical Therapy Association

P: 541.241.6837 | F: 971-242-4088 | connect@destinationrehab.org
#81-1349238 | P.O.Box 8316 Bend, OR 97708

E – Letters of Support

August 30, 2018

Dear Committee -

I'd like to express my support for a public professional Physical Therapy program at OSU-Cascades. Development of this program in Bend would accomplish two primary goals:

First, there is geographic and financial "black hole" in the physical therapy education map in our corner of the PNW. Demand for physical therapists is growing at an expected rate of 34% from 2014-2024. However, rapidly rising costs of education, especially private education, is a tough sell for prospective students facing high student loans and salaries that make it challenging to pay them off. Our clinic has a number of students who come though, and over the past few years I've been shocked at the number of students who turn away from the career of physical therapy. They'll say point blank: "with private tuition costs and moving away for school, it just doesn't pencil out." Establishing a public program in central Oregon would provide a more affordable opportunity for Oregonians to stay in Oregon, achieve their dream of becoming a physical therapist, and enable them to give back to the people of Oregon. If this happens, the students WIN. Enabling and educating the next generation or caretakers must be our goal to help them achieve their goal.

Second, Bend WINS. Professional school don't just change the number of graduates, they change culture. While Bend gets a lot of praise for outdoor activities and quality of life in Central Oregon, the nice views only go so far. We need better quality care to take care of our own. I've been fortunate to spend part of my career teaching and performing research at a major research institution and medical school on the east coast, and currently I teach continuing medical education courses nationally. I've seen first hand over and over again: *there is a huge difference between the health care providers in places that have educational programs in place and those that don't.* In short, local educational programs foster better discussion and connection, push the needle on state of the art research and treatments, and raise the standard of care. An investment in a Physical Therapy program at OSU-Cascades is an investment to deliver better care locally and throughout the state. I hope you'll join me in consideration for this venture.

Sincerely,



Jay Dicharry, MPT, SCS
REP Lab, Director
Rebound Physical Therapy
Bend, OR

E – Letters of Support

To whom it may concern,

I am writing today to enthusiastically lend my support to the creation of a DPT program at OSU Cascades. I feel that OSU and the Bend campus are uniquely positioned to establish a very sought after and high caliber program.

As an Oregon resident, I was not able to attend a public institution for my DPT degree. I attended Pacific University, which is one of the two private programs in the state of Oregon. While I feel like I received an excellent education, the costs associated with attending a private school were immense. Having attended graduate school with a family, a public option for receiving my DPT would have been a welcome financial relief. I strongly believe that Oregon needs a public education for PT, and OSU, with its established commitment to the health sciences and public health, is the obvious choice.

The location and resources of OSU Cascades and Bend only strengthen the case to have a DPT program here. With access to high quality research through the FORCE lab, a large population of qualified instructors, and a wealth of clinic rotation options in a multitude of practice areas, Bend is a dream location for any motivated PT student. A DPT program here would be sure to draw students from both in and out of state because of all these attributes.

With PT uniquely positioned in the health sciences as a specialty, the growing demand for PTs in over 18 specialty areas, and the need for a public education option in Oregon, OSU can position itself as one of the premier programs in the country if it decides to start its DPT program. I strongly urge OSU to do so.

If you have any questions, please do not hesitate to contact me.

Sincerely,

David Cieslowski, DPT, CSCS

Focus Physical Therapy

US Ski team

dcieslowski@gmail.com

541-280-1751

E – Letters of Support



THERAPISTS

BURKE SELBST
MPT, OCS, CMDT, GCFP

ALISON COBB MPT, OCS, CMDT

KARI SZUKALSKI MPT, CMDT

SHANA BROOKS MSPT, CMDT, CLT

DAVE CIESLOWSKI DPT, CSCS

PETER SCHREY DPT, OCS, CSCS

LISA FLEXNER
DPT, DMT, CSCS, FAAOMPT

CARLEE UHRICH MSPT, COMT

JENNIFER KANYUCH PTA

ADULT & PEDIATRIC SPECIALTIES

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FAX 541.312.5256

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WWW.FOCUSPTBEND.COM
APPOINTMENTS@FOCUSPTBEND.COM

Burke Selbst, PT OCS
Focus Physical Therapy
1239 NE Medical Center Drive Suite 200
Bend, OR 97701

To
Oregon State University - Cascades
College of Public Health and Human Sciences
School of Biological and Population Health Sciences

CC
Christine Pollard, PhD, PT

Re
Letter of Support

To Whom It May Concern:

I am a physical therapist and private outpatient practice owner in Bend Oregon. I am writing in support of the Doctor of Physical Therapy proposal. Several important considerations have gone into this endorsement:

- The need for physical therapists is projected to increase significantly in the years to come, serving an aging as well as a more rural population in our state.
- The State of Oregon does not currently have a public university offering this program. There is a clear need for an additional training option.
- Students need an option that is also more affordable than the schools currently offering programs. Student debt within the field is a very real issue that I am aware of as an employer. High levels of debt can lead to increased stress, burnout and failure of clinicians to thrive. This program would address the need for more affordable education within the state.
- OSU in Bend has both the community and the resource pool of educators and clinicians to provide a top notch educational experience.

Thank you for your consideration.

All the best,

Burke Selbst PT OCS
8/29/18

E – Letters of Support

5 September 2018

Re: Oregon State University—Cascades: Proposed Doctor of Physical Therapy Program

To Whom It May Concern:

Dr. Christine Pollard has described to me the above DPT program. This letter is to be in full support of this exciting opportunity for OSU and Central Oregon.

Central Oregon is a rapidly growing population center with a dynamic business, outdoor, and medical community and environment. It strikes me that this proposed DPT program is precisely the type of program that would fit our region in general, and OSU Cascades in particular.

From the point-of-view of the population, the supply of medical professionals to our region is critically important. The nursing programs here help fill a shortage of qualified nurses, along with other quality medical programs (EMT, Medical Records, etc.) from our community college. It is a natural and exciting addition to these programs to potentially have DPT in the region.

From the perspective of potential students, this would offer a great profession to students from Central Oregon, and from rural parts of Eastern Oregon—without having to move far away from friends and family.

And having been CEO of a local “High Tech” company, Bend Research, there is also an important business perspective..... More higher-education programs like this one, available locally, make it easier to attract professionals of all kinds to Central Oregon—it gives “trailing spouses” and off-spring, more options, and makes our region more attractive.

OSU Cascades itself is on a good trajectory, having established its core, initial programs, and its student body and culture. It is in growth mode—the Leadership and Staff know how to grow and add new programs. The new academic building, recently approved, will further add to the overall capabilities and momentum of this exciting institution.

Finally, the right folks are in place for leading this startup and implementation initiative. I have known Dr. Pollard for several years now, and have nothing but the highest respect for her academic capabilities and experience. I also know Dr. Pollard to have outstanding leadership and organizational skills.

I highly recommend proceeding with the DPT program here at OSU-Cascades.

Respectfully,

Rod Ray
Former CEO, Bend Research Inc.

E – Letters of Support



School of Physical Therapy and Athletic Training
Physical Therapy Program
222 SE 8th Ave., Hillsboro, OR 97123
Phone: 503-352-7378 Fax: 503-352-7340

8/22/18

Associate Professor, Kinesiology
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701

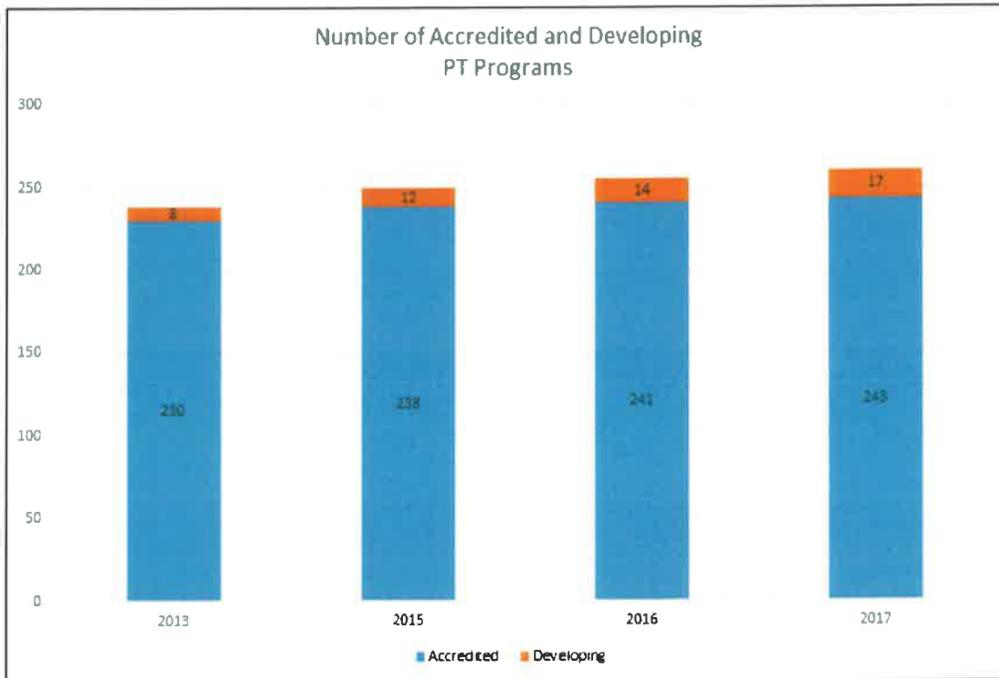
Dear Dr. Pollard,

Thank you for the opportunity to review your proposal for a new Physical Therapy Program at Oregon State University-Cascades and for the opportunity to provide feedback. Please let us know if you have any questions after reviewing our feedback and concerns.

