

**File 1**

INDIANA STATE UNIVERSITY  
FACULTY SENATE, 2013-2014

**EXECUTIVE COMMITTEE**

October 29<sup>th</sup>, 2013

3:30pm, HMSU 227

**AGENDA**

- I. Administrative Reports:  
President D. Bradley  
Provost R. Williams
- II. Chair Report:  
Steve Lamb
- III. Approval of the Executive Committee minutes of October 15, 2013 **(File 2)**
- IV. Fifteen-Minute Open Discussion
- V. Proposed Revisions to the Masters in Athletic Training Program, Lindsey Eberman **(File 3)**  
Proposal for Doctorate in Athletic Training, Leamor Kahanov **(Files 4a, and b)**
- VI. FAC item, voting rights for Chair removal, Darlene Hantzis **(File 5)**
- VII. FAC item, Student Success Council, Darlene Hantzis **(File 6)**
- VIII. AAC, informational item. Change in Position title. "Executive Director of Strategic Initiatives and Director of Enterprise Services" Nora Hopkins **(File 7)**
- IX. Degree Maps, Susan Powers, **(Files 8a, b and c)**

**File 2**

INDIANA STATE UNIVERSITY  
FACULTY SENATE, 2013-2014

**EXECUTIVE COMMITTEE**

October 29, 2013

3:30pm, HMSU 227

**MINUTES**

**Present:** S. Lamb, C. MacDonald, R. Guell, A. Anderson, T. Hawkins, B. Kilp, C. Olsen, V. Sheets

**Members Absent:** K. Yousif

**Ex-Officio Members Absent:** D. Bradley, R. Williams

**Others Present:** L. Kahanov, L. Eberman, N. Hopkins, R. Gonser

- 1) Administrative Reports: No Report
- 2) Chair Report:
  - a) S. Lamb: We have a letter from J. Gatrell indicating that there is a one-time increase in the funds available to the URC (\$4361.94) and AEC (\$1796.09).
- 3) **Motion to Approve the Executive Committee Minutes of October 15, 2013: A. Anderson, C. MacDonald; Vote 8-0-0**
- 4) Fifteen-Minute Open Discussion
  - a) C. MacDonald: There is anecdotal information that the 2% increase for adjuncts is creating complications. Specifically there are those who teach in the fall only and whether their teaching next fall will constitute a "continuation." Further, the semester-based faculty will get the raise, but those on the full year will not.
  - b) C. Olsen: I am part of the Open Resource pilot and I can tell you that it is not working as intended. The students want physical books. I am concerned because there is information that a wider call is going out with more money.
  - c) V. Sheets: I have received a question regarding the VEBA and its activation. Is this money going just for retirees' health care?
    - i) R. Guell: (The response given by R. Guell at the time was not entirely accurate. The correct answer follows.) Currently, the university has two health care systems and two sources of funding them. Employees and pre-65 retirees are on the same system. This is the self-insured system that CIGNA manages for us. It is funded from university money and from

beneficiary contributions. The other system is for post-65 retirees and it is a traditional insurance policy also funded currently by the university and by beneficiary contributions. Beginning in January 2014, the university portion for both plans will itself have two sources of money: the university operating budget and the VEBA. The post-65 retirees university portion will be an adjusting mix of university operating funds and the VEBA so that in three years, the university portion on this plan will be entirely paid by the VEBA. The use of VEBA funds for the pre-65 retirees will also increase over time so that in three years the university portion of their premiums will be covered entirely by the VEBA. There should be no concern that the VEBA funds, (which exist, by law, only to pay retiree health insurance premiums) will be diverted to other purposes. Stated differently, under no circumstances is any money from the VEBA being used to offset expenses for current employees.

d) V. Sheets: I have heard that there is a \$50 fine associated with smoking outside the designated areas.

i) R. Guell: At one time there was a fine. There is no longer a fine.

5) **Motion to Approve Proposed Revisions to the Masters in Athletic Training Program and the Creation of a Doctorate of Athletic Training: R. Guell, T. Hawkins 8-0-0**

a) R. Gonser: These came to GC separately but because they only make sense when viewed as a package, so we took them up that way.

b) L. Eberman: We currently have an undergraduate program with two concentrations and a Master's program. The current undergraduate program's concentrations are Applied Medical and Clinical. The latter is the one for which certification and licensure is the result. The former is the one that students use to go on to other health related professions in graduate school. The discipline is evolving and the Master's Degree is now the preferred route to licensure. As a result, we will, by this series of changes, move all undergraduates to the Applied Medical concentration, eliminate the undergraduate Clinical concentration, and transform that into the Master's degree. The current Master's program is being transitioned into a Doctorate of Athletic Training.

i) R. Guell: Will there be an anticipated reduction in majors?

(1) L. Eberman: No.

ii) V. Sheets: You indicate that we are at the beginning of this trend.

(1) L. Eberman: Others will need to get there by 2020. That is the way the discipline is going. Currently 80% of licensed athletic trainers are Master's trained.

iii) C. MacDonald: How many new courses will there be?

(1) L. Eberman: There will be 30 credits of prerequisites: 46 new credits in courses for the Master's and for the DAT there will be nine existing credits, 21 modified credits, and 31 new credits.

iv) C. MacDonald: And no new resources?

(1) L. Eberman: There is a redeployment plan that involves the fact that we will be able to switch out of existing courses and use faculty during the summer. These faculty are on 12-month contracts, as required by the accrediting body.

6) **Motion to Approve FAC Recommendation Regarding Voting Rights for Chair Removal: A. Anderson, C. MacDonald; Vote 8-0-0**

- a) Existing Handbook: 350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her administrative post provided at least 50 per cent of the full-time tenured or tenure-track faculty members of the department endorse a written communication to the appropriate academic dean giving support of such action.
  - b) Proposed Language: 350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her administrative post provided at least 50 per cent of the Regular faculty members of the department endorse a written communication to the appropriate academic dean giving support of such action.
- 7) AAC, Informational Item: Change in Position Title. "Executive Director of Strategic Initiatives and Director of Enterprise Services."
- a) N. Hopkins: Asked by R. Williams to look at the change that involves having K. Burgher step down as Chief Strategy Officer and rename the position, Executive Director of Strategic Initiatives and Director of Enterprise Services, with M. Snyder in that position. We approved the request but we also want it known that we were not particularly pleased with the lack of a search.

## F-2 PROGRAM PROPOSAL FORM

<p><b>CHECK ALL THAT APPLY</b></p> <p>Department: <u>Applied Medicine and Rehabilitation</u></p> <p><input checked="" type="checkbox"/> Graduate  <b>College:</b> <u>NA</u>  <input type="checkbox"/> Undergraduate</p> <p><input type="checkbox"/> New Program  <b>Contact Person:</b> <u>Lindsey E. Eberman</u>  <input checked="" type="checkbox"/> Existing Program</p> <p><input type="checkbox"/> Change of Title  <b>Phone:</b> <u>x7694</u> <b>Email:</b> <u>leberman@indstate.edu</u>  <input checked="" type="checkbox"/> Revision  <input type="checkbox"/> Suspension</p>	<p><i>Click <a href="#">here</a> for flow diagram</i></p> <p><i>Click <a href="#">here</a> for a sample timeline</i></p> <p><input type="checkbox"/> Elimination</p> <p><input type="checkbox"/> <del>Reactivation</del>  <b>Degree Level:</b> <u>M.S.</u> <b>CIP Code:</b> <u>51.0913</u> <b>Major Code:</b>  <u>A173</u>  <input type="checkbox"/> Major</p> <p><input type="checkbox"/> Minor</p> <p><b>Program Title:</b> <u>Athletic Training M.S.</u>  <input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Licensure Only</p> <p><b>Proposed New Program Title:</b> <u>Athletic Training</u>  <input type="checkbox"/> Other(specify)_____</p> <p><b>Track or Concentration Area, If Applicable:</b> _____</p>
<p><b>1. For revision, reactivation, and new programs submit all applicable forms in this packet. For suspension or elimination, complete the brief summary and submit F-3 only.</b></p> <p><b>2. Proposals for new degree programs must include the application required by the Indiana Commission for Higher Education.</b></p> <p><b>3. All proposals should also be submitted via electronic media in Microsoft Word format, with signature page scanned.</b></p>	

**In the space provided, please insert your summary (abstract), information on student learning, proposed catalog copy, and side-by-side comparison of the old and new programs (see Appendix III of the CAPS Manual.)**

**Brief Summary:**

Due to the evolution of Athletic Training and the academic requirements within an accredited program, we have voted to transition the BS in Athletic Training, Clinical Concentration to an Entry-Level MS in Athletic Training. Accreditation guidelines, articulated by the Commission on Accreditation of Athletic Training Education (CAATE) allow entry into the profession at both the bachelors and masters level. With the transition of most other health care professions to a masters or doctoral entry-level degree, we are trying to become consistent with those programs (Physician Assistant Studies, Physical Therapy, Occupational Therapy, etc.). As such, we are transitioning both the BS in Athletic Training, Clinical Concentration, and the MS in Athletic Training to an entry-level MS in Athletic Training and a doctorate in Athletic Training (DAT), respectively.

