

Docket Item:

University Program Approval: Oregon Institute of Technology/Oregon Health and Science University, Doctor of Physical Therapy

Summary:

Oregon Institute of Technology/Oregon Health and Science University propose a new joint degree program leading to a Doctor of Physical Therapy. The statewide Provosts' Council has unanimously recommended approval. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the program as proposed.

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following program:
Doctor of Physical Therapy at Oregon Institute of Technology/Oregon Health and Science University



Proposal for a New Academic Program

Institution: Oregon Institute of Technology/Oregon Health & Science University

College/School: College of Health, Arts, and Sciences

Department/Program Name: Department of Physical Therapy Education

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

1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number.

51.23 Rehabilitation & Therapeutic Professions

51.2308 Physical Therapy/Therapist

Physical Therapy/Therapist

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. The curriculum includes content, learning experiences and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.

- 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.

Degree offered

Doctor of Physical Therapy (DPT)

Programmatic focus

The Doctor of Physical Therapy (DPT) is a joint Oregon Institute of Technology (OIT) and Oregon Health & Science University (OHSU) program that will provide a comprehensive entry-level and post-baccalaureate DPT education, with the unique focus of preparing high-quality graduates with the skills to become practitioners of choice and leaders in rural physical therapy practice. The OIT/OHSU DPT program will ensure graduates develop competence in the diagnosis and treatment of patients with health or medical conditions that may affect movement and mobility. Graduates of the program will complete all eligibility requirements to sit for the state licensure exam and will be prepared for employment as autonomous practitioners in a variety of clinical settings. As led by the American Physical Therapy Association (APTA), graduates will be encouraged to pursue advanced learning and mentorship opportunities, including but not limited to: Residency and Fellowship, ABPTS Specialist Certification, Credentialed Clinical Instructor Program (CCIP), Post-Professional Degree, Leadership Development, and Advanced Proficiency Pathways.

Disciplinary Foundation

Physical therapy is a dynamic profession with an established theoretical and scientific base and widespread clinical applications in the restoration, maintenance, and promotion of optimal physical function. Physical therapists are health care professionals who help individuals maintain, restore, and improve movement, activity, and functioning, thereby enabling optimal performance and enhancing health, well-being, and quality of life. Their services prevent, minimize, or eliminate impairments of body functions and structures, activity limitations, and participation restrictions.

Consistent with the Commission on Accreditation in Physical Therapy Education (CAPTE) Standard 7, the DPT program curriculum includes content, learning experiences and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.

Program Objectives

- i. To enable students to obtain the knowledge and skills necessary for immediate employment as autonomous practitioners and/or to serve as academic or clinical faculty in a physical therapist professional education program.
 - ii. To prepare students to be autonomous practitioners who will
 - uphold the highest standards of professionalism, ethics, and cultural competency
 - engage in practice grounded in contemporary evidence and research,
 - demonstrate exemplary critical thinking to meet patient needs, and
 - engage in interprofessional practice to optimize patient/client outcomes.
 - iii. To prepare students for licensure
- c. Course of study – proposed curriculum, including course numbers, titles, and credit hours. The proposed curriculum for the DPT is designed to meet CAPTE accreditation standards.

SAMPLE: Integrated DPT Curriculum

<i>Year, Term</i>	<i>Course</i>	<i>Credits</i>
Year 1		
Summer	PT 505, Foundations of Clinical Human Anatomy	6
	PT 501, Introduction to the Physical Therapy Profession	2
	PT 5XX, Medical Terminology	1
	Total:	9
Fall	PT 517, Intro to Collaborative Care	4
	PT 520, Therapeutic Procedures: Basic Physical Assessment Skills & Assistive Device Training	4
	PT 5XX, Nutrition and Wellness	2
	PT 516, Foundations of Human Physiology	4
	PT 518, Biomechanics & Kinematics of Human Motion	5
	Total:	19

Winter	PT 515, Principles of Evidence-based Practice	3
	PT 525, Principles of Therapeutic Exercise and Motor Learning	5
	PT 526, Physical Agents & Electrotherapy	4
	PT 527, Intro to Clinical Assessment and Reasoning	6
	PT 5XX, Physical Therapy Pharmacology	2
	Total:	20
Spring	PT 535, Cardiovascular and Pulmonary Pathophysiology	4
	PT 536, Clinical Dx & Management of Cardiovascular and Pulmonary Dysfunction	6
	PT 537, Clinical Dx & Management of Integumentary Dysfunction	4
	PT 532, Advanced Therapeutic Procedures	3
	PT 5XX, Medical Imaging & PT Implications	2
	Total:	19

Year 2		
Summer	PT 611, Clinical Practicum I(Session 1: week 1-4)	4
	PT 612, Clinical Practicum II (Session 2: week 5-8)	5
	Total:	9
Fall	PT 625, Advanced Musculoskeletal Anatomy and Pathophysiology	5
	PT 626, Manual Therapy Techniques	4
	PT 627, Advanced Clinical Diagnosis & Management of Musculoskeletal Dysfunction	6
	PT 617, Motor Development & Control Across the Lifespan	4
	Total:	19
	PT 605, Clinical Research Methods and Biostatistics	4
	PT 615, Social Determinants and Population Health Issues	3
	PT 616, Foundations of Clinical Neuroscience	4
	PT 637 Advanced Clinical Diagnosis & Mgt of Neurological Dysfunction	4
	PT 630, Legal, Regulatory, and Ethical Issues	3
	PT 602, Clinical Reasoning & Integrated Clinical Experience	2
	Total:	20
Spring	PT 601, Clinical Reasoning & Differential Diagnosis	4
	PT 6XX, Pediatric Physical Therapy	3
	PT 6XX, Geriatric Physical Therapy	2
	PT 640, Amputees and Prosthetics	3

	PT 648 Clinical Administration & Marketing	3
	PT 6XX, Emergency Medical Responder	2
	Elective	3
	Total:	20