The cited data from the US Bureau of Labor Statistics does not take into consideration the following national, regional and local data:

- 1) Data cited is based on national projections for job openings. In addition to national job numbers and job growth, an informed decision should also be based on state and city level data. One example is location quotient (LQ) data. For example, the concentration of PTs in Bend is more than two times the concentration of PTs in the US (LQ = 2.1) and Bend already has the highest LQ of all large cities in Oregon. Said differently, PT already makes up a larger share of Bend employment total than it does for the nation as a whole. Lower mean and median PT salaries in Bend when compared to state and national data reflect this finding.
- 2) According to the CAPTE Aggregate Program Data: 2017-2018 Physical Therapist Education Programs Fact Sheet there has been a proliferation of accredited and developing programs nationally since 2013.

E – Letters of Support

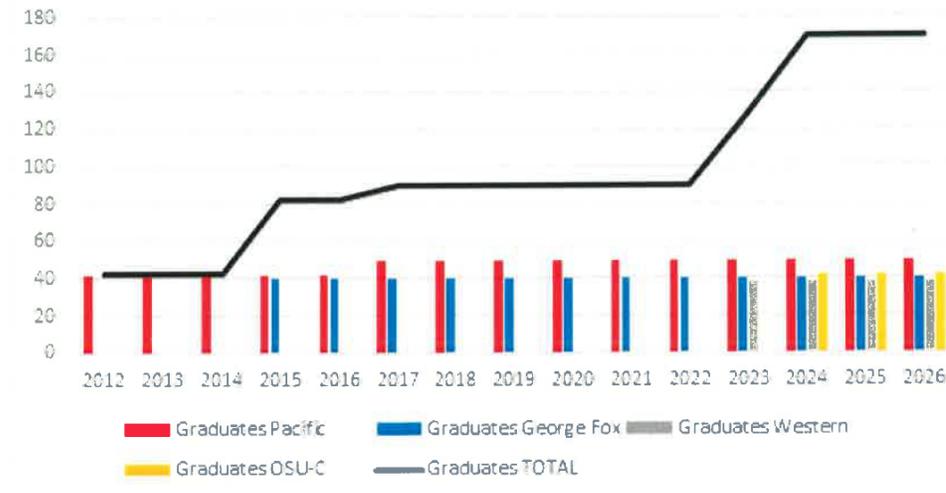


In fact, according to CAPTE, as of 8/14/18, there are now 236 institutions supporting 251 entry-level accredited DPT programs in the US. Furthermore, there are currently another 27 institutions developing 27 new programs. Using the national average class size of 45 reported by CAPTE, accredited programs will account for ~11,295 PT graduates per year. The addition of another 27 programs will in time add another ~1,215 PT graduates per year for a total of ~12,510 PT graduates per year joining the labor market.

- 3) The table below projects the number of students graduating from existing and planned PT programs in Oregon. The projections assume no additional expansion from existing programs (Pacific University and George Fox University), the addition of a PT program from Western University of Health Sciences in Lebanon during academic year 2020-2021, and the addition of OSU-C in Bend during academic year 2021-2022 (this is an assumed starting date). Based on a personal communication with Dr. Dee Schilling, Associate Dean and Professor, Western University plans to enroll their first cohort of 38 students in the fall of 2020. Assuming a similar curricular model to their parent program in Pomona (CA), their program will require students to complete three years of curriculum including four full-time clinical experiences. Therefore, by 2023 there will be ~128 PT graduates per year from PT programs in Oregon. With the addition of a PT program in OSU-C in 2021 and assuming that it is a three-year program, there will be ~ 170 PT graduates in 2024 from programs in Oregon.

E – Letters of Support

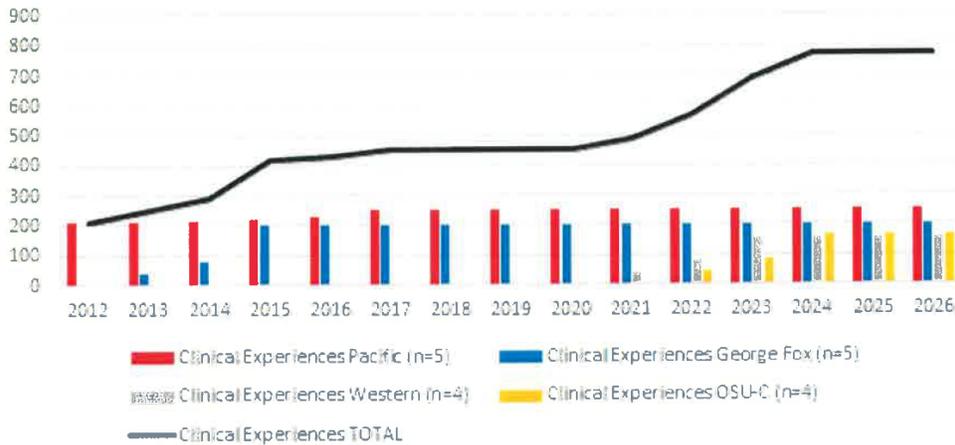
Total Number of Entry-Level DPT Graduates in Oregon



- 4) The table below projects the number of full-time clinical experiences required for entry-level PT students from existing and planned PT programs in Oregon. Both Pacific University and George Fox University require five different clinical experiences for each PT student. Based on the curricular model that Western University uses in their parent campus, we anticipate that their program will require four different full-time clinical experiences. With the addition of a PT program from Western University in Lebanon in academic year 2020-2021, the number of clinical experiences needed by PT students in Oregon will increase for the subsequent three years until it stabilizes in academic year 2022-2023 at 602 full-time experiences per year. With the addition of OSU-C in Bend during academic year 2021-2022 (this is an assumed starting date), the number of clinical experiences needed by PT students in Oregon will continue to increase for the subsequent three years until it stabilizes in academic year 2023-2024 at 770 full-time experiences per year.

E – Letters of Support

Total Number of Clinical Experiences Required for Entry-Level DPT students in Oregon



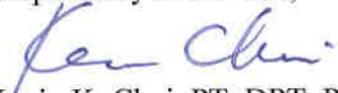
We are concerned about the following:

- 1) The addition of a third and fourth PT program in Oregon will undoubtedly affect the labor market and accelerate the point at which the supply of existing and newly graduating PTs exceeds the demand. This will of course depress the salaries of PTs and challenge their ability to repay their student loans. The concern for additional programs in the state of Oregon is further compounded by the proliferation of new programs at the national level.
- 2) There are also significant concerns about the availability of full-time clinical education experiences to support new programs. The two existing PT programs in Oregon already require 450 full-time clinical experiences for their students. Furthermore, both existing programs have found it increasingly difficult to successfully place our students in a timely manner and in a variety of settings necessary to meet accreditation standards, with acute care hospitals and neurologic rehabilitation facilities being most limited. This is part of a national *crisis* in entry-level PT education. We, as a profession, are approaching the point where we simply cannot ensure students that they will graduate in 33-months. We are also at a point where PT programs may have to start to pay for full-time clinical experiences, which in turn will increase the costs for students to become PTs. Delaying graduation of course limits a student's earning potential, their ability to repay their student loans, and their personal and professional plans.

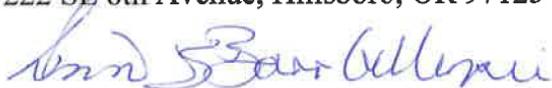
E – Letters of Support

Again, please let us know if you have any questions after reviewing our feedback and concerns.

Respectfully Submitted,



Kevin K. Chui, PT, DPT, PhD
Director & Professor
School of Physical Therapy and Athletic Training
College of Health Professions
Pacific University
222 SE 8th Avenue, Hillsboro, OR 97123



Ann E. Barr-Gillespie, DPT, PhD
Vice-Provost and Executive Dean
College of Health Professions
Pacific University
190 SE 8th Avenue
Hillsboro, OR 97123

E – Letters of Support – Response to Letter from Dr. Chui

Dear Dr. Pollard,

Thank you for the opportunity to review your proposal for a new Physical Therapy Program at Oregon State University-Cascades and for the opportunity to provide feedback. Please let us know if you have any questions after reviewing our feedback and concerns.

The cited data from the US Bureau of Labor Statistics does not take into consideration the following national, regional and local data:

- 1) Data cited is based on national projections for job openings. In addition to national job numbers and job growth, an informed decision should also be based on state and city level data. One example is location quotient (LQ) data. For example, the concentration of PTs in Bend is more than two times the concentration of PTs in the US (LQ = 2.1) and Bend already has the highest LQ of all large cities in Oregon. Said differently, PT already makes up a larger share of Bend employment total than it does for the nation as a whole. Lower mean and median PT salaries in Bend when compared to state and national data reflect this finding.