Beyond maintaining consistency with other health care professions, this transition will allow us to recruit focused individuals with a desire for the Athletic Training credential. Under the current paradigm, we have several students enrolled in our programs that desire advanced degrees in other professions and do not wish to carry an Athletic Training credential, but choose this as a means to acquire pre-requisites for those advanced degrees.

With our current undergraduate enrollment and the number of students that are acquiring advanced degrees in Athletic Training (>80%), we do believe that we will have competitive entry with 15-20 full-time students per year within this cohort model. Further, in the last 3 years, the number of entry-level MS programs has doubled (13 to 25), yet approximately 350 programs remain at the BS level. As one of the few entry-level MS programs, particularly one of only three programs in the mid-west, we will likely exceed in applicants for our enrollment capabilities.

**Student Learning. How have the results of student outcomes assessment and program or accreditation review been used on the proposed change? How will this change increase student learning and program effectiveness?**

The curriculum of the BS in Athletic Training, Clinical Concentration to MS in Athletic Training degree is relatively similar. We used both certification exam results and exit/alumni data to support changes in the curriculum.

1. We added a Functional Movement Lab to distribute curricular content evenly between courses early in the sequence. In the Clinical Concentration this content would have been included in the Clinical Kinesiology course work; however, the practical component exceeds a typical 3 credit course. As such, we added a lab to assume this content.
2. We added a third orthopedic diagnosis course (with lab) to our curriculum. Students consistently report that they feel least confident in the mastery of the evaluation and diagnosis domain of Athletic Training upon graduation ( $2.9 \pm 0.6$  on a 4 point Likert scale), although that confidence improves within 6 months as alumni ( $3.4 \pm 0.5$ ). More telling, students report that the most important courses in the curriculum are the orthopedic diagnosis classes (6/9 responses, 66.7%). We feel this data supports the addition of a third course to allow students more time to learn and practice the information prior to applying the content to patients in the clinical setting.
3. Current student feedback suggested that there is a disconnect between the Pathophysiology and Pharmacology courses. To resolve this concern, we have combined the course content to improve continuity and added a lab course to practice the psychomotor physical examination skills.

We consistently achieve a higher first-time passing rate (2010-2011= 62.5%, 2011-2012 = 87.5%) than the national average (2010-2011= 60.7%, 2011-2012 = data not yet available). However, we score lower than the national average in the Clinical Evaluation and Diagnosis domain. These curricular changes should help to resolve the gap between the national average (raw average score= $20.0 \pm 3.5$ ) and our program performance (raw average score= $18.6 \pm 3.5$ ).

**Old Catalog Copy:**

## **Athletic Training M.S.**

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(37 credits)

**Research (12 credits):**

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- [ATTR 691 - Research Methods in Applied Medicine and Rehabilitation](#) 3 credits
- and
- [ATTR 698 - Research Project](#) 2-6 credits (6 credits required)
- or
- [ATTR 699 - Master's Thesis](#) 2-6 credits (6 credits required)

**Choose one from the following:**

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- [EPSY 612 - Statistical Methods](#) 3 credits
- [HLTH 604 - Research Design and Data Analysis in Health and Human Performance](#) 3 credits
- [PE 605 - Quantitative Analysis and Application to Exercise and Sport Science](#) 3 credits

**Major (25 credits):**

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- [ATTR 625 - Athletic Training Educator](#) 3 credits
- [ATTR 626 - Applied Medicine and Rehabilitation Leadership Administration](#) 3 credits
- [ATTR 655 - Clinical Experience in Athletic Training I](#) 0-2 credits (2 credits required)
- [ATTR 656 - Clinical Experience in Athletic Training II](#) 0-2 credits (2 credits required)
- [ATTR 660 - Environmental Illnesses](#) 3 credits
- [ATTR 661 - Evidence Based Rehabilitation of the Kinetic Chain](#) 3 credits
- [ATTR 662 - Evidence Based Diagnosis of Orthopedic Injuries](#) 3 credits
- [ATTR 675 - Therapeutic Modalities](#) 3 credits
- [ATTR 676 - Manual Therapy](#) 3 credits

**Culminating Experience:**

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Successful completion of thesis or research project, prepared abstract to be submitted for presentation at a professional conference, and development of an oral and poster presentation.

**Proposed Catalog Copy:**



## Athletic Training M.S.

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(54 credits)

The entry-level masters of science degree Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education. Successful completion of the entry-level masters of science degree qualifies students to sit for the Board of Certification Examination. Emphasis of this curriculum is to provide students with classroom knowledge and clinical experiences that are appropriate for entry-level preparation as a certified athletic trainer. Course work in the program emphasizes strong theoretical foundations within the domains of athletic training, as well as critical thinking and problem solving skills associated with obtaining clinical proficiency. Students benefit from hands-on clinical education experiences with healthcare professionals.

Program eligibility includes successful completion of the Prerequisite Courses, a baccalaureate degree, and a preferred grade point average (GPA) of 3.0 or better.

### Research (5 credits):

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- PASS 635 – Applied Research Methods 2 credits
- [ATTR 698 – Research Project](#) 2-6 credits (3 credits required)

### Major (36 credits):

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- ATTR 540 – Special Topics in Athletic Training 1-3 credits (3 credits required)
- ATTR 562 – Foundations of Therapeutic Interventions 3 credits
- ATTR 572 – Applied Therapeutic Interventions 3 credits
- ATTR 575 – Applied Therapeutic Rehabilitation 3 credits
- ATTR 612 – Care & Prevention of Athletic Injuries & Illnesses 3 credits
- ATTR 612L – Care & Prevention of Athletic Injuries & Illnesses Lab 1 credit
- ATTR 613L – Functional Movement Lab 1 credit
- ATTR 663 – Diagnosis & Immediate Care of the Spine 3 credits
- ATTR 663L – Diagnosis & Immediate Care of the Spine Lab 1 credit
- ATTR 665 – Diagnosis & Immediate Care of the Upper Extremity 3 credits
- ATTR 665L – Diagnosis & Immediate Care of the Upper Extremity Lab 1 credit
- ATTR 667 – Diagnosis & Immediate Care of the Lower Extremity 3 credits
- ATTR 667L – Diagnosis & Immediate Care of the Lower Extremity Lab 1 credit
- ATTR 673 – Pathophysiology & Pharmacological Interventions 3 credits
- ATTR 673L – Physical Exam Lab 1 credit
- ATTR 685 – Administration of Health Care Systems 3 credits

### Clinical Experience (13 credits):

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- ATTR 601 – Athletic Training Practicum I 3 credits
- ATTR 602 – Athletic Training Practicum II 3 credits
- ATTR 603 – Preseason Athletic Training Internship 1 credit
- ATTR 604 – Athletic Training Practicum III 3 credits
- ATTR 605 – Athletic Training Practicum IV 3 credits

