

Docket Item:

University Program Approval: Western Oregon University, Doctorate in Physical Therapy (DPT).

Summary:

Western Oregon University proposes a new degree program leading to a Doctorate in 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:

Doctorate degree in Physical Therapy at Western Oregon University.



Proposal for a New Academic Program

Institution: Western Oregon University

College/School: College of Health Sciences

Department/Program Name: Physical Therapy

Degree and Program Title: Doctor of Physical Therapy

1. Program Description

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

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 Doctorate in Physical Therapy (DPT) program is a three-year professional doctorate degree that will prepare students for careers as physical therapists and faculty in Physical Therapy programs. The program is built upon a foundation of anatomy and physiology, biomechanics and kinesiology, physiology, and neuroscience that is complemented by applied research, clinical practice, and rehabilitation.

The program will meet all national accreditation requirements as prescribed by the Commission on Accreditation in Physical Therapy Education (CAPTE). The forty-two learning outcomes required of all CAPTE accredited programs will be delivered by forty-two courses and four supervised clinical experiences.

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

The curriculum is comprised of 162 quarter credits of graduate course work.

Fall I	cr	Winter I	cr	Spring I	cr	Summer I (5 weeks)	cr
DPT 700 Prof. Practices in Physical Therapy DPT 711 Human Anatomy I DPT 720 Biomechanics and Kinesiology I DPT 730 Neuroscience and Motor Control I DPT 740 Therapeutic Exercise and Modalities I DPT 750 Applied Physiology/Pathophysiology I	3 3 3 3 3 3	DPT 701 Basic Patient Care Skills DPT 712 Human Anatomy II DPT 721 Biomechanics and Kinesiology II DPT 731 Neuroscience and Motor Control II DPT 741 Therapeutic Exercise and Modalities II DPT 751 Applied Physiology/Pathophysiology II	3 3 3 3 3 3	DPT 713 Human Anatomy III DPT 722 Biomechanics and Kinesiology III DPT 732 Neuroscience and Motor Control III DPT 742 Therapeutic Exercise and Modalities III DPT 755 Research Methods and EBP I DPT 752 Applied Physiology/Pathophysiology III	3 3 3 3 3 3	DPT 714 Clinical Internship I (4 weeks) DPT 756 Research Methods and EBP II	4 4
Total	18	Total	18	Total	18	Total	8
Fall II		Winter II		Spring II		Summer II (4 weeks)	
DPT 760 Cardiovascular and Pulmonary PT DPT 761 Pharmacology for PT DPT 770 Neurorehabilitation I DPT 780 Orthopedic Assessment and Rehab I DPT 762 Pediatric Physical Therapy DPT 703 Clinical Research I	4 3 3 3 4 1	DPT 763 Geriatric Physical Therapy DPT 764 Medical Surgical and Integumentary DPT 771 Neurorehabilitation II DPT 765 Medical Screening and Differential Diag. DPT 781 Orthopedic Assessment and Rehab II	3 4 4 3 3	DPT 772 Neurorehabilitation III DPT 782 Orthopedic Assessment and Rehab III DPT 766 Prosthetics and Orthotics DPT 715 Clinical Internship II (6 weeks)	3 3 3 6	DPT 767 Pain and Social Responsibility in Physical Therapy DPT 768 Diagnostic Imaging DPT 704 Clinical Research II	4 3 3
Total	18	Total	17	Total	15	Total	10
Fall III		Winter III		Spring III			
DPT 716 Clinical Internship III (8 weeks) DPT 795 Health and Wellness in PT DPT 708 Professional Seminar	8 3 3	DPT 717 Clinical Internship IV (9 weeks) DPT 796 Administration in Physical Therapy DPT 706 Special Topics	9 2 2	DPT 718 Clinical Internship V (10 weeks) DPT 705_3 Clinical Research III	10 3		
Total	14	Total	13	Total	13		

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 courses will be delivered on the Monmouth campus and clinical placements will occur at hospitals, clinical therapy offices, and other clinical settings where licensed physical therapists provide patient care. The primary clinical sites will be in the mid and lower Willamette Valley and Oregon coast. Technology will be utilized to enhance the student learning and applied research that will be hallmarks of this program. This will be a full-time, twelve-month program.

e. Adequacy and quality of faculty delivering the program.