Response:

Our proposal originally cited national projections. Since then, I have added Oregon projections which report and expected 28% job growth for PTs in the state of Oregon from 2012-2022. This is consistent with the national average growth projections for PT. Dr. Chui brings us an excellent point about the concentration of PTs in Bend, OR. We believe this will be an asset for the program. Our community is filled with highly qualified and motivated PTs who have expressed great enthusiasm for this local program. PT clinics in Bend do take some students from around the region (particularly those who grew up in Central Oregon and are wanting to come back to Central Oregon for their clinical

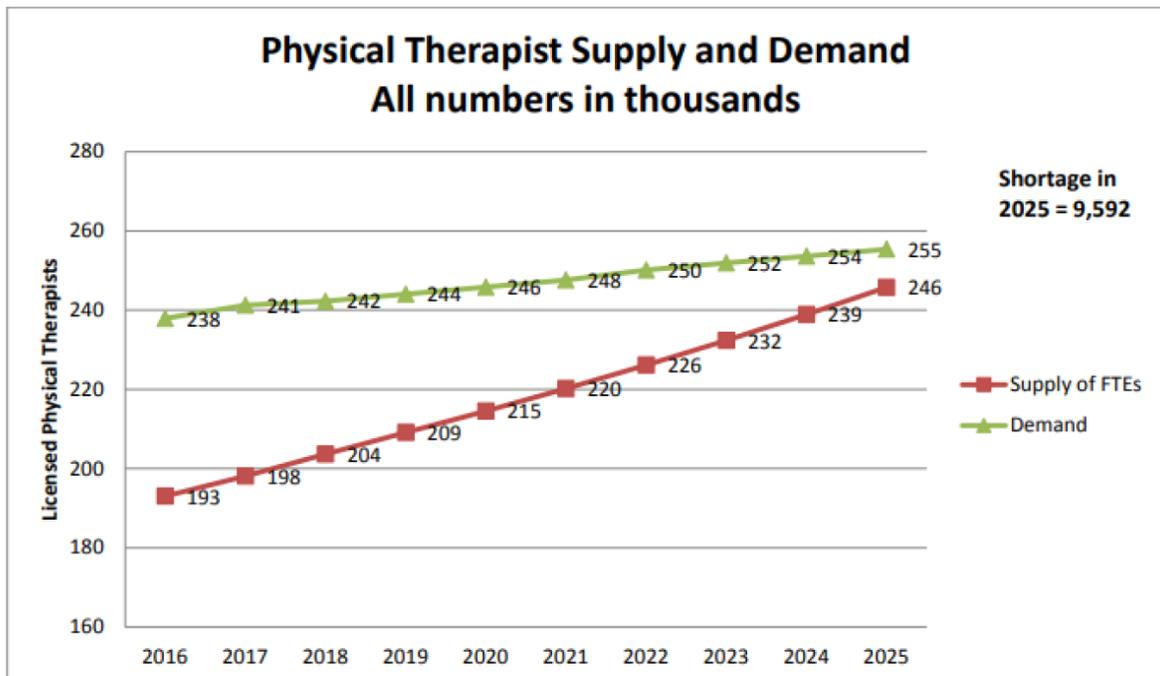
E – Letters of Support – Response to Letter from Dr. Chui

experiences) but many have kept their student placements low. Based on conversations with local PT clinic owners, they are very excited to have a greater involvement in the OSU-C DPT program which includes clinical placement sites.

- 2) According to the CAPTE Aggregate Program Data: 2017-2018 Physical Therapist Education Programs Fact Sheet there has been a proliferation of accredited and developing programs nationally since 2013. In fact, according to CAPTE, as of 8/14/18, there are now 236 institutions supporting 251 entry-level accredited DPT programs in the US. Furthermore, there are currently another 27 institutions developing 27 new programs. Using the national average class size of 45 reported by CAPTE, accredited programs will account for -11,295 PT graduates per year. The addition of another 27 programs will in time add another -1,215 PT graduates per year for a total of -12,510 PT graduates per year joining the labor market.

Response:

The APTA has developed a model to project the supply and demand of physical therapists 2010-2015. This model accounts for attrition and developing PT programs. Even with a conservative estimate of attrition (2.5%) the demand is greater than the supply in 2025. Furthermore, it is important to keep in mind that the NW region of the United States has a limited number of PT school options compared to the eastern half of the United States.



E – Letters of Support – Response to Letter from Dr. Chui

3) The table below projects the number of students graduating from existing and planned PT programs in Oregon. The projections assume no additional expansion from existing programs (Pacific University and George Fox University), the addition of a PT program from Western University of Health Sciences in Lebanon during academic year 2020-2021, and the addition of OSU-C in Bend during academic year 2021-2022 (this is an assumed starting date). Based on a personal communication with Dr. Dee Schilling, Associate Dean and Professor, Western University plans to enroll their first cohort of 38 students in the fall of 2020. Assuming a similar curricular model to their parent program in Pomona (CA), their program will require students to complete three years of curriculum including four full-time clinical experiences. Therefore, by 2023 there will be -128 PT graduates per year from PT programs in Oregon. With the addition of a PT program in OSU-C in 2021 and assuming that it is a three-year program, there will be 170 PT graduates in 2024 from programs in Oregon.

Response:

According to the State of Oregon Employment Department (<https://www.qualityinfo.org/#>), there will be a 27.3% increase in need for Physical Therapists in the State of Oregon between 2017 and 2027. More specifically, they are projecting an increased need of 2,222 PTs in Oregon due to employment change and replacement openings over this 10-year period. Based on these projections, 170 DPT graduates in Oregon will help meet the needs of this projected growth in Oregon.

4) The table below projects the number of full-time clinical experiences required for entry-level PT students from existing and planned PT programs in Oregon. Both Pacific University and George Fox University require five different clinical experiences for each PT student. Based on the curricular model that Western University uses in their parent campus, we anticipate that their program will require four different full-time clinical experiences. With the addition of a PT program from Western University in Lebanon in academic year 2020-2021, the number of clinical experiences needed by PT students in Oregon will increase for the subsequent three years until it stabilizes in academic year 2022-2023 at 602 full-time experiences per year. With the addition of OSU-C in Bend during academic year 2021-2022 (this is an assumed starting date), the number of clinical experiences needed by PT students in Oregon will continue to increase for the subsequent three years until it stabilizes in academic year 2023-2024 at 770 full-time experiences per year.

Response:

We recognize that securing clinical sites for our DPT students will be a high priority. We also realize that students will be required to travel outside of central Oregon and may need to travel out of state. My prior experience from being on faculty within DPT programs at two different institutions (University of Southern California and California State University Long Beach) is that the key to successful attainment of clinical affiliation sites is the relationships

E – Letters of Support – Response to Letter from Dr. Chui

that are developed with those sites. As I mentioned previously, many clinics have reduced the numbers of DPT students they take each year because it can be cumbersome. Because we are in close proximity to, as Dr. Chui highlighted, “the concentration of PTs in Bend is more than two times the concentration of PTs in the US” we anticipate having a large number of clinical sites in our central Oregon region. Furthermore, we do see clinicians making exceptions for students that come from the region as is currently the case. In addition, we will be exploring

We are concerned about the following:

- 1) The addition of a third and fourth PT program in Oregon will undoubtedly affect the labor market and accelerate the point at which the supply of existing and newly graduating PTs exceeds the demand. This will of course depress the salaries of PTs and challenge their ability to repay their student loans. The concern for additional programs in the state of Oregon is further compounded by the proliferation of new programs at the national level.

Response:

As previously outlined, the State of Oregon Employment Department (<https://www.qualityinfo.org/#>) projects 27.3% increase in need for Physical Therapists in the State of Oregon between 2017 and 2027. More specifically, they are projecting an increased need of 2,222 PTs in Oregon due to employment change and replacement openings over this 10-year period. Based on these projections, 170 DPT graduates in Oregon will help meet the needs of this projected growth in Oregon and we see no evidence to suggest that graduating PTs will exceed the demand.

- 2) There are also significant concerns about the availability of full-time clinical education experiences to support new programs. The two existing PT programs in Oregon already require 450 full-time clinical experiences for their students. Furthermore, both existing programs have found it increasingly difficult to successfully place our students in a timely manner and in a variety of settings necessary to meet accreditation standards, with acute care hospitals and neurologic rehabilitation facilities being most limited. This is part of a national *crisis* in entry-level PT education. We, as a profession, are approaching the point where we simply cannot ensure students that they will graduate in 33-months. We are also at a point where PT programs may have to start to pay for full-time clinical experiences, which in turn will increase the costs for students to become PTs. Delaying graduation of course limits a student's earning potential, their ability to repay their student loans, and their personal and professional plans.