Year 3		
Summer	Elective	5
	PT 6XX, Principles and Management of Pain	2
	PT 647, Clinical Dx & Mgt of Complex Patients	2
	Total:	9
Fall	PT 613, Clinical Experience I	10
	PT 636, Capstone Project I	2
	Total:	12
Winter	PT 6XX, Clinical Experience II	10
	PT 6XX, Capstone Project II	2
	Total:	12
Spring	PT 623, Clinical Experience III	10
	PT 6XX Capstone Project III	2
	Total:	12
	TOTAL:	180

*Offered online

- 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 OIT/OHSU DPT Program will be delivered on OIT's Klamath Falls campus as part of the Rural Health Initiative. Didactic and laboratory courses will be scheduled in the Martha Anne Dow Center for Health Professions, as well as Sky Lakes Medical Center. Clinical practicum courses will be available through OHSU and affiliated physical therapy clinics. To date, 43 possible clinical sites have been identified in the Klamath Falls, Medford and Redding areas. The number of clinical placements available at each site will be determined by the Coordinator for Clinical Education. Letters of support are included from the Sky Lakes Medical Center.

The three (3) 1-credit courses on clinical reasoning will be taught on-line during the terms that students are participating in clinical practicum training. Video conference and live discussion boards will be utilized to optimize case-based learning and active clinical reasoning with an experienced clinician. In addition, the OHSU Orthopedic Physical

Therapy Resident will provide key support to DPT students to augment didactic instruction, as a partner in developing effective clinical reasoning skills. Support for these courses will be provided by the online distance education office at OIT.

Courses will be scheduled during the day with the possibility of evening and weekend courses dependent upon the availability of space and staff. (See Appendix A: Exhibit A: MOA).

e. Adequacy and quality of faculty delivering the program.

OIT currently does not have adequate faculty to offer this program. CAPTE requires programs to have at least three (3) full-time core faculty, including the Program Director and the Clinical Education Coordinator. The mean student to faculty ratio for CAPTE accredited programs is 11: 1. Given the proposed enrollment for the DPT program, OIT will need to hire a Program Director, a Clinical Education Coordinator, and 5-7 core faculty. OHSU will take an active role in the recruitment process by participating in the applicant review, interview panel and candidate selection.

The core faculty, including the Program Director and the Clinical Education Coordinator, will meet the rigorous quality standards established by CAPTE. Faculty qualifications are prescribed in CAPTE's Standard 4 with respect to appropriate education, licensure and experience. All faculty will possess a doctoral degree, and at least half will have a doctoral degree beyond the entry-level DPT, transitional DPT, or other professional degree. Core faculty members will be hired by OIT and OHSU, and have faculty appointments at both institutions.

In addition to the core faculty, the DPT program will require Clinical Instructors for each of the clinical practicum sites. Clinical Instructors will hold physical therapy licensure and will be employed in the affiliated physical therapy clinics. OHSU provides clinical instruction for physical therapy students in inpatient acute care, outpatient and pediatric patient population. The majority of clinical instructors are credentialed by the APTA and a number of them have Advanced Clinical Instructor designations. OHSU has multiple staff who are board certified in several areas of specialization (orthopedic, sports, hand therapy, geriatric, cardiopulmonary, neurologic and in addition lymphedema). In support of the DPT program, OHSU Physical Therapists will serve as faculty in both didactic and clinical courses and will support Clinical Education Coordination. (See Appendix B: Position Descriptions)

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

In order to meet the accreditation standards noted above, between 7 and 9 new faculty positions will be required. The Program Director, Clinical Education Coordinator, and at least two additional core faculty will need to be hired prior to the start of the program. The Program Director (PD) must be hired in the first year of the developmental stage of the program (Year One). The Clinical Education Coordinator (CEC) must be hired soon after the PD preferably during Year One. Two Core Faculty positions will be hired in Year Two. The remaining core faculty will be hired over the three years following the launch of the program.

The Clinical Practicum training components of the DPT program relies on the use of Clinical Instructors at the clinical sites. To date, 43 clinical sites have been identified in the Klamath Falls, Medford and Redding areas. The number of clinical placements available at each site will be determined by the Coordinator for Clinical Education.

g. Other staff.

Two Administrative Assistant will be hired in Year One and the other is hired in Year Three to assist the Program Director and the Clinical Education Coordinator.

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

Additional resources will be needed to meet the demands of the DPT program. OIT and OHSU are working in collaboration with Sky Lakes Medical Center to ensure that appropriate space is acquired.

Facilities: CAPTE Standard 8D speaks to ensured space, or access to space, (to include equipment) to meet the program goals. Physical space for this program will be on the OIT campus and Sky Lakes Medical Center in order to ensure adequate space is available to this program.

Physical Space: While CAPTE does not dictate the space specifications, and space allocation is dependent upon the number of students in a cohort, most DPT programs provide a minimum space allocation of 8,000 ft² for a program size similar to that proposed herein. Such space typically houses teaching classroom/labs, research labs, equipment storage, conference room/library, computer lab and such. This is outside the necessary space for faculty and staff. Standard faculty office space is approximately 100 ft² each with Director and Administrative Assistant offices slightly larger. Offices alone may require close to 1,200 ft² of building space.

As part of the OHSU Campus for Rural Health, the Sky Lakes Collaborative Health Center includes approximately 18,000 SF dedicated to offices, including the Dean's suite, five seminar rooms, a presentation room, and simulation spaces. These simulation spaces include:

- Clinic skills lab with six simulated patient bays
- Simulation theater; a simulated 2-bed in-patient room including adjacent control room with viewing window
- Four simulation outpatient exam rooms with dedicated OSCE control room
- Sim Clean, Soiled, and Meds rooms
- Two debrief classrooms and faculty observation room
- Student support facilities including a dedicated study and workspace

Technology. Simulation spaces will be outfitted with audio/visual along with simulation equipment from B-Line Medical including cameras, microphones and speakers. This equipment allows the student to work with simulated patients or live actors while monitored by teaching staff. Events are recorded for viewing in the live environment and available to playback for debriefs following student practice.