CAPTE accreditation standards mandate that the core faculty have doctoral degrees with at least half of having earned a Doctorate in Physical Therapy. In addition, core faculty will have current expertise in their areas of instructional duties, must demonstrate teaching effectiveness, and be active researchers¹. Faculty teaching clinical courses must also have a current license as a Physical Therapist². As a whole, at least half of the DPT faculty must have academic doctorates (Ph.D.'s)³.

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

The DPT faculty will be primarily full-time with adjunct faculty used to bring in specific areas of expertise to complement the core full-time faculty. CAPTE requirements specify that the core faculty be responsible for the academic and clinical preparation of the students in the program. CAPTE mandates minimum pass rates on the national licensing examination. The WOU DPT program will be housed in a new building that will include faculty offices, instructionally-supportive technology, clinical research space and other instructional space to support student-learning.

Other staff.

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

There are two significant fiscal elements: facility and operational. The DPT will require instructional and research space that WOU currently lacks. The two options are renovation of a

¹ CAPTE standard 4A and 4B.

² CAPTE standard 4I.

³ CAPTE standard 4K.

current space or construction of a new facility. Accreditation requirements mandate that faculty in the DPT program are active researchers. Supporting the research activities of the new DPT faculty is an opportunity to create research space that can also support the research activities of other WOU faculty and students. The research facilities needed to support the faculty and students in the DPT program will not be as extensive as those required in traditional research-intensive settings since the DPT research will be more application-focused.

The library collections will be increased to support the research and instructional needs of faculty and students. The program's increased use of technology will also require the addition of a dedicated staff person to support the technology needs.

h. Anticipated start date.

The program is expected to start Fall term 2024.

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.

Adding a Doctorate in Physical Therapy program to WOU is strongly aligned with the WOU Strategic Plan in many ways. The most critical are noted below.

1.1.1 Providing a campus environment that enhances learning

1.3.3 Support curricular innovation and accountability

2.1.2 Increase support for programs and activities that demonstrate and inspire academic excellence

2.4.1 Promote academic array that provides distinctive, high-quality programs

3.1.1 Adopt experiential learning guidelines and align high-impact practices with these guidelines

3.2.1 Increase support for student engagement in community service.

3.2.4 Create and enhance educational partnerships with local communities, particularly for underrepresented student groups.

4.2.1 Develop institutional research capacity

5.1.3 Support growth of academic programs to include new and innovative degrees and certificates

In support of the WOU Strategic Plan a Strategic Enrollment Plan has been developed. The DPT proposal is aligned with the enrollment plan in three key areas.

1.2. Develop additional flexible course offerings

2.0 Develop Doctorate in Physical Therapy

2.2 Program delivery that promotes graduate student access

- 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.

Institutional goals:

The DPT program supports multiple elements of the WOU strategic plan including academic excellence, community engagement (pro-bono clinic for local residents and students lacking health insurance), and sustainability. The DPT program will expand WOU academic offerings and creates research opportunities, for faculty and students. Various new technologies to support

instruction will be tested in program. Those that are effective can be applied to other academic programs and facilities on campus.

Statewide goals:

The DPT program will actively support multiple HECC strategies outlined in the Spring 2016 Strategic Plan. These include:

- Strategy 1: Goal-setting. The WOU DPT program will create a synergistic impact on related WOU undergraduate programs. The OHSU Nursing program was a catalyst to a growth in WOU's Biology and Exercise Science undergraduate programs. This growth supports statewide attainment of 40-40-20. As a campus that has continually achieved higher retention and graduation rates for Latinx students, the expected increase in student enrollment in biology, exercise science, and health at WOU will result in an increase in the number of Latinx students who enroll and complete their degrees as well. WOU will actively recruit Latinx and other under-represented students to the current undergraduate degree programs as well as to the DPT program.
- Strategy 3: Pathways. The DPT program has created an external advisory committee that includes leading physical therapist and major health care providers. The committee will work with WOU to create a program that strongly connects WOU students and faculty with the employers and communities so that students have the most effective and efficient pathways leading to successful transition into their physical therapy career.
- Strategy 5 Affordability. The WOU program will have a tuition that is projected to be approximately \$5,000 below the cost of the two established programs at private universities in Oregon.
- Strategy 6 Economic and Community Impact. The WOU program will serve a region of Oregon that is not being actively served by the two private universities that have DPT programs. The planned pro-bono clinic on the WOU campus will serve residents of Polk County who would not otherwise have access to affordable physical therapy. WOU will focus on enrolling students from the current WOU enrollment footprint. As agreed upon with George Fox and Pacific University, our primary clinical placements will be the Mid-Willamette Valley to the Coast. WOU will focus on serving all communities within the main WOU enrollment footprint.