Response:

We are aware that securing clinical sites for our students will be a top priority and understand that the need for clinical sites in Oregon will continue to grow as more DPT programs arise. While I know this can be a challenge are require a considerable amount of

E – Letters of Support – Response to Letter from Dr. Chui

time, I do not believe it is considered a “national crisis.” We will be committed to fostering relationships with PT clinics throughout Oregon, many of which do not currently take many students but who are onboard with serving a local PT program. As with most DPT programs, we will let it be known that students will need to plan to travel for at least one of their longer clinical experiences. Our aim is to find economical short term house (i.e. room for rent) options for these students that will be traveling. This practice is commonplace for most DPT programs. Furthermore, we plan to secure sites east and southeast of Oregon since there are few DPT programs in these states (see below).



Again, please let us know if you have any questions after reviewing our feedback and concerns.

Respectfully Submitted,

Kevin K. Chui, PT, DPT, PhD
Director & Professor
School of Physical Therapy and Athletic Training
College of Health Professions
Pacific University
222 S 8th Avenue
Hillsboro, OR 97123

Ann E. Barr-Gillespie, DPT, PhD
Vice-Provost and Executive Dean
College of Health Professions
Pacific University
190 SE 8th Avenue
Hillsboro, OR 97123

F – Liaison Comments

Email Sent: 08/22/2018

Hi Christine,

Congratulations on entering this phase of the process for your proposal's development, review, and approval. I appreciate your working with my office as you have developed the proposal and prepare for its submission and review. I support this proposal. I look forward to working with you as it moves through the steps in the Cat I process, including review by our college's curriculum committee and faculty this fall.

Please let me know if you need anything more from me at this point in time.

Best, Sheryl

Sheryl Thorburn, PhD, MPH

Professor and Associate Dean for Academic and Faculty Affairs
College of Public Health and Human Sciences

Oregon State University

123A Women's Building | Corvallis, OR 97331-6802

541-737-9493 | Sheryl.Thorburn@oregonstate.edu | health.oregonstate.edu

Lifelong health and well-being for every person, every family, every community

From: "Pollard, Christine" <Christine.Pollard@osucascades.edu>

Date: Thursday, August 16, 2018 at 1:29 PM

To: "Thorburn, Sheryl" <Sheryl.Thorburn@oregonstate.edu>

Subject: LIAISON: Category I proposal to create new degree – Doctor of Physical Therapy

Re: LIAISON: Category I proposal to create new degree – Doctor of Physical Therapy

Dear Dr. Thorburn,

The College of Public Health and Human Sciences is proposing a three-year Doctor of Physical Therapy (DPT) program which will be offered at the Oregon State University-Cascades (OSU-C) campus in Bend, Oregon. Nationally, there is a growing need for physical therapists and there is currently no DPT program at a public university in Oregon. We are seeking feedback and support from individuals within OSU and OSU-C that likely have an interest in this proposed program. I have included the Executive Summary below and the New Program Proposal can be found here: <https://secure.oregonstate.edu/ap/cps/proposals/view/103178>. The Executive Summary and New Program Proposal provide justification for Oregon's first public DPT program.

We would appreciate if you could send any comments, concern, or support to christine.pollard@osucascades.edu by **August 31, 2018**. If you wish to discuss this program further or have questions, please do not hesitate to contact me at: 541-322-3122. Please note that a lack of response will be interpreted as support for this proposal.

Thank you for your time and input.

Sincerely,

Christine

Christine D. Pollard, PhD, PT
Associate Professor, Kinesiology
Director, **the FORCE lab**
Oregon State University-Cascades
1500 SW Chandler Avenue
Bend, OR 97701
Ph. (541) 322-3122
Fax (541) 706-2000
christine.pollard@osucascades.edu
the FORCE lab: <http://www.osucascades.edu/force-lab>

F – Liaison Comments

Dear Christine,

With this note I want to express my strong support of the proposal to introduce a three-year Doctor of Physical Therapy (DPT) program at OSU-Cascades. I appreciate and echo your sentiments in the Executive Summary: The proposed DPT program will directly support and strengthen performance and pre-eminence in the OSU signature area of Improving Human Health and Wellness.