**Prerequisite Courses (30 credits):**

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- ATTR 110 – Introduction to Health Professions 3 credits
- ATTR 202 – CPR for the Professional Rescuer 1 credit
- OR
- CPR and AED Certification for the Professional Rescuer
- ATTR 210 – Human Anatomy for Allied Health Professions 2 credits
- ATTR 210L – Human Anatomy for Allied Health Professions Laboratory 1 credit
- OR
- BIO 231 – Human Anatomy 2 credits
- BIO 231L – Human Anatomy Laboratory 1 credit
- ATTR 225 – Medical Terminology for Allied Health Professions 3 credits
- ATTR 280 – Clinical Kinesiology 3 credits
- AHS 201 – Fundamentals of Nutrition 3 credits
- CHEM 103 – Elementary Chemistry 3 credits (or higher)
- CHEM 103L – Elementary Chemistry Laboratory 1 credit (or higher)
- PE 220 – Human Physiology for Allied Health Professions 2 credits
- PE 220L – Human Physiology for Allied Health Professions Laboratory 1 credit
- OR
- BIO 241 – Human Physiology 2 credits
- BIO 241L – Human Physiology Laboratory 1 credit
- PE 381 –Physiology of Exercise 3 credits
- PE 381 – Physiology of Exercise Lab 1 credit
- PSY 101 – General Psychology: Understanding Human Behavior 3 credits

**Please Insert a Side-by-side Program Comparison.**

OLD PROGRAM		NEW PROGRAM	
Course Prefix and number	Credit hours	Course Prefix and number	Credit hours
ATTR 625	3	ATTR 540	3
ATTR 626	3	ATTR 562	3
ATTR 655	2	ATTR 572	3
ATTR 656	2	ATTR 575	3
ATTR 660	3	ATTR 612	3
ATTR 661	3	ATTR 612L	1

ATTR 662	3	ATTR 613L	1
ATTR 675	3	ATTR 663	3
ATTR 676	3	ATTR 663L	1
ATTR 691	3	ATTR 665	3
ATTR 698 or ATTR 699	6	ATTR 665L	1
EPSY 612 or AHS 604 or PE 605	3	ATTR 667	3
		ATTR 667L	1
		ATTR 673	3
		ATTR 673L	1
		ATTR 685	3
		ATTR 601	3
		ATTR 602	3
		ATTR 603	1
		ATTR 604	3
		ATTR 605	3
		PASS 635	2
		ATTR 698	3
TOTAL HOURS	37	TOTAL HOURS	54

**Please insert any important and pertinent minutes/notes from committee meetings about this proposal.**

The Department of Applied Medicine and Rehabilitation voted 10-0-1 on 8/19/11 to accept updating the BS in Athletic Training, Clinical Concentration to an Entry-Level MS in Athletic Training. This curriculum meets CAATE accreditation standards.

Approval/Review Signatures	Date	Vote
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**If more than one unit is involved, signatures are needed from each unit.**

- |   |       |       |
|---|-------|-------|
| 1. Department/unit curriculum committee _____   | _____ | _____ |
| 2. Department chair _____   | _____ |       |
| 3. Dean’s Office, College of Education _____<br>(Programs that lead to educator licensure)  | _____ |       |
| 4. College Representative _____   | _____ | _____ |
| 5. Academic Dean _____  | _____ | _____ |
| 6. Associate VP for Academic Affairs _____  | _____ |       |
| 7. Teacher Education Committee _____<br>(Programs that lead to educator licensure)  | _____ | _____ |
| 8. Dean, College of Graduate and Professional Studies _____   | _____ |       |
| 9. CAAC or Graduate Council _____   | _____ | _____ |
| 10. Senate Executive Committee _____<br>(New programs, major revisions so program is substantially new, or proposals with major policy implications. Determined by CAAC or Graduate Council.) | _____ | _____ |

11. Faculty Senate \_\_\_\_\_  
(New programs, major revisions so program is substantially new, or proposal with major policy implications. Determined by CAAC or Graduate Council.)

12. Provost \_\_\_\_\_

Publication Dates:

Proposal: \_\_\_\_\_

Approval: \_\_\_\_\_

**F-3 DARS REPORT FOR PROGRAMS**

**Note: Doctoral Programs do not require DARS report**

**Must be completed before dean’s approval so changes can be made.**

Attach this form to the program proposal form and submit to the Office of Degree Audit and Transfer, Erickson Hall 235.

(Completed by the Unit)

**Department:** Applied Medicine and Rehabilitation

**Contact Person:** Lindsey E. Eberman

**Course/Program:** Athletic Training

**I. DARS (Completed by Office of Degree Audit and Transfer)**

**Completed**

Transfer articulation

(If present, detail sent to dean and attached to proposal)

\_\_\_\_\_

Degree Audit

Includes major/minor/other requirements/general education

(If present, detail sent to contact person and attached to proposal)

\_\_\_\_\_

Comments:

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DARS Director

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Date



### F-4 Program/Course Consultation Form

The proposing unit is required to provide evidence that it has consulted with all units that would be affected by a course or program change or would have a logical interest. The DARS office will provide a list of all programs that require or recommend a course. Please attach this sheet to a copy of the proposal when it is forwarded to the dean's office. If no response is received within 14 days, send an email message to the chair(s) of departments that would logically have an interest in this change and attach a copy of the email message and consultation form with the proposal.

To: \_\_\_\_\_ Date: \_\_\_\_\_

From: \_\_\_\_\_

Program/Course Title: \_\_\_\_\_

***Attach a complete proposal.***

This form serves the purpose of providing information as a courtesy and avoiding duplication. Please take this opportunity to review the enclosed curriculum proposal and to comment upon it in view of your unit's offerings.

**Have no reservations concerning this course or program:**

\_\_\_\_\_

Have the following reservations/suggestions concerning this course or program:

\_\_\_\_\_

Chairperson: \_\_\_\_\_

Department: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Responses from proposing unit:

\_\_\_\_\_

**F-6 Unit and Deans' Office Review for Completeness and Accuracy**

## PROGRAMS: REVISED, REACTIVATED, OR NEW

**Department:** Applied Medicine and Rehabilitation

**Contact person:** Lindsey E. Eberman

**Telephone:** x7694 **E-mail address:** leberman@indstate.edu

**It is the department's responsibility to consult with the dean's office prior to development of the proposal to determine whether the proposed change is feasible.** Failure to do so is likely to result in a proposal that is not able to go forward or that will be sent back to the department for revision.

Units should make sure that all information below is included with their proposal. Incomplete proposals or those with issues that must be addressed will be returned to the department, curriculum committee, or dean's office within four weeks of receipt of the proposal. Specific feedback will be given on what needs to be addressed. Subsequent modifications will follow a similar four-week interval for review and response.

Provided/ NA  
completed

Proposal clearly related to the results of assessment, program review, and accreditation.

All required signature(s) obtained.

All required votes obtained.

- Number of credit hours reported accurately.
- All proposals for new and/or modified courses including syllabi submitted and in good order.
- Executive summary or abstract included.
- Clear and concise rationale for non-specialists included.
- Proposed new catalog copy incorporating the changes and side-by-side comparison included.
- Signed DARS Report attached.
- Copies of the Program and Course Change Consultation Form are included from any departments/units that are affected or logically have an interest in the change.
- Financial/Staffing Resource Review Checklist included.
- Library Report attached, if needed.
- All documents referenced in the proposal included.
- Guidelines for Undergraduate Curricular Changes followed for undergraduate programs.
- Other

Returned to: \_\_\_\_\_

Date: \_\_\_\_\_

Rationale for proposal status:

## F-7 LIBRARY REPORT

Required for new and substantially changed programs, new and substantially changed graduate courses, and courses in which the University may not have adequate library resources (new topics, varied formats).

**Department:** Applied Medicine and Rehabilitation

**Course Prefix:** \_\_\_\_\_ **Number:** \_\_\_\_\_ **Credit Hours:** \_\_\_\_\_

**Program Title:** Athletic Training

**Course Title:** \_\_\_\_\_

**Attached to this report is a:**

- Bibliography completed by the department that identifies the critical books, journals (including electronic journals), multimedia (including videotapes, CD's, DVD's, computer simulations, etc.), research resources, and databases essential to support the curricular changes for this course/program. After reviewing this bibliography, the Library and the Department will develop a plan for obtaining future resources.