Seminar spaces and the presentation room will include audio/visual equipment by Delta AV to allow connection to teaching facilities throughout the state, facilitating collaboration and teaching with the broader OHSU staff and students. In addition, some of the seminar spaces, including the presentation room are integrated with the simulation recording capabilities for multi-functional use.

Equipment: Equipment for the planned cohort of 24 students is estimated at \$300,000, in years 3-5. A preliminary equipment list is included under Appendix A: Exhibit B herein. CAPTE guidelines for the timing and purchase of equipment will be followed by the DPT Program Director. The above facilities planning will be solidified by the DPT Program Director soon after that individual joins OIT. The Dean of the College of Health, Arts & Sciences will also be part of such planning to include fund-raising initiatives for both space and equipment.

Library: Library resources required for the DPT program are estimated to be between \$5,000 and \$50,000 according to the OIT Director of Library Services and the DPT Degree Program Consultant. The complete list of necessary Library holdings will be determined by the Program Director. The budget worksheet that is in Appendix C: Financial Projections, to this proposal includes \$15,000 in years 3 & 4 and \$20,000 in year 5. DPT students will also have access to OHSU Library which holds subscriptions to relevant e-books, journals and can purchase online textbooks relevant to the curriculum as needed by faculty.

Additional Resources: Active fundraising is underway within the state and in the community to help support the initial costs of this program. Additional resources with respect to accreditation, clinical education travel, recruitment & marketing, faculty development, and other operational expenses are illustrated in Appendix D: DPT Feasibility Study.

- i. Anticipated start date.
The first cohort of students will matriculate in Summer 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.

The DPT Program advances the missions of OIT and OHSU by providing rigorous, high quality applied degree programs in health technologies and sciences, with a focus on the application of theory to practice, and offer statewide educational opportunities to meet emerging needs.

This program is proposed jointly by OIT and OHSU in collaboration with Sky Lakes. All three organizations have a shared vision/mission related to applied degrees, innovative education strategies, providing high quality patient care, addressing the shortage of physical therapists in Oregon and the Pacific Northwest, with an emphasis on service to the community especially underserved populations in Oregon.

OIT Mission

Oregon Institute of Technology, an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice. OIT offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

OHSU Mission

As part of its multifaceted public mission, OHSU strives for excellence in education, research and scholarship, clinical practice and community service. Through its dynamic interdisciplinary environment, OHSU stimulates the spirit of inquiry, initiative, and cooperation among students, faculty and staff. Through OHSU Vision 2020 Goals 3 and 4, OHSU will partner to make Oregon a national leader in health and science innovation for the purpose of improving the health and well-being of all Oregonians and beyond.

- Join others in developing policy and care delivery solutions that improve access to high-quality health care for all, especially Oregonians.
- Help meet Oregon's health and science workforce needs through innovative education strategies.

Sky Lakes Medical Center Mission Statement

Sky Lakes Medical Center will continually strive to reduce the burden of illness, injury and disability, and to improve the health, self-reliance and well-being of the people we serve. We will demonstrate that we are competent and caring in all we do. We shall endeavor to be so successful in this effort that we will become a preeminent healthcare center.

Areas of Focus

Applied Degree Program: The DPT Program is an applied field and the required coursework provides a strong foundation in theory with a focus on application to practice. The DPT curriculum emphasizes a strong theoretical foundation and hands-on application through supervised practicum and research project requirements.

Rigorous, High Quality Program: The DPT Program curriculum is designed to meet the accreditation standards (CAPTE).

Statewide Educational Opportunities: The DPT Program will begin to address the shortage of programs in the state (2 private universities) and will be the only public university in the state to have a DPT Program. In addition, with a rural focus and telemedicine opportunities every area of the state including underserved areas will benefit from this program. It will have a direct impact on improving accessibility to services and improving outcomes for the underserved areas of the state.

Foster Student and Graduate Success: The program provides students with the knowledge and skills necessary for immediate employment. The curriculum and practicum experiences prepare students to meet Oregon State licensure requirements. Graduates will have the didactic and clinical training to be eligible to sit for the licensure exam and work as a physical therapist.

Emerging Needs: The DPT Program supports the needs of Oregon's citizens by providing the educational experience that will allow graduates to provide critical expertise and assessment skills in patient/client treatment, evaluation and case management, all in an effort to promote ongoing healthy outcomes for the residents of the State of Oregon. Oregon has unmet physical therapy needs especially in rural communities. Offering this program at a public university can begin to address that need. Oregon has a shortage of licensed physical therapists providing opportunity for high paying jobs for graduates. In addition to addressing the immediate and urgent need for physical therapists in the State of Oregon, graduates of the program will be prepared to address emerging needs in myriad educational, behavioral health, and organizational areas where physical therapists work. Notably, with telemedicine capabilities this program can produce graduates that can begin to address the unmet physical therapy needs of the state especially in rural and underserved regions.

Potential Collaborations: In the future, collaborations with the OHSU Cascades East Family Medicine Program, may allow DPT students to work directly with family medicine residents and health care professionals specializing in comprehensive rural healthcare. DPT participate in rural healthcare alongside resident physicians in a variety of settings, including inpatient unit, orthopedics unit, sports medicine unit, outpatient family medicine units, pediatrics, geriatrics, behavioral health/wellness, emergency medicine, post-surgical care, integrative medicine, and maternal health. In addition, Cascades East Family Medicine Program integrates telehealth and advanced technology to optimize care for patients in a rural setting, supported by routine educational conferences and rounding opportunities.

In addition, through the use of faculty/student clinics, expedited physical therapy evaluation and intervention may be explored through a combined MD/PT collaborative model for clinic visits. This unique opportunity will support the role of physical therapists as the “primary care musculoskeletal experts” and further emphasize the efficiency and contributions of physical therapists in a primary care setting. In light of the Direct Access program which allows physical therapists to treat patients without a referral for 60 days, it is critical for PTs in rural settings to have advanced exposure to routine MD medical screening and triage decisions.