The OSU-C DPT program will help fill an important gap in Oregon and beyond in this important health profession. Furthermore, it is highly consistent with our College of Public Health and Human Sciences Strategic Goal of graduating new types of public health and human science professionals to meet the complex needs of the 21st century.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Javier

~~~~~  
**F. Javier Nieto, MD, PhD, MPH**  
Dean and Professor  
College of Public Health and Human Sciences  
Oregon State University  
123 Women's Building, Corvallis, OR 97331  
541-737-3256 | fax: 541-737-4230  
[javier.nieto@oregonstate.edu](mailto:javier.nieto@oregonstate.edu) | [health.oregonstate.edu](http://health.oregonstate.edu)  
Executive Assistant to the Dean:  
Kaycee Headley | [kaycee.headley@oregonstate.edu](mailto:kaycee.headley@oregonstate.edu)

*Lifelong health and well-being for every person, every family, every community*

## F – Liaison Comments



Office of the Dean of Academic Affairs

OSU-Cascades

Cascades Hall, 1500 SW Chandler Ave, Bend, Oregon 97702  
T 541-322-2065 | F 541-706-2005 | OSUcascades.edu

August 31, 2018

Dr. Christine Pollard  
Director, Doctor of Physical Therapy Program  
OSU-Cascades, Bend, OR 97702

Dear Dr. Pollard,

Thank you for this opportunity to review the Doctor of Physical Therapy (DPT) program being proposed for the OSU-Cascades campus. I understand that this proposal has the full support of the College of Public Health and Human Sciences and will have an academic home in the School of Biological and Population Sciences.

The DPT program in Bend will leverage the high quality Kinesiology program that already exists, as well as pipeline programs from Central Oregon Community College. As the OSU-Cascades campus grows, dedicated and shared space with the Kinesiology program will provide adequate instructional and laboratory space within Academic Building II. The financial model demonstrates the viability of the DPT program at the Bend campus and fits well with our campus pillars of excellence related to health and wellness.

This program has a clear connections to the needs of Central Oregon. With existing DPT programs only along the I-5 corridor, this program is situated to provide access to students in the growing population center of Bend. With a significant number of existing PT practitioners in the area and the neighboring states, clinical sites should be sufficient to meet the needs of the students. These factors, combined with the affordability of the program, should combine to create strong student interest in the program as well as meet regional employer needs.

The OSU-Cascades campus stands in full support of this program. Thank you for your efforts in developing an exceptional program that will meet the needs of the campus, the students, and the requirements of CAPTE accreditation standards.

Sincerely,

A handwritten signature in blue ink that reads "Julie Gess-Newsome".

Julie Gess-Newsome, PhD  
Dean of Academic Affairs

## F – Liaison Comments

Email sent: September 5, 2018

Dr. Pollard,

Thanks for the opportunity to offer my support for this program. I believe that this new program will serve the people of Oregon well and be a welcome new option so that students wishing to pursue a DPT in the state of Oregon can do so at a public university. In addition to the plan for offering the DPT, you also laid out for our faculty a comprehensive plan for how the development and delivery of the DPT will not negatively impact the undergraduate Kinesiology major offered at OSU-Cascades. As we discussed at our Kinesiology faculty meeting in the spring, our faculty was supportive of the proposal in principle and would formally vote to approve the proposal early this Fall term.

Best,

Marc

**Marc F. Norcross, PhD, ATC**

Associate Professor | Athletic Training & Kinesiology Programs  
Director | Kinesiology Graduate Program  
School of Biological & Population Health Sciences  
College of Public Health and Human Sciences  
Oregon State University  
541-737-6788 | [health.oregonstate.edu](http://health.oregonstate.edu)  
214A Langton Hall, Corvallis, OR 97331

*Lifelong health and well-being for every person, every family, every community*

## G - Other Documents - Facilities



Oregon State University - Cascades  
1500 SW Chandler Ave.  
Bend, Oregon 97702

P 541-322-3100  
OSUcascades.edu

August 10, 2018

Dr. Christine Pollard  
Associate Professor, Kinesiology  
1500 SW Chandler Ave  
Bend, OR 97702

Dear Christine,

Thank-you for the opportunity to review the proposal to offer a Doctorate of Physical Therapy at Oregon State University-Cascades. After reviewing the information in your proposal and our discussions of the facility requirements, I understand the space needs outlined in the proposal. Within OSU's process for CAT1 proposals, my review and endorsement fulfill the same process requirement that Capital Planning and Design provides for programs proposed on the Corvallis campus.

I estimate that the facilities described will require between 7,300-9,000 SF of dedicated specialized space, depending on how certain spaces are configured. This requirement could be reduced to 6,300 SF if the FORCE Laboratory remained in leased off-campus space, but I understand this is not ideal and should not be the goal.

These space needs can be met with a combination of existing space on campus and space in Academic Building 2, which has been funded and is currently in space programming. The specialized spaces outlined in your proposal and summarized above do not currently exist on campus and will be built in Academic Building 2.

I am pleased to endorse your proposal and I look forward to working with you on the facility details as Academic Building 2 is designed.

Sincerely,

A handwritten signature in blue ink, appearing to read 'S. Pitman', written over a light blue horizontal line.

Steve Pitman, PE  
Director of Facilities and Operations

## G - Other Documents – External Review

The External Graduate Program Review typically occurs as an on-campus visit. The DPT External Review was not conducted on-site since the proposed DPT program will go through an extensive accreditation process with a projected matriculation date of Fall 2021 for the first class of DPT students. DPT Directors at four different Universities completed the External Review (see below). The reviewers were given the standard set of questions and the DPT Proposal. However, the External Reviewers did not have access to all documentation associated with the Proposal which you will see noted in the Response to External Review section.

| Reviewers                                                                                        | Contact Information                                                                                  |
|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| <b>Dan Anton, PT, PhD, ATC</b><br>DPT Program Chair<br>Eastern Washington University             | Email: <a href="mailto:dan.anton@ewu.edu">dan.anton@ewu.edu</a><br>Phone: 509-828-1375               |
| <b>Tyler Cuddeford, PT, PhD</b><br>DPT Program Director<br>George Fox University                 | Email: <a href="mailto:tcuddeford@georgefox.edu">tcuddeford@georgefox.edu</a><br>Phone: 503-554-2452 |
| <b>Lisa Steinkamp, PT, PhD, MBA</b><br>DPT Program Director<br>University of Wisconsin-Madison   | Email: <a href="mailto:steinkamp@pt.wisc.edu">steinkamp@pt.wisc.edu</a><br>Phone: 608-263-9427       |
| <b>Sarah (Sally) Westcott McCoy, PT, PhD</b><br>DPT Program Director<br>University of Washington | Email: <a href="mailto:westcs@uw.edu">westcs@uw.edu</a>                                              |

Report Guidelines: The panel is asked to assess the program within the present and projected future contexts, addressing Program, Faculty, Need, and Resources.

| Element                                                                                                                                                                                                           | Comments                                                                                                                                                                                                                                                                                                                                                                                                                             | Response to External Review                                                                                                                                                                                      |
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| <b>PROGRAM</b>                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                  |
| The program objectives and requirements; the mechanisms for program administration and assessment.                                                                                                                | There are no written plans available to review regarding program, clinical education, or curriculum assessment.<br><br>I agree<br>I agree<br>Agree                                                                                                                                                                                                                                                                                   | The program objectives, outcomes, and assessment methods are located in Appendix C. I am gathering that the external reviewers did not have access to this document.                                             |
| The program's alignment with the institution's mission and strategic objectives.                                                                                                                                  | It appears that the program's mission is directly aligned with elements of the institutional mission.<br><br>I agree<br>I agree<br>OSU GLO #1 (conduct research) not addressed.<br>Otherwise, adequate                                                                                                                                                                                                                               | A section has been added to 2a. (Page 16) to address the alignment of the DPT program with leadership in research.                                                                                               |
| The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to and use of support resources within and external to the institution. | This appears quite strong and consistent with other successful DPT programs.<br><br>The proposed course list and facilities seem very appropriate. The plan for recruitment of faculty also seems appropriate, but recruitment of faculty may be very difficult due to relative shortages of PhD trained PTs.<br><br>I agree with both of you. I worry that they will not be able to accomplish the goals of hiring adequate faculty | We appreciate the comment about faculty recruitment. In discussions with colleagues across the US, there seems to be a consensus that the desirable location of Bend, Oregon will help with faculty recruitment. |

## G - Other Documents – External Review

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|                                                                                                                                                                                                                                                                                                                | <p>each year and get those faculty on-boarded appropriately.</p> <p>I agree that faculty recruitment may be a problem based on low budget numbers. However, Bend is a desirable (though expensive) place to live</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Based on this feedback, we will informally begin recruiting for these positions at annual PT conferences such as the Combined Sections Meetings in February 2019.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.</p> | <p>Although this is not mentioned in the document, the UG students at the Cascade campus would benefit from having the DPT program in such close proximity so that collaboration can take place.</p> <p>Proposed collaboration with George Fox for global health-care trips is positive. Have communications with Pacific University resulted in any collaborative endeavors? Have discussions with the other two Oregon programs discussed availability/sharing of clinical education placements of students within and around Oregon?</p> <p>Nothing to add here-happy that collaboration is welcomed.</p> <p>Agree that the program would easily collaborate with current Cascades programs. Could also collaborate with the large physician groups in Bend on research</p> | <p>This benefit to OSU-Cascades undergraduate students has been added to Section 6b on Page 24.</p> <p>While I believe there will be future opportunity to collaborate with Pacific University's PT program, this relationship has not yet been established. I plan to reach out to their Program Director this winter to see if we can meet to explore potential collaborative endeavors.</p> <p>I have been in regular discussion with the George Fox University DPT Program Director. In addition, their Clinical Director has offered to assist us with navigating clinical site placements based on his experience.</p> <p>This relationship to local physicians with a focus on research synergies has been added to Section 6b on Page 24.</p> |
| <p>The justification in terms of state needs, demand, access, and cost effectiveness (if this</p>                                                                                                                                                                                                              | <p>Documentation on the need and demand is very strong and compelling. The document states many times that the cost of tuition at private institutions are becoming prohibitive. Although in-state tuition will be much less</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>We anticipate that the majority of students will be Oregon residents. Our budget model does not account for out-of-state tuition. Tuition for private universities that offer DPT programs are wide-ranging. Out-of-state</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p>program represents duplication within the state).</p>                                                                 | <p>expensive, what about out-of-state? Narrative may be inconsistent if out-of state tuition is similar to private since the likelihood an entire class of Oregon residents is low.</p> <p>In the document provided for review, I do not see any proposed dollar figures for in-state or out-of-state tuition to review. At my state university as in other similar state universities, the in-state tuition is less than in private institutions and the out-of-state tuition is similar to private institutions.</p> <p>Same here. I think the case is very strong for a public program and one that addresses the rural needs in the state of Oregon both through recruiting students from rural areas with the HOPE that they will return and serve these areas</p> <p>Agree that there this a need for a public program in Oregon although they could have made a stronger case, especially about providing Central and Eastern Oregon access to a DPT Program. Letters of support were all local to Bend (some with no letterhead!). With 42 students and 42 weeks of internships, the program will need support from clinical partners outside of Bend. Suggest that they get letters from potential clinical partners in Redmond, Madras, Pendleton, LaGrande, and Klamath Falls.</p> | <p>tuition at OSU would be similar to some private institutions.</p> <p>The greatest number of PT clinics and clinicians reside in Bend followed by Redmond. St Charles Medical Center and Therapeutic Associates are both major providers of PT in Redmond. We have strong support from these two organizations and supporting letters.</p> <p>A major focus of the next year will be to develop relationships with potential clinical sites throughout Oregon and surrounding states. The Program Director and the Clinical Director will be jointly working on this in the 2019/2020 academic year.</p> |
| <p>The probable impact of the program on the department or academic unit, as well as its effect on current programs.</p> | <p>There is a statement in terms of the effect of the current OSU/OSU-C Kinesiology undergraduate program, in that this could be a "feeder" program for these students.</p> <p>Agreed</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>No response needed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## G - Other Documents – External Review

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|                                                                                                                                                                                                                    | agree with the Kinesiology comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| The program's major strengths and weaknesses.                                                                                                                                                                      | This is not directly addressed in the document.<br><br>I agree<br>I agree<br>Agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | There CPS proposal does not have a section for strengths and weaknesses. The inferred strengths are access/location, value for Oregon residents, resources of a major university, strong laboratory/research presence. It's primary weakness is that it will be a new and growing program.                                                                                                                                                                                                    |
| <b>FACULTY</b>                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.       | The definitions and faculty requirements are outlined in the link provided. The document does list the number of clinical assistant professors and assistant/associate professors. However, this ratio is out of compliance with CAPTE accreditation standards (there needs to be a minimum of 50% of faculty with a PhD or equivalent).<br><br>I would assume that all the Assistant/Associate Professors as well as the Program Director and Clinical Education Director will have an academic doctoral degree, thus 5/10 will have this degree, but this is not articulated in the document and finding these faculty may be difficult.<br><br>Agreed<br><br>Agree that faculty recruitment may be challenging. Budget narrative was unclear but salaries may be low for 12 month appointments unless all are Assistant Profs. | At least 5 out of the 10 DPT faculty will have a PhD or equivalent. This has been added to Section 1e. (adequacy of faculty resources) on Page 11.<br><br><br><br><br><br><br><br><br><br>All salaries were based on CAPTE's Aggregate 2017/2018 Salary Data for Public University DPT Assistant and Associate Professors. We will consider posting some of the positions as either Assistant or Associate Professor depending who we are able to hire and the mix of faculty that we secure. |