If distance education (course, program, or part of a unit)

- Plan for meeting the library needs of distance education students (including searching databases, delivery of materials, library tutoring, etc.)

\_\_\_\_\_  
Dean, Library Services

\_\_\_\_\_  
Date

**Comments:**

A library report was not conducted because the research courses are not additions to the MS in AT program. These courses already exist and function effectively. In addition, we are working with the library to ameliorate their concerns for the new doctoral degree.





**F-8 FINANCIAL/STAFFING RESOURCES REVIEW CHECKLIST**

This form must be completed for new courses and for program revisions (not for elimination, banking, or suspension). Attach additional information if needed.

New program proposals must be submitted using *Guidelines, Policies, and Procedures for Developing New Academic Program Proposals from the Indiana Commission for Higher Education*, available at [http://www.che.state.in.us/academics/program\\_guidelines.pdf](http://www.che.state.in.us/academics/program_guidelines.pdf).

Proposed Course/Program Title:           Athletic Training          

Department:           Applied Medicine and Rehabilitation          

1. Will the proposal require additional faculty, including special purpose or temporary faculty?

No       Yes

If yes, indicate the source of funds

	<u>Year 1</u>	<u>Year 2</u>
<input checked="" type="checkbox"/> Department reallocation <input type="checkbox"/> College reallocation	\$_____	\$_____
<input type="checkbox"/> External funds, specify source	\$_____	\$_____
<input type="checkbox"/> Other, describe	\$_____	\$_____

2. What additional supplies and expenses are required?      \$\_\_\_\_\_      \$\_\_\_\_\_

No       Yes    If yes, what is the source of funds?

Department       College       External funding (specify)

3. Will additional equipment and/or space be required?

No       Yes

If yes, indicate the source of funds

Department       College       External funding (specify)

4. Will it require additional undergraduate and/or graduate assistant(s)?

No       Yes

If yes, indicate the source of funds

Department       College       Graduate Studies       External funding (specify)

5. Will it require additional computer equipment, software, or classroom technology?

No       Yes

If yes, state what and indicate the source of funds

Department       College       Office of Information Technology

External funding (specify)

6. Will it require additional classrooms, remodeling, or other space?

No       Yes

If yes, indicate the source of funds for laboratories and specifics on space needs and how this will be met.

7. Provide projected enrollments by year 3 and year 5.

What are your plans for student recruitment? *Recruit within current ISU student population, identifying students desiring a credential in Athletic Training. Based on current undergraduate enrollment, we should seat 15-20 students per class with ease (60-75 students currently enrolled in the professional component of the BS in AT program).*

Describe additional resource needs and implications: *none*

If external funds will be used, describe and specify how long funds are available: *N/A*

The signatures below confirm that sufficient resources to support the proposal will be committed by the department and college.

\_\_\_\_\_  
**Department Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_

\_\_\_\_\_

**Dean**

**Date**

## F-2 PROGRAM PROPOSAL FORM

<p style="color: blue; font-weight: bold; margin: 0;">CHECK ALL THAT APPLY</p> <p>Department: <u>Applied Medicine and Rehabilitation</u></p> <p><input checked="" type="checkbox"/> Graduate</p> <p>College: <u>NA</u></p> <p><input type="checkbox"/> Undergraduate</p> <p><input checked="" type="checkbox"/> New Program</p> <p>Contact Person: <u>Leamor Kahanov</u></p> <p><input type="checkbox"/> Existing Program</p> <p><input type="checkbox"/> Change of Title</p> <p>Phone: <u>x4554</u> Email: <u>Leamor.kahanov@indstate.edu</u></p> <p><input type="checkbox"/> Revision</p> <p><input type="checkbox"/> Suspension</p>	<p><i>Click <a href="#">here</a> for flow diagram</i></p> <p><i>Click <a href="#">here</a> for a sample timeline</i></p> <p><input type="checkbox"/> Elimination</p> <p><input type="checkbox"/> Reactivation</p> <p>Degree Level: <u>Doctorate</u> CIP Code: <u>51.0913</u></p> <p>Major Code: _____</p> <p><input type="checkbox"/> Major</p> <p><input type="checkbox"/> Minor</p> <p>Program Title:</p> <p><input type="checkbox"/> Certificate</p> <p><input type="checkbox"/> Licensure Only</p> <p>Proposed New Program Title: <u>Doctorate in</u></p> <p><input type="checkbox"/> Other (specify) _____ <u>Athletic Training</u></p> <p>Track or Concentration Area, If Applicable: _____</p>

- 1. For revision, reactivation, and new programs submit all applicable forms in this packet. For suspension or elimination, complete the brief summary and submit F-3 only.**
- 2. Proposals for new degree programs must include the application required by the Indiana Commission for Higher Education.**
- 3. All proposals should also be submitted via electronic media in Microsoft Word format, with signature page scanned.**

**In the space provided, please insert your summary (abstract), information on student learning, proposed catalog copy, and side-by-side comparison of the old and new programs (see Appendix III of the CAPS Manual.)**

**Brief Summary:**

ISU athletic training has been a pioneer in athletic training education, typically forging the direction for practice, research, and educational endeavors. Changes in the healthcare system, practitioner needs and direction of the National Athletic Trainers' Association Executive Council on Education (NATA-ECE) necessitates that we review our direction with AT education. The NATA-ECE has provided support for increasing the entry-level athletic training education to a masters degree, which subsequently elevates post-professional education to a clinical doctorate, with the intention of eventually phasing out the undergraduate entry-level education option.

Currently 2 clinical doctorates in Athletic Training (DAT) programs exist in the United States. ISU would like to be one of the first DAT post-professional programs in order to create a longitudinal history thereby increasing name recognition to recruit top level students. The Department of Applied Medicine and Rehabilitation would like to eliminate the undergraduate route to athletic training certification (the BS in Athletic Training, Clinical Concentration) by transitioning to an entry-level masters degree and in the same process transition the post-professional masters degree in athletic training to the DAT. These programs are clinical programs akin to nursing, occupational therapy, physical therapy, and physician assistant studies. In this program, we would attract full-time students for a cohort model of curricular delivery. We anticipate approximately 30 students enrolling per year, but could accommodate a maximum of 40 students per cohort. Typical students would be practicing clinicians in the athletic training profession, and although challenging, the course load and curricular model is consistent with the two other DAT programs in the country.

This program requires a research component upon completion. Because this is a clinical doctorate, we will pursue a research project, to be facilitated and approved within the department. Traditional courses deliver research methods and statistical analysis content (ATTR 691 and AHS 640), yet students are held accountable for the research project in ATTR 798 courses taken through 3 additional semesters. Students culminate this experience in the second to last semester with a formal presentation of their findings. Furthermore, the students engage in practical research coursework in an evidence based medicine course, as well as the outcomes and translational research courses. Students will receive extensive library instruction on searching medical evidence in these courses.

The purpose of the DAT is to prepare students for a career as an advanced practitioner in athletic training. The global objectives of the DAT program are:

1. To provide competent health care providers who possess advanced skills in prevention, evaluation, treatment and rehabilitation of the active population.
2. To decrease the shortage of advanced practitioners in athletic training in Indiana, rural communities and the nation.
3. To improve patient access and quality care for rural and underserved populations. These skills are designed to prepare the student for advanced clinical practice.
4. To demonstrate leadership skills in advance interprofessional healthcare through effective communication effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.

**Student Learning. How have the results of student outcomes assessment and program or accreditation review been used on the proposed change? How will this change increase student learning and program effectiveness?**

This is a new program; therefore no specific outcome assessments are available. AMR has used the assessment outcomes for the current post-professional Masters of Science in Athletic Training to direct the needs of students in the transition from the Masters to DAT. Current assessment outcomes and observed needs are noted in the discussion among athletic training faculty in the May 2011 minutes. Based on assessments of employers and students and current trends in health care, we propose additional courses in evidence based medicine (particularly related to the neck, spine, and head), manual therapy, outcome, and translational research (content that would make our program unique).