The DPT program will focus on enrolling Oregon students and will primarily offer clinical placements in the state of Oregon. Doing so will increase the likelihood that the program will improve the availability of physical therapists throughout the mid-Willamette Valley and the coast.

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 DPT program at WOU will increase student and family awareness of this degree and career. As a university that effectively serves low-income, first-generation and minority students from all Oregon communities, WOU's DPT program will increase student and family awareness and aspirations. This increased awareness will support higher academic aspirations and attainment. The research facilities that are required for program accreditation will be available for use by other WOU faculty. Nearly all WOU faculty who are active in research utilize undergraduate students in their activities.

Students who engage in high-impact activities such as research are more likely to succeed in college (see George Kuh-2013 and AACU studies).

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

According to the Oregon Employment Department⁴ physical therapists are one of the top high wage and high demand occupations in Oregon. A September 3, 2021, search of available jobs in Oregon listed by Indeed.com found 378 openings for licensed physical therapists. Jobs were available across the state and included local clinics, hospitals, assisted living centers, and rehabilitation centers. The lack of physical therapists has a detrimental social and welfare impact on communities across the state.

- iii. address civic and cultural demands of citizenship.

The DPT program's design to include an on-site pro-bono clinic, its emphasis on enrolling and graduating Oregon residents, especially those from under-served communities, will directly and indirectly support the creation and strengthening of an ethos of service and community engagement.

The DPT provides a meaningful opportunity for WOU to better connect with the Monmouth/Independence community by providing a facility and content to support wellness training and physical therapy for low-income residents. There is an opportunity to create a pro bono clinic for low-income community members. Most of the DPT faculty will be licensed physical therapists and some of them will need a requisite number of hours in order to maintain their nationally recognized specializations (e.g., pediatrics, neurologic, geriatric, etc.).

3. Accreditation

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

CAPTE (Commission on Accreditation in Physical Therapy Education)

- 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.

We have designed the program to comply with all CAPTE standards including the 42 learning outcomes. The program curriculum is mapped to every learning outcome, the faculty and facilities will meet or exceed all CAPTE requirements. WOU has designed the DPT program in close consultation with established DPT programs in Oregon and the nation. The Program Director will need to be approved by CAPTE, further ensuring the expertise and capacity to be fully accredited. The stringent nature of CAPTE Accreditation ensures that the WOU DPT program will be of high quality.

- 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.

NA

⁴ Oregon Employment Department "High Wage, High Demand Occupations" September 2021

- 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.

WOU will follow the prescribed CAPTE accreditation path which involves the following steps:

- WOU Academic Review including approval by Faculty Senate and WOU Board of Trustees
- Approval by Provost Council and HECC
- Approval by NWCCU
- Approval by CAPTE (Pre-candidacy application—May 2019, CAPTE Candidacy--September 2021, CAPTE Accreditation—Spring 2025*⁵)

4. Need

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

The proposed three-year program at WOU would initially enroll new cohorts of 40 students, moving to 50 student cohorts in 2028. The DPT program will support greater research activity by the WOU faculty and provide undergraduate students with meaningful research and internship opportunities.

Year	Cohort Size	Total Enrollment
2024-25	40	40
2025-26	40	79
2026-27	40	118
2027-28	50	128
2028-29	50	138

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

Year	Number of Degrees
2024-25	0
2025-26	0
2026-27	39
2027-28	39
2028-29	40

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

The DPT program will focus on serving Oregon students, but will enroll qualified students from outside the state. The university anticipates creating a formal pathway for qualified WOU undergraduates into the DPT program. This pathway may operate as an early admit, preferential admit or some other similar program. As with all other WOU programs, the DPT program will make a deliberate attempt to recruit and enroll students from all backgrounds, with particular attention paid to students from underserved communities. The

⁵ CAPTE does not award full accreditation until the initial cohort of students has completed all coursework and clinical requirements.

WOU DPT program will also look to develop a bilingual initiative similar to the nationally recognized WOU Bilingual Teacher Scholars Program.