| The faculty in terms of size, qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc. | Faculty size and several additional points are addressed but not the specific qualifications and/or specializations of the faculty are available.<br><br>I agree<br><br>I agree<br><br>Agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Faculty specifications are complex since most faculty will come with specialization in a range of content area. For example, it is common that a faculty member may teach biomechanics, analytical anatomy, and musculoskeletal disorders. Due to this complexity, our hiring will be flexible and dynamic as we fill positions.                                                                                                                                                              |
| Areas of faculty strength and weakness.                                                                                                                                                                            | Not adequately addressed<br><br>I agree<br><br>I agree<br><br>Agree, especially for Director to meet CAPTE element 4G (CV not included)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | See above. A successful DPT Program must have experts in all content areas. Our faculty hires will be directed by programmatic and curriculum areas needing strengthened.<br><br><br><br><br><br><br>The Program Director meets all CAPTE specifications.                                                                                                                                                                                                                                     |
| Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.                                                                                          | Was not addressed in the document.<br><br>I agree that this is not addressed in detail but it is noted that four of the Assistant/Associate Professors will have 30-40% FTE protected for scholarly activity and the Clinical Assistant Professors will have 20% FTE time for scholarly activity.<br><br>I would like to see more detailed workloads<br><br>Ditto                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | A workload table has been added to Section 1e. on page 11 (Adequacy of Faculty Resources).                                                                                                                                                                                                                                                                                                                                                                                                    |
| The credentials, involvement of, and reliance upon support                                                                                                                                                         | This was not addressed in the document.<br><br>I agree - not addressed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | The program has been modeled to be freestanding. That is, it will not rely on faculty in other programs.                                                                                                                                                                                                                                                                                                                                                                                      |

## G - Other Documents – External Review

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| faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.                                                                                                                                                                                                                                                                            | I agree<br>Agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>NEED</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| The evidence of sufficient demand and/or relevant employment opportunities for graduates of this program.                                                                                                                                                                                                                                                                           | Well documented, supported and adequately addressed.<br>I agree<br>I agree<br>Agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No response needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| The overall need for the program within the institution, state and/or region, and nation.                                                                                                                                                                                                                                                                                           | Well documented, supported and adequately addressed.<br>I agree<br>I agree<br>Agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No response needed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>RESOURCES</b>                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the program's utilization of resources outside the institution                                                                                                                                                 | It appears that the library needs are addressed in Appendix A, but we don't have access to it. The laboratory, classrooms, research and equipment appear to be more than adequate.<br>I agree - no Appendices were provided for review.<br>I agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The OSU Librarian Team (see Appendix B) determined the budget necessary to meet the needs of a DPT program. All recommendations of the OSU Librarian Team were implemented and are reflected in the DPT Budget document.<br><br>The cadaver budget was based on what the George Fox University DPT Program is currently paying for cadavers.                                                                                                                                                                                                         |
| (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).                                                                                                                                                                                                                                                                        | Agree, more info needed. Items like library expenses and cadavers seemed low in the Budget Narrative. Services & Supplies may or may not be adequate. 54K seems low for supplies that include sufficient treatment tables. May need more than 1 clinic classroom. Unclear if the Exercise Phys Lab will be used for instruction purposes.                                                                                                                                                                                                                                                                                                                                                                             | The FORCE Lab and Exercise Physiology Lab will be utilized for DPT instruction. The facilities section has been modified on Page 14.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).                                                                                                                                 | Not available to review<br>Agree - nothing to review<br>I agree<br>Agree                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | The four-year budget is located in the Budget Information section of CPS. I am gathering that the external reviewers did not have access to this document.                                                                                                                                                                                                                                                                                                                                                                                           |
| In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures). | This is clear in the document that the number of faculty and support personnel meets CAPTE's aggregate data. There is no mention of workload and how it aligns to the workload of the institution.<br><br>As noted above there is a brief mention of FTE towards scholarly activity, but certainly this is not fully explained. I did not see anything related to financial support for students. Faculty salaries for associate professor may be a bit low.<br><br>I agree-need more detailed workloads for teaching, scholarship, service, administration, etc.<br><br>Travel funds adequate for 1 conference per faculty per year. May need support staff before Y3 and another 0.5 FTE staff after program begins | A workload distribution table has been added to Section 1e. on Page 11. In addition, there is a link to OSU's different faculty types on Page 11.<br><br>The detailed budget submitted to CPS includes faculty start-up funds for tenure-track faculty. These funds can be used for students if so desired. All salaries were based on CAPTE's Aggregate 2017/2018 Salary Data for Public University DPT Assistant and Associate Professors.<br><br>We modified the budget and hiring plan to have a full-time 1.0 FTE staff person start Fall 2020. |

## G - Other Documents – External Review

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| <p>Institution leaders' commitment to this program in the long term.</p>                                                                   | <p>This is not addressed in the document.</p> <p>Agree - not addressed specifically, however the University has released Dr. Pollard from teaching to create the program and the Academic Dean, Dr. Gess-Newsome did attend CAPTE training with Dr. Pollard.</p> <p>I agree</p> <p>Agree with above though the Budget Narrative mentions that OSU Cascades is providing some funding commitment for start-up years</p> | <p>OSU-Cascades Vice President Becky Johnson has written a letter of support to address this comment.</p> |
| <p>The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.</p> | <p>This is not addressed in the document.</p> <p>Agree - not addressed</p> <p>I agree</p> <p>Agree</p>                                                                                                                                                                                                                                                                                                                 | <p>OSU-Cascades Vice President Becky Johnson has written a letter of support to address this comment.</p> |
| <p><b>ADDITIONAL RELEVANT INFORMATION</b></p>                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                           |

**Additional Comments:** One thing that is not addressed is the availability of clinical education sites. There's no possible way for Bend or surrounding areas to support the need for over 200 clinical sites and CAPTE's requirements of variety of sites.

I absolutely agree with the clinical education placement issue and noted it above.

I agree that clin education sites are not adequately addressed. See my above comments about letters of support. 42 weeks and 42 students is a lot of clinical ed.

**Response:** We recognize that a consideration amount of time will need to be dedicated to securing clinical education sites across Oregon and the surrounding states. The Program Director and Clinical Director will be working in unison on this during the greater part of 2019/2020 and beyond.

Although Dr. Christine Pollard qualifies on paper, it will be 10 years since she last taught in a DPT program. Having direct conversations with both CAPTE as well as some of the commissioners may be beneficial.

I agree that this is good advice.

**Response:** Dr. Pollard has been in communication with CAPTE and she meets all qualifications for a DPT Program Director.

As a note re: faculty recruitment. Recently it has taken a year or more to recruit faculty to my institution, especially faculty with academic doctoral degrees. More time may be needed to accomplish building the appropriate faculty to provide an appropriate and successful program.

**Response:** In order to address this concern, we are already starting to informally recruit potential future DPT faculty members. We are not surprised to find that individuals are attracted to the potential of moving to Bend, Oregon which is considerable a highly desirable place to live.

The strongest argument in this proposal is the need for a public program and a program which will attract rural applicants and serve rural areas. There is always a risk that these students will not return to where they are from but there is a better chance that they will versus students not from rural areas. The curriculum and facilities look good; however, I feel that a contingency should be factored in to the timeframe in case they are not built in time. I also feel like they should start with a smaller cohort of 20 students and build up to 42 students for multiple reasons: I not only worry about the facilities being done in time but also the challenge of hiring qualified, experienced faculty. In addition, finding that many clinical sites will be very difficult if Oregon is like any other state. However, the letters of support are very strong. Are the estimated measurements of success (90% grad rate and 95% licensure pass rate) CAPTE averages?

## G - Other Documents – External Review

**Response:** We are confident that the academic building will be ready for students in the fall of 2021. CAPTE will require that we have clinical affiliations site agreements for the maximum students we anticipate in the first three years so a reduce head-count in the first year will not be necessary. As mentioned previously, two full-time Directors (Program and Clinical) will be dedicating a considerable amount of time towards securing these clinical sites. In addition, we have already begun to informally recruit for these faculty positions and will actively recruit once we have obtained state approvals.

Re: curriculum, 180 quarter credits seems a lot. Where is organ anatomy taught? Unclear about the focus of 711 (imaging not mentioned in description). Pathology, P&O credits seem high. Research credits seems low. Differential Diagnosis seems late in the curriculum. Spine is not taught until their 3rd year which may not be early enough in the curriculum since the students will already have had 16 weeks of clinical education. May want to consider moving it sooner.

**Response:**

- The average number of total quarter credits required to complete a DPT program in the US is 180 quarter credits (CAPTE Aggregate Program Data for Academic Year 2017-2018).
- PT 710 is primarily Musculoskeletal Anatomy but it will include gross organ anatomy.
- Imaging will be included in the kinesiology assessment of the different regions.
- Aspects of differential diagnosis will be taught throughout the curriculum beginning in the first quarter of the first year. The course is placed late in the second year to serve as a compilation of the cumulative differential diagnosis learning experience.
- Credits for Pathology, P&O, and Research were all based on recommendations and examples from leading DPT programs in the US. Elements of research will be emphasized throughout the curriculum. We reduced Medical Pathology by one credit which allowed us to move the Spine course to earlier in the curriculum.

**Summative Report:**

Overall, the proposal was very strong in its support of needing an additional DPT program in the state of Oregon. Specifically, it addresses the need in rural communities and at a cost that is more affordable to students (that are residents) in the state. This is clearly one of the

strengths of the proposal. Regarding specific Program elements of depth and breadth, undergraduate relationships and potential external collaboration, justification and impact are described and considered strong elements of the proposal. Another strength is mission alignment as it relates to the university as a whole. However, research (as a component of the mission) was not articulated well, and the overall credits dedicated to research is low. This is probably something worth looking at in a deeper context and where the program sees itself. Faculty considerations, development, and qualifications are clearly articulated. However, it was noted by several reviewers that the ability to find and secure qualified PhD trained (or equivalent) faculty is going to be a challenge. One should consider that it might take a little more time to find the CAPTE required 50% PhD faculty (or equivalent) ratio needed. As mentioned above, the Need element is supported very strongly. Regarding clinical placements, with the exception of St Charles, all of the letters of support were from small private outpatient clinics and does not adequately address the need for clinical internships (300 of them). The reviewers suggest that letters of support from other large health care entities including post-acute rehabilitation centers should be considered. Although several of the elements in the Resources section of the criteria were not addressed in the proposal, other resource elements such as facilities are very strong. Something worth noting in this review are the comments related to curriculum. The reviewers described elements of the curriculum that one should consider revising. Although these comments may seem trivial and detailed, this new DPT program should be built on content.

## G - Other Documents – Assessment Plan

| Program Information                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