Future evaluation/outcome assessments of the program will mimic the current assessment regime and include: Student Instructional Reports (SIRs), instructor/faculty peer reviews, student

program exit interviews, alumni assessment of program effectiveness, employer/program director assessment of students, and graduate placement information. These assessment tools are already created (electronically) within the post-professional MS in Athletic Training and could be easily transferred to meet this program's objectives.

1. Utilize critical thinking with the knowledge derived from evidence based medicine literature for clinical decision making.
2. Demonstrate advanced skill mastery in the application of the treatment, rehabilitation, and reconditioning of injuries/illnesses.
3. Demonstrate advanced skill mastery in the application of the injury/illness prevention, clinical evaluation, and diagnosis.
4. Provide safe and effective standards of care for a diverse client population.
5. Demonstrate leadership skills in advanced athletic training through effective communication with clients, families, colleagues, other health care workers, and the general public.
6. Demonstrate clinical education skills in advanced athletic training through effective mentoring of patients/clients and athletic training students.
7. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the maturity of the profession.
8. Analyze trends in health care through outcome and translational research to provide appropriate current practices.

Athletic Training is expected to grow much faster than average from 2008-2018, with an increase need of 44% (U.S. Bureau of Labor Statistics, 2012) which is identical to the need in Indiana (Hoosiers by Numbers, 2012). Athletic trainers serve a unique role in the prevention of injuries and illnesses, which is crucial to reducing the cost of health care. Job growth is primarily expected in hospitals, outreach clinics, and as physician extenders (in the offices of other health care providers). Further, the demand for preventative care providers will also open opportunities for athletic trainers in fitness and recreational sport centers. Finally, some states are implementing legislation that may require the presence of athletic trainers at all high schools, which would guarantee a rise in these providers in this setting and the necessity for a doctoral degree in the profession.

Trends suggest a rise of 6,000 athletic trainers in the labor pool by 2018; however, turnover and retention remain key issues in the profession. Athletic trainers are making a notable exit from the profession in their late 20s and early 30s, which may increase the demand for these providers in the

coming years. Literature indicates that students who enter a professional education after a bachelors degree are more likely to stay in the health care profession and in the local area than those completing their professional education at the bachelor level. Retaining individuals in the local area may also address the needs of the rural and underserved populations, supporting the ISU strategic initiatives.

**DOCTORATE IN ATHLETIC TRAINING**

\* Courses online/tegrity with an in-class option for students on campus with a GA assignment

\*\* Courses that have a classroom intensive component for 1 week or less on campus.

☺ Online only

FALL 1		SPRING 1		SUMMER 1	
				ATTR 710 Holistic Health	3
				ATTR 712 Evidence Based Medicine	3
				ATTR 713 Outcome Research Applications ☺	3
				Semester total	9
				PROGRAM TOTAL	9
FALL 1		SPRING 1		SUMMER 2	
ATTR 691 Research Methods *	3	ATTR 725 Athletic Training Educator	3	PASS 611 Physical Diagnosis	2
ATTR 720 ATTR EB Holistic Care I **	3	*ATTR 726 Administration of Health Care*	3	ATTR 810ATTR EB Holistic Care II **	3
ATTR 755 Clinical Exp AT I ☺	1	ATTR 756 Clinical Exp AT II ☺	1	ATTR 811 Translational and Action Research ☺	3
		ATTR 798 Research Project ☺	2		



Semester total	7	Semester total	9
PROGRAM TOTAL	16	PROGRAM TOTAL	25
<b>FALL 2</b>		<b>SPRING 2</b>	<b>SUMMER 3</b>
ATTR 798 Research Project☺	2	AHS 604 Research Design and Data Analysis in Health and Human Performance ☺	3
ATTR 840 Manual Therapy II **	6		
ATTR 820 Manual Therapy I **	3	ATTR 798 Research Project☺	2
ATTR 855 Clinical Exp AT III☺	1	ATTR 830 EB Prevention Interventions**	3
ATTR 875 Therapeutic Interventions**	3	ATTR 856 Clinical Exp AT IV ☺	1
Semester total	9	Semester total	9
PROGRAM TOTAL	42	PROGRAM TOTAL	51
Semester total	8	Semester total	6
PROGRAM TOTAL	33	PROGRAM TOTAL	57

## Proposed Catalog Copy:

The purpose of the Doctorate of Athletic Training (DAT) program is to prepare students for a career as an advanced practitioner in athletic training according to the Commission on Accreditation of Athletic Training Education.

The global objectives of the DAT program are:

1. To provide competent health care providers who possess advanced skills in prevention, evaluation, treatment and rehabilitation of the active population.
2. To decrease the shortage of advanced practitioners in athletic training in Indiana, rural communities and the nation.
3. To improve patient access and quality care for rural and underserved populations. These skills are designed to prepare the student for advanced clinical practice.
4. To demonstrate leadership skills in advance interprofessional healthcare through effective communication effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.

Required Core (57 credits):

Course Sequence:

Semester 1 (Summer 10-weeks).

- ATTR 710 Holistic Health 3 credits
- ATTR 712 Evidence Based Medicine 3 credits
- ATTR 713 Outcome Research Applications 3 credits

Semester 2.

- ATTR 691 Research Methods 3 credits
- ATTR 720 EB Holistic Care I 3 credits

- ATTR 755 Clinical Experience in Athletic Training I 1 credits

Semester 3.

- ATTR 725 Athletic Training Educator 3 credits
- ATTR 726 Administration of Health Care 3 credits
- ATTR 756 Clinical Experience in Athletic Training II 1 credits
- ATTR 798 Research Project 2 credits

Semester 4 (Summer 10 weeks).

- PASS 611 Physical Diagnosis 2 credits
- ATTR 810 ED Holistic Care II 3 credits
- ATTR 811 Translational and Action Reserach 3 credits

Semester 5.

- ATTR 798 Research Project 2 credits
- ATTR 820 Manual Therapy I 3 credits
- ATTR 855 Clinical Experience in Athletic Training III 1 credits
- ATTR 875 Therapeutic Interventions 3 credits

Semester 6.

- AHS 604 Research Design and Data Analysis 3 credits
- ATTR 798 Research Project 2 credits
- ATTR 830 EB Prevention Interventions 3 credits

- ATTR 856 Clinical Experience in Athletic Training IV 1 credits

Semester 7 (Summer 12 weeks).

- ATTR 840 Manual Therapy II 6 credits

Admission requirements. Applicants should be certified athletic trainers and must also meet the admission requirements for the College of Graduate and Professional Studies. Admission into the Doctorate in Athletic Training will also require the following:

- Certification by Board of Certification in Athletic Training OR confirmation of eligibility to take the Board of Certification examination.
- A baccalaureate OR master degree from an accredited university that culminates in a professional degree in Athletic Training from a CAATE accredited program.
- Confirmation of degree via official transcripts is required.
- A preferred cumulative grade point average (GPA) of 3.0.
- Resume should include a comprehensive outline of your student, volunteer, and professional work experiences and all honors and awards.
- GRE exam score report is required of all applicants. Official score reports must be sent directly from the Educational Testing Service (ETS) - [www.gre.org](http://www.gre.org). A combined score (Verbal and Quantitative sections) of 295 is preferred.
- Recommendations (2) from a health care provider, an academic source, and a community service experience supervisor.
- Top applicants will interview with members of the Post-Professional Athletic Training Admissions Committee.

**Please Insert a Side-by-side Program Comparison.**

OLD PROGRAM		NEW PROGRAM	
Course Prefix and number	Credit hours	Course Prefix and number	Credit hours
		ATTR 691	3
		ATTR 710	3
		ATTR 712	3
		ATTR 713	3
		ATTR 720	3
		ATTR 725	3
		ATTR 726	3
		ATTR 755	1
		ATTR 756	1
		ATTR 798	6
		ATTR 810	3
		ATTR 811	3
		ATTR 820	3
		ATTR 830	3
		ATTR 840	6
		ATTR 855	1
		ATTR 856	1
		ATTR 875	3
		AHS 604	3
		PASS 611	2
<b>TOTAL HOURS</b>		<b>TOTAL HOURS</b>	<b>57</b>

**Please insert any important and pertinent minutes/notes from committee meetings about this proposal.**

The Department of Applied Medicine and Rehabilitation voted 10-0-1 on 8/19/11 to approve the addition of the Doctorate in Athletic Training program into the department.