Strategic Priorities

The Joint OIT/OHSU DPT program is clearly aligned with OIT’s Strategic Action Plan and OHSU’s Vision 2020 in the following ways.

Student Success. The DPT Program is designed to foster student success by providing a degree that prepares students to meet the workforce demand for highly qualified physical therapists, providing statewide practicum opportunities, maintaining low in-class student-to-faculty ratios, and establishing practicum opportunities with industry partners throughout Oregon.

Faculty and Staff Success. The DPT Program curriculum requires both clinical training and completion of a research project. The research requirement provides faculty with the opportunity to engage in applied research, allowing faculty to be supported in their professional development. The rigorous curriculum and hands on requirements will attract and contribute to the retention of faculty who are passionate about their profession and eager to share that passion with students. It will also promote highly qualified entry level physical therapists into the work force.

Economic and Workforce Connections. The Oregon Talent Council identified physical therapists as a pivotal, high demand occupation. The DPT Program is designed to contribute to the economic development of Oregon by providing the education and training needed to meet this mission-critical workforce demand and is built upon our positive relationships with industry partners. The statewide focus of the clinical practicum training sites will allow us to meet the workforce demand in urban and rural areas of the state and to serve all Oregonians. The DPT Program will be the only public university in the state to have a DPT program and it will begin to address the critical shortage of physical therapists in the state.

Student Access and Diversity. The DPT program is designed to facilitate student access, providing the options for face-to-face courses that can be attended on campus or occasional online instruction when students are off doing clinical training. Statewide access to the program is especially beneficial for students in rural areas of the state. Diversity in the student population is desirable and students from rural areas and from underserved populations will be encouraged to apply.

University Financial Success. The DPT Program will attract new students to OIT and OHSU, thus contributing to enrollment growth and the financial success of the university. As telemedicine is further developed it may help our graduates address the underserved populations in the state and is a signature focus of this program.

- 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.

Student access and diversity

The proposed OIT/OHSU DPT Program is the only public university option in Oregon, and is designed to facilitate improved student access and diversity in DPT education. The program location in Klamath Falls will facilitate student clinical experiences in underserved, rural regions of the state. The unique program focus and collaboration with OHSU's Rural Health Initiative will positively support Oregon and its communities, culturally and economically. In addition, OHSU's long-standing partnership with the Office of Rural Health improves access and care for all Oregonians, and prioritizes education and development of healthcare professionals in rural care.

Students attracted to this program are likely from OIT's biology/science programs and will serve to help establish services in rural and underserved areas of the state. In addition, graduates can help meet needs in skilled nursing facilities and home health care via telehealth and other uses of technology, a probable niche for this degree. The program will enroll in PTCAS (Physical Therapy Centralized Application Service) to attract students from across the nation and to help meet the shortage of PT's in Oregon.

Physical therapy continues to be a popular graduate program that attracts more applicants than available seats with a national acceptance rate of approximately 15% among qualified applicants. According to aggregate program data collected annually by the CAPTE, only 4% of DPT programs are located in the Northwest region of the U.S. (based on regional accreditation distributions). For more information about Student Access, please see section 2.C.i.

Further, in order for prospective students to apply to DPT programs, undergraduate students are required to complete a rigorous amount of volunteer observational hours. These undergraduate students rely on Oregon physical therapists for their initial exposure to physical therapy, then often leave the state to complete their DPT education. Providing a public DPT option will allow more Oregon students to complete their full training (from pre-physical therapy through DPT education) in Oregon, allowing for a stronger educational continuum and early professional development.

Quality learning:

CAPTE accreditation standards are highly rigorous and scholarly, ensuring a high level of student rigor along with assessment efforts to improve student learning and success.

Most DPT students are admitted with a baccalaureate degree, having majored in disciplines such as biology, exercise science, kinesiology, athletic training, or psychology which allow them to take the needed prerequisite courses for PT school. CAPTE data indicate that the mean GPA earned by students who are admitted to DPT programs is 3.5/4.0, and the majority of accepted students still represent women (62%) and non-minority groups (81%). Applicants to this program are expected to meet these standards.

In addition to providing a rigorous curriculum, and conducting regular assessment of learning outcomes, the program will admit students who have the necessary characteristics to succeed in this field. In order to ensure that students will have the necessary preparation for success in the DPT program, applicants must meet the DPT program admissions requirements as determined by OIT and OHSU. OIT and OHSU will participate in the review of all applications and make joint admissions decisions. The DPT program will have a rigorous curriculum, standards for admissions, accreditation standards, and ongoing program assessments.

Applicants to the OIT/OHSU DPT program shall meet the following requirements:

- Undergraduate coursework: Baccalaureate degree from an accredited four-year institution in biology, exercise science, kinesiology, athletic training, or psychology and having completed the needed pre-requisite courses for DPT school, such as Medical Terminology.
- Academic Standing: be in good academic standing at last college or university attended.
- GPA: Overall undergraduate GPA of 3.0 on a 4.0 scale for the last 90 term (60 semester) units attempted and for the last 45 term hours of the major (or graduate GPA of 3.0).
- GRE Scores: Graduate Record Examination scores for Verbal Reasoning at 150, for Quantitative Reasoning at 14, and for Analytical Writing at 3.5. GRE scores over five years old are not accepted.
- Background Check: Because of the nature of the degree and the subsequent use of practicum requirements to work with children and/or other vulnerable populations, all applicants must be able to pass a criminal background check – such as that conducted by the Castle Branch.
- Personal Statement: applicants will be required to write a statement that addresses career goals and relevance to the program, evidence of aptitude for graduate work and evidence of potential for success in the field.
- Reference Letters: Applicants to the program will be required to provide three academic and professional letters of reference that address the applicant's preparation, abilities, and character,
- Other: International students may have additional admission requirements including TOEFL scores (minimum of 550 paper-based TOEFL, 213 computer-based TOEFL, 79 Internet-based TOEFL, or 6.5 IELTS), transcript evaluations and visa requirements.