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| Program:                                                                                                                                                                                                                                                                                                                                                                                                               | Doctor in Physical Therapy (DPT)                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| College or Administrative Division:                                                                                                                                                                                                                                                                                                                                                                                    | College of Public Health and Human Sciences/School of Biological and Population Sciences |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Subunit(s):                                                                                                                                                                                                                                                                                                                                                                                                            | School of Biological and Population Health Sciences                                      |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Report Submitted By:                                                                                                                                                                                                                                                                                                                                                                                                   | Dr. Christine Pollard, Associate Professor                                               |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Email address:                                                                                                                                                                                                                                                                                                                                                                                                         | Christine.pollard@osucascades.edu                                                        |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Date Submitted:                                                                                                                                                                                                                                                                                                                                                                                                        | NA (template)                                                                            |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Assessment Period:                                                                                                                                                                                                                                                                                                                                                                                                     | NA (template)                                                                            |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Due Date:                                                                                                                                                                                                                                                                                                                                                                                                              | NA (template)                                                                            |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| University: Graduate Learning Outcomes (GLOs) for Doctoral students (approved by Faculty Senate on April 14, 2011)                                                                                                                                                                                                                                                                                                     |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        | Program Level Student Learning Outcomes (add additional columns if needed)                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Outcomes: University and program level student learning outcome (GLO)                                                                                                                                                                                                                                                                                                                                                  | Conduct research or produce some other form of creative work                             | Demonstrate mastery of subject material<br><b>Develop entry-level competence in clinical skills.</b>                                                                                                                                                                                                                                                                                      | Conduct scholarly or professional activities in an ethical manner<br><b>Model professionalism in a manner consistent with established legal and professional standards and ethical guidelines.</b>                                                                                                                     | Effectively communicate in field of study<br><b>Develop effective communication skills to advocate for patients, the physical therapy profession, and the healthcare system.</b>                                                                                                                                                                                                                       | Clearly and concisely, present and apply scientific information to evidence-based practice.                                                                                                                                                                                                                                                               | Effectively deliver physical therapy services with cultural competence that meets the social, cultural, and interpersonal needs of patients.                                                                                                                                                                               | Ultimate DPT licensure pass rates will meet or exceed CAPTE expectations.                                                                                                                               | Graduation rates will exceed CAPTE expectations.                                                                                                                                                    |
| Outcomes: What year was this program level learning outcome developed or most recently changed?                                                                                                                                                                                                                                                                                                                        | NA                                                                                       | 2018                                                                                                                                                                                                                                                                                                                                                                                      | 2018                                                                                                                                                                                                                                                                                                                   | 2018                                                                                                                                                                                                                                                                                                                                                                                                   | 2018                                                                                                                                                                                                                                                                                                                                                      | 2018                                                                                                                                                                                                                                                                                                                       | 2018                                                                                                                                                                                                    | 2018                                                                                                                                                                                                |
| Assessment Method                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
| Assessment Method <sup>1</sup> : List the measures or instruments used to assess each outcome. [How do students demonstrate their attainment of the learning outcome? How is their learning evaluated?] At least one of these must be a direct measure. For additional guidance see: <a href="http://oregonstate.edu/admin/aa/apaa/assessment-resources">http://oregonstate.edu/admin/aa/apaa/assessment-resources</a> | NA<br>This professional doctoral program will not require students to conduct research.  | PT 771, 772, 773, 774, 775, 776 For each Clinical Experience, <b>clinical competence</b> will be assessed using the Physical Therapist Clinical Performance Instrument (PT CPI). The PT CPI has multiple sections related to clinical competence.<br><br>PT 790, 791, 792, 793, 794, 798 practical exam: For each class, students will complete a practice exam at the end of the course. | PT 771, 772, 773, 774, 775, 776 For each Clinical Experience, <b>professionalism</b> will be assessed using the Physical Therapist Clinical Performance Instrument (PT CPI). The PT CPI has a section dedicated to Professional Behavior.<br><br>PT 700 assignment: Professional standards for the physical therapist. | PT 771, 772, 773, 774, 775, 776 For each Clinical Experience, <b>communication</b> will be assessed using the Physical Therapist Clinical Performance Instrument (PT CPI). The PT CPI has specific Communication section.<br><br>PT 745 practical exam: students will complete a practical exam during this course. 25% of their practical exam grade will be based on communication with the patient. | PT 771, 772, 773, 774, 775, 776 For each Clinical Experience, <b>evidence-based</b> will be assessed using the Physical Therapist Clinical Performance Instrument (PT CPI). The PT CPI has specific Evidence-Based Practice section.<br><br>PT 761 presentation: Presentation given to 761 Research Methods & Evidence Based Practice as a final project. | PT 771, 772, 773, 774, 775, 776 For each Clinical Experience, <b>cultural competence</b> will be assessed using the Physical Therapist Clinical Performance Instrument (PT CPI). The PT CPI has specific Cultural Competence section.<br><br>PT 701 assignment: Holistic Model of cultural competence in physical therapy. | DPT students take the DPT National Physical Therapy Licensing Examination upon graduation of the DPT degree program. This examination is offered by the Federation of State Boards of Physical Therapy. | DPT students will complete the 3-year DPT degree program and the first cohort (who matriculate in Fall 2021) will graduate June 2024. Each year thereafter, a cohort of DPT students will graduate. |
| Assessment Method: Has this assessment method changed since the last reporting cycle? Yes or No. Explain any changes.                                                                                                                                                                                                                                                                                                  | NA                                                                                       | NA                                                                                                                                                                                                                                                                                                                                                                                        | NA                                                                                                                                                                                                                                                                                                                     | NA                                                                                                                                                                                                                                                                                                                                                                                                     | NA                                                                                                                                                                                                                                                                                                                                                        | NA                                                                                                                                                                                                                                                                                                                         | NA                                                                                                                                                                                                      | NA                                                                                                                                                                                                  |
| <sup>1</sup> In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year.                                                                                                                                                                                                                                                                                             |                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |

## G - Other Documents – Assessment Plan

| Benchmark for evaluating satisfactory achievement of learning outcome                                                                                                                                                                       |    |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Benchmark<sup>2</sup>:</b> What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students?</p>                                    | NA | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance                               | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance    | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance                            | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance     | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance        | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance | PT 771: CPI Advanced Beginner Performance, PT 772: CPI Intermediate Performance, PT 773: CPI Advanced Intermediate Performance, PT 774: CPI Advanced Intermediate Performance, PT 775: CPI Entry-level Performance, PT 776: CPI Entry-level Performance | <p>Ultimate licensure pass rates will be at least 85%, averaged over two years. When two years of data are not available, the one-year ultimate rate must be sufficient to allow the program to meet the expectation for an ultimate two-year licensure pass rate of at least 85%.</p> | <p>Graduation rates will be at least 90% averaged over two years. When two years of data are not available, the one-year graduation rate must be sufficient to allow the program to meet the expectation for a two-year graduation rate of at least 90%.</p> |