Approval/Review Signatures

Date Vote

If more than one unit is involved, signatures are needed from each unit.

- 1. Department/unit curriculum committee TJ Coz 1-6-12 10:10-1
- 2. Department chair [Signature] 2/8/12
- 3. Dean's Office, College of Education  
(Programs that lead to educator licensure) \_\_\_\_\_
- 4. College Representative [Signature] 5/1/12 3-0-1
- 5. Academic Dean Marcia Hill 5-7-2012
- 6. Associate VP for Academic Affairs \_\_\_\_\_
- 7. Teacher Education Committee  
(Programs that lead to educator licensure) \_\_\_\_\_
- 8. Dean, College of Graduate and Professional Studies \_\_\_\_\_
- 9. CAAC or Graduate Council \_\_\_\_\_
- 10. Senate Executive Committee  
(New programs, major revisions so program is substantially new, or proposals with major policy implications. Determined by CAAC or Graduate Council.) \_\_\_\_\_
- 11. Faculty Senate  
(New programs, major revisions so program is substantially new, or proposal with major policy implications. Determined by CAAC or Graduate Council.) \_\_\_\_\_
- 12. Provost \_\_\_\_\_

Publication Dates:

Proposal: \_\_\_\_\_

Approval: \_\_\_\_\_

F-3 DARS REPORT FOR PROGRAMS

Note: Doctoral Programs do not require DARS report

Must be completed before dean's approval so changes can be made.

Attach this form to the program proposal form and submit to the Office of Degree Audit and Transfer, Erickson Hall 235.

(Completed by the Unit)

Department: Applied Medicine and Rehabilitation

Contact Person: Leamor Kahanov

Course/Program: Doctorate in Athletic Training

I. DARS (Completed by Office of Degree Audit and Transfer) **Completed**

Transfer articulation  
(If present, detail sent to dean and attached to proposal) X

Degree Audit  
Includes major/minor/other requirements/general education  
(If present, detail sent to contact person and attached to proposal) X

Comments:

Cindy Otto  
DARS Director

10/27/12  
Date



### F-4 Program/Course Consultation Form

The proposing unit is required to provide evidence that it has consulted with all units that would be affected by a course or program change or would have a logical interest. The DARS office will provide a list of all programs that require or recommend a course. Please attach this sheet to a copy of the proposal when it is forwarded to the dean's office. If no response is received within 14 days, send an email message to the chair(s) of departments that would logically have an interest in this change and attach a copy of the email message and consultation form with the proposal.

To: Yasenka Peterson Date: \_\_\_\_\_

From: Leamor Kahanov

Program/Course Title: Doctorate in Athletic Training

***Attach a complete proposal.***

This form serves the purpose of providing information as a courtesy and avoiding duplication. Please take this opportunity to review the enclosed curriculum proposal and to comment upon it in view of your unit's offerings.

**Have no reservations concerning this course or program:**

\_\_\_\_\_

Have the following reservations/suggestions concerning this course or program:

\_\_\_\_\_

Chairperson: \_\_\_\_\_

Department: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Responses from proposing unit:

\_\_\_\_\_

**F-6 Unit and Deans' Office Review for Completeness and Accuracy**

**PROGRAMS: REVISED, REACTIVATED, OR NEW**

**Department:** Applied Medicine and Rehabilitation

**Contact person:** Leamor Kahanov

**Telephone:** x4554 **E-mail address:** Leamor.kahanov@indstate.edu

**It is the department's responsibility to consult with the dean's office prior to development of the proposal to determine whether the proposed change is feasible.** Failure to do so is likely to result in a proposal that is not able to go forward or that will be sent back to the department for revision.

Units should make sure that all information below is included with their proposal. Incomplete proposals or those with issues that must be addressed will be returned to the department, curriculum committee, or dean's office within four weeks of receipt of the proposal. Specific feedback will be given on what needs to be addressed. Subsequent modifications will follow a similar four-week interval for review and response.

Provided/ NA

complete

d

Proposal clearly related to the results of assessment, program review, and accreditation.

All required signature(s) obtained.

All required votes obtained.

- Number of credit hours reported accurately.
  
- All proposals for new and/or modified courses including syllabi submitted and in good order.
  
- Executive summary or abstract included.
  
- Clear and concise rationale for non-specialists included.
  
- Proposed new catalog copy incorporating the changes and side-by-side comparison included.
  
- Signed DARS Report attached.
  
- Copies of the Program and Course Change Consultation Form are included from any departments/units that  
are affected or logically have an interest in the change.
  
- Financial/Staffing Resource Review Checklist included.
  
- Library Report attached, if needed.
  
- All documents referenced in the proposal included.
  
- Guidelines for Undergraduate Curricular Changes followed for undergraduate programs.
  
- Other

Returned to: \_\_\_\_\_

Date: \_\_\_\_\_

Rationale for proposal status:

## F-7 LIBRARY REPORT

Required for new and substantially changed programs, new and substantially changed graduate courses, and courses in which the University may not have adequate library resources (new topics, varied formats).

**Department:** Applied Medicine and Rehabilitation

**Course Prefix:** ATTR **Number:** \_\_\_\_\_ **Credit Hours:** 60

**Program Title:** Doctorate in Athletic Training

**Course Title:** Doctorate in Athletic Training

### Attached to this report is a:

- Bibliography completed by the department that identifies the critical books, journals (including electronic journals), multimedia (including videotapes, CD's, DVD's, computer simulations, etc.), research resources, and databases essential to support the curricular changes for this course/program. After reviewing this bibliography, the Library and the Department will develop a plan for obtaining future resources.

### If distance education (course, program, or part of a unit)

- Plan for meeting the library needs of distance education students (including searching databases, delivery of materials, library tutoring, etc.)

  
\_\_\_\_\_  
Dean, Library Services

3/1/2013  
Date

### Comments:

Library "Liaison comments" note some weaknesses in the collection to support this program.  
Course emphasis on literature reviews & EBM should ~~include~~ include some library instruction of medical resources.

F-8 FINANCIAL/STAFFING RESOURCES REVIEW CHECKLIST

This form must be completed for new courses and for program revisions (not for elimination, banking, or suspension). Attach additional information if needed.

New program proposals must be submitted using Guidelines, Policies, and Procedures for Developing New Academic Program Proposals from the Indiana Commission for Higher Education, available at http://www.che.state.in.us/academics/program\_guidelines.pdf.

Proposed Course/Program Title: Doctorate in Athletic Training

Department: Applied Medicine and Rehabilitation

1. Will the proposal require additional faculty, including special purpose or temporary faculty?

[X] No [ ] Yes

If yes, indicate the source of funds

[ ] Department reallocation [ ] College reallocation [ ] External funds, specify source

Year 1 Year 2
\$ \$
\$ \$

[ ] Other, describe

\$ \$

2. What additional supplies and expenses are required?

[X] No [ ] Yes If yes, what is the source of funds?

\$ \$

[ ] Department [ ] College [ ] External funding (specify)

3. Will additional equipment and/or space be required?

[X] No [ ] Yes

If yes, indicate the source of funds

[ ] Department [ ] College [ ] External funding (specify)

4. Will it require additional undergraduate and/or graduate assistant(s)?

[X] No [ ] Yes

If yes, indicate the source of funds

[ ] Department [ ] College [ ] Graduate Studies [ ] External funding (specify)

5. Will it require additional computer equipment, software, or classroom technology?

[X] No [ ] Yes

If yes, state what and indicate the source of funds

[ ] Department [ ] College [ ] Office of Information Technology [ ] External funding (specify)

6. Will it require additional classrooms, remodeling, or other space?

[X] No [ ] Yes

If yes, indicate the source of funds for laboratories and specifics on space needs and how this will be met.