Research, knowledge creation and innovation: The OIT/OHSU DPT program will require students to complete clinical practicum training and a research project, thus providing a natural opportunity to advance research interests of faculty, students, and the university. Faculty of the OIT/OHSU DPT program will have the opportunity to collaborate with OHSU clinical staff to provide robust clinical research opportunities.

Economic support of Oregon and its communities:

The OIT/OHSU DPT program will provide access to a public university for the education that professionals need in order to sit for licensure, practice, and receive reimbursement for physical therapy services, as determined by the state. The program will deliver a quality educational learning experience as evidenced by curriculum designed to meet CAPTE standards. The collaboration with OHSU and Sky Lakes provides the opportunity for these

organizations to work in partnership to address unmet healthcare needs in physical therapy throughout the state.

- 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;

The OIT/OHSU DPT program prepares graduates to enter the workforce prepared ready to meet the demand for physical therapists. According to aggregate data collected annually by the CAPTE, only 4% of DPT programs are located in the Northwest region of the United States (based on regional accreditation distributions). Of the 233 CAPTE-accredited DPT programs in the nation, only 2 are located in the State of Oregon, 1 at Pacific University and 1 at George Fox University, both of which are located more than 250 miles from OIT's Klamath Falls campus. These programs appear to have acceptance rates similar to the national average based on information posted on their web sites. Thus, there remains a large pool of qualified applicants in the State of Oregon, and it is expected that the OIT/OHSU DPT program may attract students from feeder institutions in a different part of the state. Data provided in the 2014 Oregon Health Professions Profile indicate that 81% of Oregon PT's obtained their entry-level education in out-of-state institutions. The reason why is not included in that report but a major contributing factor may very well be the lack of an affordable public option. More students could potentially gain access to this degree by virtue of a more cost-effective tuition structure.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

The OIT/OHSU DPT program was developed in response to the need for highly qualified physical therapy services throughout the state. Providing the education and training for individuals to meet licensure requirements will allow Oregonians to meet workforce demands and thereby contribute to the economic development of communities.

As recently reported in a needs assessment released by the Oregon Talent Council (November 2015), Physical Therapists were listed among the "high growth, high demand" occupations that have a strong need. The assessment further indicated that "Therapists who provide rehabilitation services are experiencing increased demand across clinical, hospital, home and long-term care settings. The growth is most prevalent in at-home and senior care, with critical shortages in rural areas." The 2014 Oregon Health Professions Profile further reported the statewide number of people per one therapist is 1,409, though there were 11 counties in the State of Oregon (most of them rural) that had 2,000 to 4,000 people per PT and in one county, that ratio climbed to 11,000:1. Implementation of the OIT/OHSU DPT program will effectively respond to the social, economic and environmental challenges and opportunities that often exist in the more rural regions of the state. Efforts to recruit students from rural regions in the state, educate students on the Klamath Falls rural campus, and provide students rural clinical experiences, will additionally support this.

- iii. address civic and cultural demands of citizenship.

Ethics and professionalism components of the curriculum will directly address the responsibilities of graduates, including the responsibility to participate in such civic responsibilities as serving on regulatory boards. In addition, the OIT/OHSU DPT

program emphasizes health promotion, well-being, and prevention of injuries by providing instructions during PT therapy to patients/clients in all of Oregon's communities. The OIT/OHSU DPT program is uniquely designed to create high-capacity physical therapists with generalized training in the broad scope of rural practice. Similar to the outstanding work and program development of the OHSU Cascades East Family Medicine Residency, we prioritize high quality rural physical therapy care, with a focus on inter-professional development and collaborative. Further, OHSU/OIT DPT student participation in the OHSU I-CAN program (Inter-professional Care Access Network) will expand the varied healthcare provider roles and perspectives during inter-professional team projects. DPT students will work together with students from Nursing, Medicine, Dentistry, Public Health, and Pharmacy to gain experience in inter-professional service-learning healthcare education. Not only will DPT students gain exposure to varied healthcare professionals, but they will also participate in programs that will specifically help individuals in underserved communities by addressing barriers to health-related social determinants of health.

3. Accreditation

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

Commission on Accreditation in Physical Therapy Education (CAPTE).

- 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 proposed DPT program will be designed to meet all Standards and Elements of Accreditation for Physical Therapists as stated by CAPTE. CAPTE is the only organization offering accreditation to Physical Therapy programs in the U.S. and Canada. Accreditation candidacy is required prior to matriculation of students into a physical therapy program. The accreditation candidacy review cycle only occurs twice per year with a maximum number of programs under review limited to six. The next available slots for candidacy review are in 2022 with application deadlines of June 1 and December 1. The current process by which program approval occurs at OIT and OHSU (internal and external) will affect the application deadline for accreditation candidacy, which could delay the projected program start date. In addition, CAPTE accreditation candidacy review is extremely rigorous. Any perceived or proven shortfall of the institution under review in regard to the accreditation standards, will result in denial of candidacy, further delaying potential start-up. Institutions have the opportunity to request consideration of candidacy through a hearing process during CAPTE scheduled meetings. One potential obstacle for the OIT/OHSU DPT program is the competitive nature of the CAPTE review process and limited number of programs accepted for review by the accrediting body. However, the unique program design including rural healthcare focus, the dearth of physical therapists in Oregon, and the collaborative nature between OIT/OHSU highlight the absolute necessity of this program and likelihood of success.

- 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.

OIT and OHSU do not offer undergraduate degrees 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.

Accreditation candidacy is required through CAPTE prior to matriculation of students into the program. The Program Director, when hired, will begin working on the accreditation of the program, as required by CAPTE, which needs to happen before students can be recruited into the program (Appendix E and Appendix F).