The program will be taught using a cohort model and students will be required to attend full-time.

d. Evidence of market demand.

Oregon has two CAPTE accredited schools (George Fox University and Pacific University). Both programs admit new cohorts of 50 students each year into their three-year DPT programs. George Fox is a newer program that has admitted students into their program for four years. Pacific University's program is well established and received 1,145 applications for its most recent entering cohort. OSU-Cascades is pursuing CAPTE accreditation status for their new three-year DPT program. The OSU-Cascades program is scheduled to start in the Fall of 2021. Western University has a Post-Professional DPT program for existing PTs. The Western University program will not improve the supply of physical therapists in Oregon. Washington has three DPT programs (Eastern Washington University, University of Puget Sound, and University of Washington). California has 18 programs including five at CSU campuses (Fresno, Long Beach, Northridge, Sacramento, and San Diego).

In 2016, WOU contracted with STAMATS to do a market analysis and identify high need and high growth areas for graduate programming. The report concluded that "DPT is a high demand program, and has experienced growth in the number of degrees (and also degree providers) over the past several years—increasing from about 8,000 degrees in 2010 to well over 10,000 degrees in 2014. This program area has experienced an average annual growth rate of about 6%, with an annual increase of about 521 new degrees per year. Nearly three-quarters of all programs experienced positive growth trends." p. 95

2019 data produced by the Oregon Health Authority determined that

- Between 2020 and 2028 the number of new physical therapists needed to meet Oregon needs will increase by 23.5%. This is higher than the projected national average of 18%. The data was compiled prior to the current pandemic. It is likely that due to the pandemic the need to physical therapists in Oregon is actually higher.
- Prior to the pandemic Oregon was expected to lose over 600 licensed physical therapists due to retirement, vocational change, and movement to other states.
- In 2020 only 54 of the graduates from George Fox and Pacific University took positions in Oregon.

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).

NA

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?

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, the demand for physical therapists is projected to grow by 18 percent from 2019-2029. This is far above the average demand growth rate for other occupations. The projected growth rate of demand for physical therapists in Oregon is expected to much faster (16%+) than the regional average growth rate for other occupations through 2029. Professional licensure to become a physical therapist requires a DPT awarded from a college or university that is accredited by CAPTE. Although, physical therapist who were initially licensed when only a master level degree was required have been allowed to maintain their licensure.

5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

Overall, the programs learning outcomes are:

1. Demonstrate the ability to effectively practice in direct access clinical environments
2. Engage in ethical, collaborative, compassionate and culturally competent physical therapy
3. Demonstrate the ability to advocate for the health and wellness of society through education, consultation, and community outreach
4. Utilize scientific literature for clinical decision-making

CAPTE additionally prescribes “[Standards and Required Elements](#)” for accreditation. Standard 7 is related to student learning outcomes in that it specifies attitudes and skills that the curriculum develops in students (7D1-7D43).

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

A matrix of courses and required learning outcomes has been developed to ensure that students meet all CAPTE required learning outcomes. Formative assessments will include student feedback obtained through the WOU course evaluation process that is conducted each academic term. Summative data will include the national exam pass rate (expected to be 100%), and placement into a physical therapy or teaching position within six months of graduation (expected to be 95% or higher). CAPTE provides annual data on these figures so WOU will have national and regional benchmarks to use for comparative analysis.

Feedback on student preparation will be gathered from all four clinical experiences required of students in the program. Students will also provide feedback regarding their clinical placement experiences. It is anticipated that the program will also survey recent graduates to receive qualitative feedback. Finally, the DPT program will regularly assess how students are meeting the CAPTE identified student outcomes in the courses that those outcomes are aligned to (see Appendix entitled WOU Curricular Map).

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

CAPTE Accreditation requirements mandate that faculty in the DPT program are active researchers. Evidence of this required activity will include number of peer-reviewed scholarly articles published, number of professional presentations made at regional and national scholarly and professional conferences; and the number of DPT students who publish or present their work.

6. Program Integration and Collaboration

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

There are two current DPT programs in Oregon (George Fox and Pacific University). WOU has closely collaborated with George Fox University in the development of the DPT curriculum. WOU has agreed to avoid clinical placements in the Portland area and both programs have agreed to work with WOU on international clinical experiences, professional development activities for students and faculty and potential research activities. In addition, WOU has met with and will continue to collaborate with the Lane Community College PT Assistant program. WOU has a dual enrollment agreement with Mt. Hood Community College, which has the other PT Assistant Program. WOU will connect with Mt Hood to create a collaborative relationship with their program.