7. Provide projected enrollments by year 3 and year 5.

What are your plans for student recruitment?

Describe additional resource needs and implications:

If external funds will be used, describe and specify how long funds are available.

The signatures below confirm that sufficient resources to support the proposal will be committed by the department and college.

Department Chairperson

Dean

7/8/12

Date

5/8/12

Date



## **Doctorate in Athletic Training**

**Indiana State University**

**Terre Haute, Indiana**

### **1. Characteristics of the Program**

- a. Campus Offering Program:**  
New Program to Indiana State University
- b. Scope of Delivery (Specific Sites or Statewide):**  
Statewide Distance Education
- c. Mode of Delivery (Classroom, Blended, or Online):**  
Blended online with one-two weekend hands-on seminars
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):**  
Clinical
- e. Academic Unit(s) Offering Program:**  
Offered by the Department of Applied Medicine and Rehabilitation in the College of Nursing Health and Human Services.  
Suggested CIP code: 510913

### **2. Rationale for the Program**

- a. Institutional Rationale (Alignment with Institutional Mission and Strengths)**
  - **Why is the institution proposing this program?**

ISU athletic training program has been a pioneer in athletic training education, typically forging the direction for practice, research, and educational endeavors. Changes in the healthcare system, practitioner needs and direction of the National Athletic Trainers' Association Executive Council on Education (NATA-ECE) necessitates that we review our direction with AT education. The NATA-ECE has provided support for increasing the entry-level athletic training education to a master degree, which subsequently elevates post-professional education to a clinical doctorate, with the intention of eventually phasing out the undergraduate entry-level education option. Currently 2 clinical doctorates in Athletic Training (DAT) programs exist in the United States. ISU would like to be one of the first DAT post-professional programs in order to create a longitudinal history thereby increasing name recognition to recruit top level students.

The interprofessional nature of the College precipitates collaboration among departments for research and use of facilities, which is currently occurring. We anticipate

the interprofessional collaborations will continue through the transition to the DAT which include the IU Medical School, Lugar and the Rural Health Innovation Collaborative (RHIC)

The DAT aligns with the mission of the institution through continued research, community and public service through curricula that integrates clinical interprofessional experiences in preparing students for employment in healthcare that matches future trends in employment needs (<http://irt2.indstate.edu/ir/index.cfm/sp/mission/index>).

- **How is it consistent with the mission of the institution?**

Academic program offerings at ISU are based upon our institutional mission, state and national workforce needs, student interest, and faculty support. Several potential new programs have undergone a rigorous review prior to initial development. Since the creation of the new College of Nursing, Health, and Human Services in 2008, and the Department of Applied Medicine and Rehabilitation in 2010, the synergy to create a health science college that offers an array of health occupations has materialized. The priority is to support programs that focus on the health care needs of rural and underserved communities. We currently orchestrate combined resources of several community constituents to improve access for rural and underserved populations, provide progressive evidence based patient care, encourage collaborative education of students from various disciplines, and disseminate continuing education of practicing health care professionals.

- **How does this program fit into the institution's strategic and/or academic plan?**

In 2008, numerous programs were identified in a feasibility study by the Indiana University Bowen Research Center that would likely meet workforce needs. Based on the mission of the new College, Indiana workforce development needs, faculty talent, and student interest, the curricular process was initiated. Physical Therapy, Physician Assistant, and Occupational Therapy programs were added through fall 2011. Because of the recent evolution of the Athletic Training profession, we sought and acquired initial approval from the Provost and Vice President for Academic Affairs for the development of a DAT program at Indiana State University. The transition from a master in athletic training to a doctorate in athletic training will further solidify interprofessional articulations between health care programs without increases in funding needs. A renovated building, additional classrooms, new equipment, and administrative support were already allocated and developed for the Department of Applied Medicine and Rehabilitation and therefore already exist. The transition from a post-professional master in athletic training to a DAT is consistent with the University and College of Nursing Health and Human Services Strategic Plan through increasing enrollment by the addition of distance education, advanced experiential learning and community engagement that is diversified beyond west-central Indiana. The increased distinction and contemporary placement of a DAT in a historical program adds to the commitment of faculty and recruitment of exceptional educators in athletic training.

ISU and CoNHHS Strategic Plan: <http://irt2.indstate.edu/ir/assets/splan/stratplan.pdf>

- **How does this program build upon the strengths of the institution?**

Indiana State University Athletic Training was the first athletic training education program in the United States and currently boasts over 800 graduates and several dozen leaders in the profession. ISU is known for quality and innovation in the field of athletic training. The movement of post-professional education to a DAT once again places ISU in the position of leading contemporary athletic training education and professional advancement.

The transition from a master to doctorate in athletic training may impact and enhance collaborative research among allied health care professionals within the college and among external partners while augmenting interprofessional education and practice. Funding opportunities will likely increase due to interprofessional collaborative research efforts. The transition may attract additional individuals seeking a higher degree than a master, increasing the pool of individuals available to enter the workforce, in an area of need (30% increased need by 2020) (<http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>). The distance nature of the program also aims to expand the pool of individuals seeking an advanced degree.

## b. State Rationale

- **How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?**

The DAT, much like the master program it is transitioning from, aligns with the state's priorities as reflected in *Reaching Higher, Achieving More*:

- Student-centered learning: The DAT (formerly Master in Athletic Training) addresses student needs in providing an education that is competency driven.
- Workforce alignment: The DAT will provide advanced practitioners in health care where a projected 30% greater need exists compared to like professions (<http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>).
- Mission-driven: The DAT meets ISU, CoNHHS and the state of Indiana's mission in promoting education, skilled workers, research (ISU/CoNHHS), and community engagement/service.
- Student success: The current program boasts a 100% placement rate with anticipated continuance based on the reputation of ISU's athletic training education program.

## c. Evidence of Labor Market Need

### i. National, State, or Regional Need

- **Is the program serving a national, state, or regional labor market need?**

Athletic Training is expected to grow much faster than average from 2008-2020, with an increase need of 44% (U.S. Bureau of Labor Statistics, 2012), a 30% greater growth need than other like professions (<http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>). Athletic trainers serve a unique role in the prevention of injuries and illnesses, which is crucial to reducing the cost of health care. Job growth is primarily expected in hospitals, outreach clinics, and as physician extenders (in the offices of other health care providers). Further, the demand for preventative care providers will also provide opportunities for athletic trainers in fitness and recreational sport centers. Finally, some states are implementing legislation that may require the presence of athletic trainers at all high schools, which would guarantee a rise in these providers in this setting and the necessity for a doctoral in the profession.

Trends suggest an expected rise of 6,000 athletic trainers in the labor pool by 2018; however, turnover and retention remain key issues in the athletic training profession (Kahanov & Eberman, 2011; <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3419155/>). Athletic trainers are making a notable exit from the profession in their late 20s and early 30s (Kahanov & Eberman, 2011), which may increase the demand for these providers in the coming years.

The *Health Professions Workforce Needs Assessment Report* (2009), indicated that west central region of Indiana was 37% below the level of needed athletic trainers as compared to the entire state of Indiana (24.4%,

[http://www.hoosierdata.in.gov/dpage.asp?id=27&view\\_number=2&menu\\_level=smenu4&panel\\_number=2](http://www.hoosierdata.in.gov/dpage.asp?id=27&view_number=2&menu_level=smenu4&panel_number=2)). In light of the national shortage athletic trainers (44%), and a geographical need for additional athletic training practitioners, more so in the west central region, the need for Indiana State University to foster a program is clear.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

The DAT will continue to provide advanced (post-professional) practitioners into the Indiana and U.S. workforce in an area of need.

- Summary of Indiana DWD and/or U.S. Department of Labor Data.