The accreditation process will include the following elements:

- To hire the Program Director begin preparing the necessary materials for accreditation (curriculum, program outcomes, etc.)
- Hire administrative assistant for PD
- Hire the Clinical Education Coordinator to develop clinical education program and coordinate the activities of the associated faculty (includes signed clinical agreements with each health care entity and letters of intent (LOIs) from each facility covered under that contact)
- Hire the initial core faculty
- Ensure adequate facilities and other resources are in place (i.e., classroom and lab spaces, Faculty offices, etc.)
- Ensure all areas of CAPTE standard 8 are in compliance prior to launching the program
- Develop 3-year budget projections required by CAPTE to operationalize the program
- Identify source of pre-operational budget support.

OIT and OHSU are collaborating Sky Lakes to accomplish these goals.

4. Need

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

Pending successful CAPTE candidacy, the anticipated first cohort of 24 students would be enrolled beginning Summer AY 2021-22 with anticipated graduation in June 2024. Additional cohorts of 24 students each would be anticipated each year. FTE enrollment over the first five years of the program are included in Appendix G.

2020-21: no admits

2021-22: 24 students

2022-23: 24 new admits, 48 total students

2023-24: 24 new admits, 72 total students

2024-25: 24new admits, 72 total students

	Year 20-21	Year 21-22	Year 22-23	Year 23-24	Year 24-25
New	0	24	24	24	24
Returning	0	0	24	24	24
Returning	0	0	0	24	24
Total	0	24	48	72	72

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

Beginning in AY 2023-24, 24 degrees are planned to be conferred each year with a total over the following five years (2023-2027) of ~120 Doctor of Physical Therapy degrees.

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

The OIT/OHSU DPT program design allows for students to be served from any of the listed characteristics with the exception of part-time as the curricular demands require continuous full-time enrollment.

- d. Evidence of market demand.

Popular and only 15% acceptance rate: Physical therapy continues to be a popular graduate program that attracts more applicants than available seats with a national acceptance rate of approximately 15% among qualified applicants. As described in Section 2.C.i aggregate program data collected annually by the CAPTE, only 4% of DPT programs are located in the Northwest region of the U.S. (based on regional accreditation distributions). Of the 233 CAPTE-accredited DPT programs, only 2 are located in the State of Oregon, 1 at Pacific University and 1 at George Fox University, both of which are located more than 250 miles from OIT's Klamath Falls campus. These programs appear to have acceptance rates similar to the national average based on information posted on their web sites. Thus, there remains a large pool of qualified applicants in the State of Oregon, and it is expected that a DPT program at OIT may attract students from feeder institutions in a different part of the state. Surprisingly, data provided in the 2014 Oregon Health Professions Profile indicates that 81% of Oregon PTs obtained their entry-level education in out-of-state institutions.

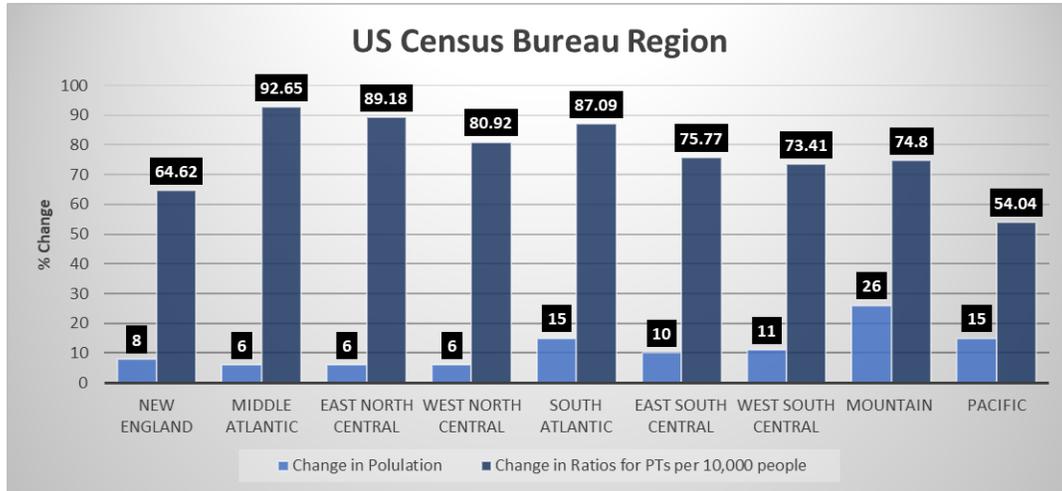
Workforce Analysis: Over the past decade, various media sources have forecasted a very strong job market for physical therapists nationwide and cited the expected job growth as one of the many reasons for ranking physical therapy among the most highly desired careers in the U.S. Examples of these reports include CNN Money which ranked PT as #8 on its list of "Best Jobs in America" (<http://money.cnn.com/pf/best-jobs/2012/snapshots/8.html>), US News & World Report which ranked PT as #5 in its list of "Best Health Care Jobs" and #7 on its overall list of "100 Best Jobs".

High demand and high pay: According to BLS, 209,690 PTs were employed in the U.S. in 2015 earning a mean annual salary of \$85,790 (<http://www.bls.gov/oes/current/oes291123.htm>). The mean salary for the 2530 PTs employed in Oregon at that time was slightly lower at \$81,480. BLS also provides a location quotient (LQ) for various occupations/industries in each state. LQs are ratios that compare an area's employment concentration compared to that of a reference or base area. When compared to the entire U.S., Oregon's LQ for PTs is 0.96 indicating a slightly lower concentration of PTs in Oregon than in the U.S. as a whole.