- 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.

CAPTE requirements for accreditation create DPT programs that are very similar. WOU will work with the two community college programs to create articulated pathways from the AA degree to a WOU Bachelor's degree that is aligned with the DPT entrance requirements. WOU will continue to collaborate with George Fox University and Pacific University. WOU will offer Gerontology as its point of unique training. This complements the George Fox emphasis area of Sports Medicine and biomechanics.

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

Professional doctorate programs like the DPT program are designed to provide a very rigorous academic experience. The four clinical rotations add time demands that further limit the opportunity for students to collaborate with other programs. Clinical faculty in the program are required to have active Physical Therapy licenses. This requirement greatly limits their availability to collaborate with other colleges and universities.

- d. Potential impacts on other programs.

Given accreditation requirements the DPT coursework will generally be taught by new faculty who are licensed physical therapists and have at least one doctorate in the area of physical therapy, therefore the direct teaching requirements are not likely to affect current programs. However, there could be indirect impacts and opportunities for existing undergraduate programs, the Biology Department, Health and Exercise Sciences Division, and Behavioral Sciences Division. We have previously convened a Faculty Advisory Taskforce comprised of faculty from the above academic units to discuss impacts and opportunities. We have also visited the following campus groups in an effort to proactively collaborate before this proposal was submitted:

1. Faculty Senate
2. Faculty Senate Executive Committee
3. Health and Exercise Science Division
4. Biology Department
5. Behavioral Sciences Division
6. Graduate Studies Committee
7. University Council
8. President's Cabinet
9. WOUFT Leadership

10. WOU DPT Faculty Advisory Taskforce

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.

Doctorate in Physical Therapy Program Proposals

Western Oregon University (WOU) and Oregon State University (through its OSU-Cascades campus) are currently proposing Doctor of Physical Therapy (DPT) programs, and OIT and OHSU will propose a jointly delivered DPT program proposal later this year. We unanimously approve WOU's and OSU-Cascade's DPT program proposals, with the agreement that we anticipate strongly supporting approval of OIT-OHSU's proposal, when it comes to the SPC. The SPC is also aware that given that the earliest a class of DPT graduates, from a public university, could enter the workforce is spring 2026, there should be fluidity in how we respond to this serious workforce and healthcare challenge.

In offering its endorsement, the SPC is mindful of the following:

- As of January 1, 2016, all new physical therapy programs that seek to be accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) must be at the doctoral level. The Doctorate of Physical Therapy (DPT) is the required degree for all entry-level physical therapists.
- Earning CAPTE accreditation is not guaranteed, and new programs—even if approved by HECC—face several years of development in order to prepare for accreditation and launch. HECC approval is a precursor to taking many of the actions necessary to prepare for accreditation.
- The earliest a class of DPT graduates from a public university in Oregon could enter the workforce is spring 2026.

Therefore, flexibility is needed in how the state responds to this serious workforce and healthcare challenge. Given an assessment of demand, which is strong (as outlined below), and the need to serve different regions of the state (see Figure 1), the SPC advises the HECC to approve several programs so that the sponsoring universities may move forward in the next steps toward accreditation. This points to a need for access to affordable PT training in the State of Oregon for Oregonians.

In considering these numbers, it is important to note that some graduates of Oregon's DPT programs will not remain in Oregon to practice. Moreover, the 2014 Oregon Health Professions Profile further reported the statewide number of people per therapist at 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. In one county that ratio is 11,000 to 1.

Current Physical Therapy Programs

Oregon has two existing physical therapy programs, both offered by private universities: George Fox University and Pacific University. Both programs are at maximum capacity with George Fox enrolling 44 students per year and Pacific enrolling 50 students. Both programs

accept students from across the country. Since many of the applicants are from out of state, in 2018 only 45 Oregon residents enrolled in these two programs (Physical Therapy Centralized Application Service, 2019).

Demand

The Statewide Provosts Council completed a review of the need for physical therapists in Oregon and determined that there is sufficient demand to justify and support multiple new proposed programs.