| <p><b>Benchmark:</b> Describe any changes to the benchmark or milestone since the last reporting cycle.</p>                                                                                                                                 | NA | NA                                                                                                                                                                                                                                                                                    | NA                                                                                                                                                                                                                                                         | NA                                                                                                                                                                                                                                                                                 | NA                                                                                                                                                                                                                                                          | NA                                                                                                                                                                                                                                                             | NA                                                                                                                                                                                                                                                      | NA                                                                                                                                                                                                                                                      | NA                                                                                                                                                                                                                                                      | NA                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |
| <p><sup>2</sup>In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year.</p>                                                                                                                   |    |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |
| Process used for gathering assessment data                                                                                                                                                                                                  |    |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |
| <p><b>Process:</b> Describe the <u>data collection process</u> (e.g., Who is involved? How is the data collected?)</p>                                                                                                                      | NA | The Clinical Director will be responsible for collecting the CPI data and reporting <b>clinical competence</b> outcomes to the Program Director. The instructors for PT 790, 791,792,793,794,798 will be responsible for reporting the practical exam grades to the Program Director. | The Clinical Director will be responsible for collecting the CPI data and reporting the <b>professionalism</b> outcomes to the Program Director. The instructor for PT 700 will be responsible for reporting the assignment grade to the Program Director. | The Clinical Director will be responsible for collecting the DPT data and reporting the <b>communication</b> outcomes to the Program Director. The instructor for PT 745 will be responsible for reporting the communication grade for the practical exam to the Program Director. | The Clinical Director will be responsible for collecting the DPT data and reporting the <b>evidence-based</b> outcomes to the Program Director. The instructor for PT 761 will be responsible for reporting the presentation grade to the Program Director. | The Clinical Director will be responsible for collecting the DPT data and reporting the <b>cultural competence</b> outcomes to the Program Director. The instructor for PT 701 will be responsible for reporting the assignment grade to the Program Director. | The Program Director will receive biannual reports from the Federation of State Boards of Physical Therapy regarding licensure pass rates of OSU-C DPT graduates.                                                                                       | The Program Director will collect this data each year.                                                                                                                                                                                                  |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |
| What do the data show about student learning?                                                                                                                                                                                               |    |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                              |
| <p><b>Results:</b> What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success.</p> | NA | NA                                                                                                                                                                                                                                                                                    | NA                                                                                                                                                                                                                                                         | NA                                                                                                                                                                                                                                                                                 | NA                                                                                                                                                                                                                                                          | NA                                                                                                                                                                                                                                                             | NA                                                                                                                                                                                                                                                      | NA                                                                                                                                                                                                                                                      | NA                                                                                                                                                                                                                                                      | NA                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                              |

## G - Other Documents – Assessment Plan

| Actions                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 |    |    |    |    |    |    |    |    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|
| <i>Actions:</i> Describe any <u>course-level</u> (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines.                                                                                                                | NA                                                                                                                                                                                                                                                                                                                                                                              | NA | NA | NA | NA | NA | NA | NA | NA |
| <i>Actions:</i> Describe any <u>program or degree-level changes</u> that are an outgrowth of the current year's assessment of this outcome. Include timeline.                                                                                                                                               | NA                                                                                                                                                                                                                                                                                                                                                                              | NA | NA | NA | NA | NA | NA | NA | NA |
| Full-Cycle Impact                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                 |    |    |    |    |    |    |    |    |
| <i>Full-Cycle impact:</i> If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, please indicate the year you will revisit this outcome. | NA                                                                                                                                                                                                                                                                                                                                                                              | NA | NA | NA | NA | NA | NA | NA | NA |
| Process                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                 |    |    |    |    |    |    |    |    |
| <i>Process:</i> Describe the process the program used to reflect on the outcome data.                                                                                                                                                                                                                       | The Program Director will be responsible for the review of student learning outcomes. Satisfactory outcomes as defined by exceeding the above benchmarks will be necessary for CAPTE accreditation. A Continuous Improvement Process Committee will be implemented to identify unmet performance indicators, plan for correction, execute the plan and review results annually. |    |    |    |    |    |    |    |    |
| <i>Process:</i> Were there any challenges or concerns?                                                                                                                                                                                                                                                      | Data for each of the student learning outcomes will be archived over a ten year rolling period.                                                                                                                                                                                                                                                                                 |    |    |    |    |    |    |    |    |
| <i>Process:</i> How are the results of your assessment effort related to strategic planning and overall program review?                                                                                                                                                                                     | NA<br>NA                                                                                                                                                                                                                                                                                                                                                                        |    |    |    |    |    |    |    |    |
| <i>Process:</i> Are there specific data archiving notes for the outcome(s) you are reporting on in this report?                                                                                                                                                                                             | NA                                                                                                                                                                                                                                                                                                                                                                              |    |    |    |    |    |    |    |    |
| Plans                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |    |    |    |    |    |    |    |    |
| Describe the unit's (or sub-units) assessment plans for the upcoming year.                                                                                                                                                                                                                                  | NA                                                                                                                                                                                                                                                                                                                                                                              |    |    |    |    |    |    |    |    |

## G - Other Documents – Schools Contacted for Letter of Support

**Requested letters from Oregon Institutions of Higher Education with DPT programs or undergraduate programs in the area of Exercise Science/Kinesiology.**

| Institution                       | Contact                                                                                        | Email                       | Request sent | Feedback Returned |
|-----------------------------------|------------------------------------------------------------------------------------------------|-----------------------------|--------------|-------------------|
| Pacific University                | Ann Barr-Gillespie,<br>Vice Provost and<br>Executive Dean,<br>College of Health<br>Professions | barr-gillespie@pacificu.edu | 08/8/2018    | 8/22/2018         |
| George Fox University             | Jim Foster, Dean,<br>College of Behavioral<br>and Health Sciences                              | jfoster@georgefox.edu       | 08/8/2018    | 8/20/2018         |
| Oregon Institute of<br>Technology | LeAnn Maupin,<br>Dean, College of<br>Health, Arts, and<br>Sciences                             | LeAnn.Maupin@oit.edu        | 08/8/2018    | 8/9/2018          |
| Lewis & Clark College             | Bruce Suttmeier,<br>Interim Dean,<br>College of Arts and<br>Sciences                           | bruces@lclark.edu           | 08/8/2018    | No reply          |
| Linfield College                  | Mindy Larson, Chair                                                                            | milanson@linfield.edu       | 08/8/2018    | No reply          |
| Portland State<br>University      | David Bangsberg,<br>Founding Dean, Joint<br>OHSU-PSU School of<br>Public Health                | bangsber@ohsu.edu           | 08/8/2018    | 8/8/2018          |
| University of Oregon              | W. Andrew<br>Marcus,<br>Tykeson Dean of<br>Arts and Sciences                                   | marcus@uoregon.edu          | 08/8/2018    | 8/8/2018          |
| Western Oregon<br>University      | Mark Girod, Dean,<br>College of Education                                                      | girodm@wou.edu              | 08/8/2018    | No reply          |

### **Text in Email Request**

Dear XXX:

Oregon State University-Cascades, located in Bend, Oregon, is presenting a proposal to the HECC for a new three-year Doctoral Degree Program in Physical Therapy. As part of that process, we are reaching out to deans of colleges at other Institutions of Higher Education in the state to provide input and

## **G - Other Documents – Schools Contacted for Letter of Support**

feedback on our proposal. We would appreciate receiving any comments that your institution may have by **no later than July 13, 2018** so that we might incorporate them into our institutional review process. You may address your feedback to me and return it electronically at [christine.pollard@osucascades.edu](mailto:christine.pollard@osucascades.edu)

Below is the executive summary of our program. Details can be found in the attached proposal application narrative to HECC.

### **Executive Summary**

This proposal requests the creation of a Doctor of Physical Therapy (DPT) degree program at Oregon State University-Cascades (OSU-C), the first DPT at a public university in the state of Oregon. This program will provide access to a premiere DPT program at in-state tuition for local Oregon students. Physical therapy is a dynamic profession with an established, theoretical, and scientific base with widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. According to the United States Department of Labor, “employment of physical therapists is projected to grow 34% from 2014 to 2024, much faster than the average for all occupations.”

To practice as a physical therapist in the United States, one must earn a physical therapist degree from an accredited physical therapist education program and pass a state licensure exam. The mission of the OSU-C DPT program will be to prepare students for the challenges of the ever-expanding allied health profession of physical therapy. Through the combination of extensive didactic, laboratory, and clinical education experiences, DPT program graduates will attain the entry-level educational competencies and clinical proficiencies necessary to take and pass the National Physical Therapy Examination and embark on careers as licensed physical therapists. OSU-C DPT program graduates will gain employment in a wide range of venues, providing patient care for individuals in a variety of settings including hospitals, outpatient clinics, short-term and long term-care facilities, and schools.

The proposed DPT program directly supports and strengthens performance and pre-eminence in the OSU signature area of Improving Human Health and Wellness. Furthermore, the DPT program will support the College of Public Health and Human Sciences Strategic Goal of graduating new types of public health and human science professionals to meet the complex needs of the 21<sup>st</sup> century.

The OSU-C DPT program will be a 3-year cohort-based program that will enroll up to 40 students each year. Admission requirements will require applicants to have a bachelor’s degree and meet an extensive list of prerequisite courses such as Anatomy and Physiology, Chemistry, etc. Additional requirements will include a minimum science GPA of 3.0, competitive GRE scores, and a minimum of 150 hours of clinical experience in a physical therapy setting. The program will consist of 161 credit hours and will be delivered in the new Academic Building #2 on the OSU-C campus in Bend, OR. Students will engage in clinical practicum experiences throughout Oregon and the Northwest Region. Faculty will be comprised of a Program Director, Clinical Coordinator, and eight additional core faculty.

## G - Other Documents – Schools Contacted for Letter of Support

Thank you for your participation in this important step in creating new programs in Oregon.

Christine Pollard

Christine D. Pollard, PhD, PT  
Associate Professor, Kinesiology  
Director, **the FORCE lab**  
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**the FORCE lab:** <http://www.osucascades.edu/force-lab>