Growth rate predicted to increase: A study published by Landry et al. in *Physical Therapy* in 2009 analyzed the Health Human Resources (HHR) ratios for physical therapists in the U.S. and Canada during the preceding decade (<http://ptjournal.apta.org/content/89/2/149.full.pdf>). They documented an average growth rate of 70% (from 1995-2005) of PTs in the U.S. and provided a state-by-state comparison. According to their data, the growth rate of PTs in Oregon during that same decade was only 36.12%. In contrast, Oregon's population growth during that same time period exceeded the national average (15.8% in Oregon vs. 12.85% nationally). Thus, these investigators determined that the HHR ratio for the State of Oregon actually increased only 28.93% compared the 63.83% change that occurred at the national level. **These data clearly suggest that the increasing number**

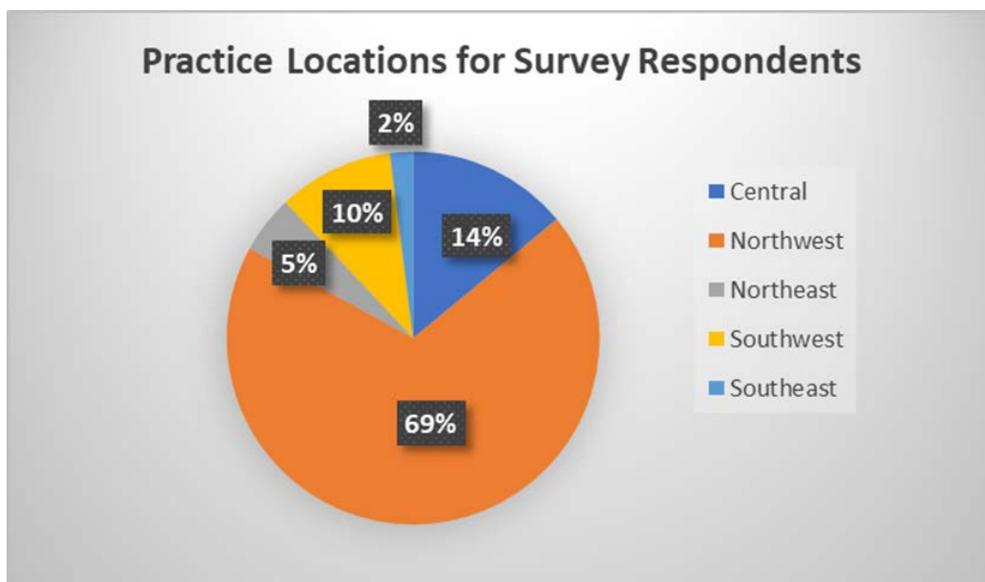
of PTs in the State of Oregon is not sufficient to keeping pace with the rapid population growth and increasing demand for rehabilitation services.

These trends are reflected in the graph below where Oregon is classified in the Pacific region and reflect the lowest amount of change in ratios of PTs per 10,000 population.



Physical Therapy High Growth and Demand: As stated in Section 2.C.ii the Oregon Talent Council (November 2015), Physical Therapists were listed among the “high growth, high demand” occupations that have a strong need. The assessment further indicated that “Therapists who provide rehabilitation services are experiencing increased demand across clinical, hospital, home and long-term care settings. The growth is most prevalent in at-home and senior care, with critical shortages in rural areas.” The 2014 Oregon Health Professions Profile further reported the statewide number of people per one therapist is 1,409, though there were 11 counties in the State of Oregon (most of them rural) that had 2,000 to 4,000 people per PT and in one county that ratio climbed to 11,000:1. One of the Council's recommendations for meeting this need was to increase *“the allocation of university and college resources to degrees and programs that align with industry needs.”*

Physical Therapists' Perceptions of Need: An assessment of need was based on perceptions of PTs who are licensed to practice in the State of Oregon. To sample the opinions of these individuals, the names and e-mail addresses of 5184 PTs were obtained through the Oregon licensure board for physical therapists. These PTs were sent a web link to a survey soliciting their perceptions of the PT job market in Oregon and the need for an additional DPT program in the state, particularly one that provides a public option. They were also queried about their willingness to provide clinical education opportunities to support another program. Several e-mail addresses were invalid which reduced the sample size to 5080. Of that number, a total of 576 PTs (11.3%) responded to the survey; the aggregated responses are appended. The geographic distribution of these respondents (see pie chart below) provided a sample that appears representative of the state's overall population.



These survey results (in the chart above) indicate:

- The majority (56%) felt there was a need while 21% did not and 23% had no opinion. Most (77%) felt that the State of Oregon would benefit from having a public option for DPT education.
- Approximately 73% of respondents indicated that their clinical facility might consider, or would definitely consider, offering clinical education opportunities if OIT developed a DPT program. Another 15% did not know and only 13% said they would not.

Quotes from the survey participants:

- *I think it would be a great benefit to the state to have a public institution offering entry level DPT. Private colleges are often much more expensive and require taking on a lot of debt in some circumstances which are prohibitive. Also, it would be great to have a location outside of the Portland area as we often find that many students who attend these schools are also seeking positions in Portland, which restricts recruiting outside of the Portland area.*
- *There is a need to develop geriatric clinicians for home health, skilled nursing, and acute care practice environments. If this program was focused on developing clinicians interested in those practice areas focusing on mostly rural practice areas there is a need in this regard. Having practiced in rural areas for the majority of my career the need is definitely there.*
- *My opinion is that, the greatest need is in SNF rehab, but it also seems to have the greatest turnover, and is very demanding.*
- *As we have seen for decades, with the exception of a downturn in the '90s, PT is a growing field with consistently high demands. Our aging population and soaring rates of chronic pain can assure us this will continue. Another school, outside of Portland, may assist in serving the needs of our whole state.*
- *Oregon would definitely benefit from another DPT program, particularly in a public institution, and particularly outside of the Portland area. There is a dearth of PTs in the state, especially in rural areas such as the one my clinic is located in. The opportunities that another school, and a public one, would provide for potential students are enormous and exciting.*