According to data compiled by the Oregon Health Authority, two Oregon counties do not have a licensed physical therapist (Gilliam and Sherman). Of the 3,234 therapists in Oregon in 2015 and 2016, 140 planned to leave the Oregon workforce, 236 planned to reduce their patient hours, while over half were working in excess of 40 hours per week. Thus, Oregon at that time was losing more physical therapists than its two existing programs could train (Oregon Health Authority, 2017). In addition, there is no evidence of a slowdown in either demand for PT or attrition from the existing population of therapists in the state.

Many PT positions have been open in Oregon for extended periods of time. Employers use a variety of web services to recruit new physical therapists, making the calculation of the precise estimate of the need for physical therapists in Oregon difficult. Table 1 below provides a listing of the number of physical therapy positions currently advertised in Oregon. While it's possible that there is overlap in these listings across web services, the numbers in Table 1 suggest a robust need for physical therapists in the state.

Table 1: Current listed PT job openings in Oregon (as of 2/26/2019)

Number of openings	Web Service	Region
1571+	ZipRecruiter ¹	Statewide
683	LinkedIn ²	Portland Area
601	Glassdoor.com ³	Statewide
581	Monster.com ⁴	Statewide
572	Indeed.com ⁵	Statewide

¹ <https://www.ziprecruiter.com/candidate/search?search=physical+therapist&location=Oregon>

² <https://www.linkedin.com/jobs/physical-therapist-jobs-portland-oregon-area/>

³

<https://www.glassdoor.com/Job/jobs.htm?suggestCount=0&suggestChosen=false&clickSource=searchBtn&typedKeyword=physical+therapy&sc.keyword=physical+therapy&locT=S&locId=3163&jobType=>

⁴ <https://www.monster.com/jobs/search/?q=physical-therapy&where=Oregon>

⁵ <https://www.indeed.com/q-Physical-Therapist-l-Oregon-jobs.html>

Clinical Training Sites

The most critical supply factor in successfully training new physical therapists is the availability of clinical training sites. These sites allow students to gain essential practical experiences and training that build upon didactic training that occurs in the classroom and in training laboratory courses.

According to a 2015-16 survey conducted by the Oregon Health Authority, there are 3,234 licensed physical therapists in Oregon. In Union County there are 23, in neighboring Umatilla County there are 44, while Wallowa, Grant and Baker counties add an additional 19 practitioners. Between Klamath and Jackson Counties alone there are 250 physical therapists. The Deschutes, Jefferson, and Crook county area has 240 physical therapists. Clinical sites along the Interstate 5 corridor from Portland to the southern Willamette Valley will likely provide the majority of clinical sites.

Projected employment	
Oregon	United States
2,950 2016 Employment	239,800 2016 Employment
3,760 2026 Employment	306,900 2026 Employment
27% Percent change	28% Percent change
220 Annual projected job openings	17,700 Annual projected job openings

From www.careeronestop.org, which is sponsored by U.S. Department of Labor.

Facilities

As DPT Programs are developed, there will be significant expense in the facilities needed to support them. Some universities may use existing buildings; others might need new or renovated facilities. If state funds are used to build state of the art facilities, that could keep tuition down relative to private universities, thereby increasing access. Development of additional public university program sites will increase access to greater numbers of clinical placement sites throughout Oregon, maximizing the number of DPT graduates and the areas served.

Institution: Western Oregon University
Program: PhD Physical Therapy

Action: At the **March 5, 2019** meeting, the Statewide Provosts Council approved a new program for **Western Oregon University, Doctor of Physical Therapy**, to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Western Oregon University** Board of Trustees approved the program at its **January 16, 2019** meeting.

Eastern Oregon University

Sarah Witte, provost

Approved
 Opposed
 Abstained



Oregon Health & Science University

Elena Andresen, interim provost

Approved
 Opposed
 Abstained



Oregon State University

Ed Feser, provost

Approved
 Opposed
 Abstained



Oregon Tech

Gary Kuleck, provost

Approved
 Opposed
 Abstained



Portland State University

Susan Jeffords, provost

Approved
 Opposed
 Abstained



Southern Oregon University

Susan Walsh, provost

Approved
 Opposed
 Abstained



University of Oregon

Jayanth Banavar, provost

Approved
 Opposed
 Abstained



Western Oregon University

Rob Winningham, provost

Approved
 Opposed
 Abstained