- a. Expected learning outcomes of the DPT program include.
1. Students will understand the history and philosophy of physical therapy and basic theoretical approaches to understanding treatment and the patient care process.
 2. Students will use technical terminology to explain and provide examples of the characteristics, concepts, principles, and processes of physical therapy.
 3. Students will demonstrate an understanding of, and ability to conduct physical therapy assessments and analyses.
 4. Students will demonstrate competence in research designs and will identify and describe the advantages, disadvantages, and ethical considerations of research designs
 5. Students will critically evaluate research, analyze, and apply research findings to the practice of physical therapy.
 6. Students will demonstrate an understanding of the legal constraints and ethical guidelines as pertinent to physical therapy treatment and practice.
 7. Students will demonstrate an understanding of the roles, functions, and responsibilities of professional physical therapists, including relationships with professional organizations, and maintaining professional credentials.
 8. Students will have effective written and oral communication.
 9. Students will provide culturally effective instructions to patients/clients to achieve goals
 10. Students will effectively examine a patient/client and formulate a physical therapy diagnosis.
 11. Students will demonstrate effective management of a comprehensive plan of care with effective written, oral and nonverbal communication with patients/ clients and their caregivers, colleagues, other health providers, payers and the public
 12. Students will apply the principles of evidence-based practice to collaborative clinical decision making
 13. Students will provide services to help with prevention, health promotion, fitness and wellness of individuals and groups
 14. Students will participate and manage in the case management process
 15. Students will analyze data to make sound decisions regarding reimbursement financial, legal and social responsibilities
- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

The OIT/OHSU DPT program will follow the procedures for assessment and continued improvement as identified by the OIT Commission on Assessment and the OHSU Assessment Council. Specific learning outcomes (SLOs) and assessments will be addressed in compliance with the OIT Commission on Assessment and OHSU policy regarding Student Learning Outcomes and Assessment as overseen by the Provost/Vice President for Academic Affairs (Constance Tucker, PhD) in consultation with Dr. Tucker.

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

Program faculty will be expected to meet expectations for professional development as described in the OIT tenure and promotion policies as well as meeting the standards set by CAPTE. CAPTE Standard 4B addresses the ongoing scholarly agenda that is required for program faculty as follows:

A long-term plan for building lines of inquiry that will result in original contributions to the profession. It should include the principal topics of scholarly inquiry, specific goals that identify the types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. The agenda may also include plans for relevant mentorship and collaboration with colleagues.

The Program Director will be responsible to work with each core faculty to develop such agendas. All faculty will be required to participate in supervising student research projects and skills testing.

6. Program Integration and Collaboration

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

There are currently two private options for the Doctor of Physical Therapy degree in the State of Oregon. Pacific University and George Fox University, both in the Northern region of the state. Neither are closely related to OIT or the public institutions of higher education in the State of Oregon. There are currently no public DPT education options in Oregon.

- 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.

While it may not be possible to collaborate with the other two degree-granting private institutions in the State of Oregon, the OIT/OHSU DPT program will be a collaborative effort with the OHSU Rural Health Initiative and Sky Lakes Medical Center in Klamath Falls. OIT will deliver the didactic and laboratory components of the degree, to be complemented with clinical experiences within OHSU affiliated clinics and hospitals. Additionally, Sky Lakes Medical Center has shown interest in collaboration with potential adjunct faculty, laboratory space/equipment if feasible, as well as advisory functions. There is an expectation a variety of undergraduate programs in related fields (e.g., healthcare/biology) at OIT and other institutions in the state will prepare students for the graduate component of the degree. All three organizations working together and building from their natural strengths will help ensure this program is successful.

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

There are no similar programs in the public sector of higher education institutions to allow for collaboration.

OIT and OHSU will collaborate with Sky Lakes to support this program.

- d. Potential impacts on other programs.

There is no evidence of a negative or positive impact on the two private universities offering DPT programs in the State of Oregon. The majority of the students recruited and accepted to Pacific and/or George Fox appear to be from out-of-state according to data published on the institutions' web sites. Students from out-of-state tend to graduate and move back to their home state to practice. Only a 15% acceptance rate on average into PT programs is

noted, so there is an abundance of applicants who are not accepted into current DPT education programs.

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.

Revised June 2018



Memorandum

Date: June 13, 2019

To: Anna Teske, MPA
Assistant Vice Provost for Academic Program Approval & Policy

From: Karen Eden, PhD
President, Faculty Senate *Karen B Eden*

C: Amy Ross, PhD, RN, CNS
Chair, Education Policy Committee, Faculty Senate

Re: Approval of Category I, Doctor of Physical Therapy (DPT) Program

Please accept this memorandum as notification of approval of the Category I proposal to create a joint OIT/OHSU Doctor of Physical Therapy (DPT) program. Following the review of the Education Policy Committee, a recommendation was made to the Faculty Senate to approve the DPT program at the June 13, 2019 meeting. The recommendation was approved by the Faculty Senate.

Institution: Oregon Institute of Technology/Oregon Health and Sciences University
Program: Doctor of Physical Therapy (DPT)

Action: At the **July 11, 2019** meeting, the Statewide Provosts Council approved a new program for **OIT/OHSU, Doctor of Physical Therapy (DPT)**, to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Oregon Institute of Technology** Board of Trustees approved the program at its **May 30, 2019** meeting. **Per the authority of ORS 353.050 the program was approved consistent with OHSU's institutional process.**

Eastern Oregon University

Sarah Witte, provost

Approved
 Opposed
 Abstained



Oregon State University

Ed Feser, provost

Approved
 Opposed
 Abstained



Portland State University

Susan Jeffords, provost

Approved
 Opposed
 Abstained



University of Oregon

Patrick Phillips, provost

Approved
 Opposed
 Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved
 Opposed
 Abstained



Oregon Tech

Gary Kuleck, provost

Approved
 Opposed
 Abstained



Southern Oregon University

Susan Walsh, provost

Approved
 Opposed
 Abstained



Western Oregon University

Rob Winningham, provost

Approved
 Opposed
 Abstained