Summary U.S. Department of Labor: <http://www.bls.gov/ooh/Healthcare/Athletic-trainers.htm>

Quick Facts: Athletic Trainers	
<a href="#">2010 Median Pay</a>	\$41,600 per year
<a href="#">Number of Jobs, 2010</a>	18,200
<a href="#">Job Outlook, 2010-20</a>	30% (Much faster than average)
<a href="#">Employment Change, 2010-20</a>	5,500

- Summarize the evidence of labor market demand for graduates of the program:

*Indiana Department of Workforce Development:*

[http://www.hoosierdata.in.gov/dpage.asp?id=27&view\\_number=2&menu\\_level=smenu4&panel\\_number=2](http://www.hoosierdata.in.gov/dpage.asp?id=27&view_number=2&menu_level=smenu4&panel_number=2)

Industry Title	Job Title	Base Year Jobs	Base Year Pct. Dist. of Jobs	Projected Year Jobs	Pct. Dist. of Jobs
Hospitals	Athletic Trainers	105	24.76%	128	20.61%

iii. National, State, or Regional Studies

- **Summarize any national, state, or regional studies that address the labor market need for the program.**

Three major factors influence the market demand for athletic training. The first is the proposed legislative changes to health care insurance reform, which may greatly increase the number of insured Americans eligible for athletic training services. The second factor is the increase in the aging population of the United States that will need preventative and rehabilitation services. The Indiana Department of Workforce Development projects that between 2006 and 2018 a need exists for 621 athletic trainers. Indiana government employment information indicates an increased need of athletic trainers through 2018 of 46% (Hoosier Hot 50 Jobs Data, 2006-2018, [http://www.hoosierdata.in.gov/dpage.asp?id=39&view\\_number=2&menu\\_level=smenu4&panel\\_number=2](http://www.hoosierdata.in.gov/dpage.asp?id=39&view_number=2&menu_level=smenu4&panel_number=2)). U.S. Bureau of Labor projects a 30% increase in need through 2018 (<http://www.bls.gov/oco/ocos294.htm#outlook>).

#### iv. **Surveys of Employers or Students and Analyses of Job Postings**

- **Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.**

The DAT is a new program. However, the current master program has 100% placement, with 60% (6 out of 10) in Indiana in 2011 (IUPUI, ISU, Union Hospital, Oakland City University, St. Mary of the Woods). In alumni and exit data, students indicate they strongly agree (4.6/5.0 scale) that the master program is a quality program, prepares them for employment and they have a positive overall experience. We would hope to translate these results to the DAT, particularly with the additional foci on evidence based medicine (particularly related to the neck, spine, and head), manual therapy, outcome, and translational research (content that would make our program unique).

#### v. **Letters of Support**

- Three letters of support were garnered for the report. Dr. Gary Wilkerson is a pioneer in athletic training, highly regarded as an educator, researcher, and employment reformer. At the time of Marj Albohm's letter of support, she was the president of the National Athletic Trainers' Association. Her approval represents the acknowledgement of the need to upgrade the educational system for athletic trainers. Ms. Albohm was a former Indiana resident and an alum of our program. Dr. Jeffrey Seegmiller created the first Doctorate in Athletic Training in the United States at University of Idaho. He is a researcher, presents, and publishes in the area of athletic training education in addition to anatomy and biomechanics.

### **3. Cost of and Support for the Program**

**a. Costs**

**i. Faculty and Staff**

- We do not anticipate the need to create any additional faculty positions. The DAT is a transition from the master program in athletic training and therefore the department already employs the qualified faculty to facilitate the program.
- Given that the DAT is a modification and transition of the master program, we do not anticipate the need to hire any additional faculty or support staff. In order to ensure the highest efficiencies possible, existing resources assigned to the current baccalaureate degree program will be redirected to support the revised master program.
- In addition, 50% of the faculty are year round employees and therefore summer courses will not impact the annual budget. The additional summer employees will no longer teach summer courses for the entry-level program and therefore will shift to the post-professional DAT, again neutrally impacting fiscal allocations.

**ii. Facilities**

- The DAT, through a transition process, will replace the current master program and therefore the needed laboratory space and equipment is already available with an institutional budget to support the maintenance of the program. The Occupational Therapy, Athletic Training, Physical Therapy, and Physician Assistant Studies programs have several common shared spaces and equipment needs and therefore support each other in equipment costs.

**iii. Other Capital Costs (e.g. Equipment)**

- The DAT is a transition program from and therefore we do not anticipate any additional resources from the institution. The Indiana State University library currently has sufficient access to online data bases and print articles in medicine; however, we will continue to identify methods to expand the access to evidence in the medical professions to meet the growing needs of the program. The DAT curriculum requires access to preceptors, capitol and expendable equipment supplies and augmented educational resources, which already exist.

**b. Support**

**i. Nature of Support (New, Existing, or Reallocated)**

- **Summarize what reallocation of resources has taken place to support this program.**  
The athletic training programs will transition from entry-level bachelor degree, (clinical concentration) to an entry-level master and the post-professional master will transition to the DAT. This transition which will occur over a 4 year period and will allow for faculty to transition their classes without increasing workload. As such, the transition will not economically or educationally impact students or the institution (See Appendix D).
- **What programs, if any, have been eliminated or downsized in order to provide resources for this program?**

No programs will be eliminated or downsized, simply transitioned and upgraded to reflect current educational occurrences in health care prevention and rehabilitative fields. Upon approval, and within the transition plan, we will eliminate the clinical concentration of the bachelor of science degree in athletic training.

**ii. Special Fees above Baseline Tuition**

- **Summarize any special fees above baseline tuition that are needed to support this program.**

No special program fees are anticipated. However, because of the distance nature of a majority of the coursework, students should anticipate paying the distance education fees. Also, students may anticipate supporting travel and lodging during the face-to-face weekend sessions.

**4. Similar and Related Programs**

**a. List of Programs and Degrees Conferred**

**i. Similar Programs at Other Institutions**

**Campuses offering (on-campus or distance education) programs that are similar:**

Currently, two institutions offer a DAT, Rocky Mountain University and University of Idaho. Both institutions graduate on average 10 students each academic year. The unique component of ISU is that the DAT will be a post-professional program whereby students can enroll directly after obtaining certification or becoming eligible for certification (by either entry-level degree options currently available). The other programs both require a master degree or extensive clinical experience upon entry. We anticipate that the elevation of the master in athletic training to the DAT will have no impact on the number of students who choose to reside on campus to participate in clinical experiences in the west central area of Indiana, but will increase the number of distance education students participating nationally.

**ii. Related Programs at the Proposing Institution**

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

**b. List of Similar Programs Outside Indiana**

Because of the increased need for athletic trainers in Indiana and the U.S. we must be able to offer competitive programming at a reasonable cost. Compared to the other DAT



programs in the United States (Table C.6.1), Indiana State is competitive. There will be no other programs competing with the DAT east of the Mississippi.

*Undergraduate and Graduate Tuition Rates for Universities Offering Doctoral Programs in Athletic Training*

Indiana Universities	In-State 2010	Out-of-State 2010
Indiana State University	\$4,635/sem	\$9,210/sem
Rocky Mountain University	\$12,750/sem	\$12,750/sem
University of Idaho	\$16,000/sem	\$16,000/sem

Indiana State also offers a focus on rural and underserved populations which is unique compared to the other two universities offering a DAT. Indiana State will also be the only doctoral program that has graduate assistantships and tuition assistance.

**c. Articulation of Associate/Baccalaureate Programs**

- **For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.**

Not Applicable

**d. Collaboration with Similar or Related Programs on Other Campuses**

Not Applicable

**5. Quality and Other Aspects of the Program**

**a. Credit Hours Required/Time To Completion**

- **Credit hours required for the program and how long a full-time student will need to complete the program**

The AT program will be a seven semester (2 ½ year), 57 credit hour, full-time post baccalaureate program. Students will be immersed in clinical practical experiences during Fall and Spring semesters and well as service learning and community engagement throughout the curriculum. The curricular content will include athletic training practice specific courses that are foundational, advanced, and experiential with structured research and guided clinical education components. The curriculum model is detailed below to

describe typical coursework for a post-professional athletic training program as well as the current courses (change in course numbers has occurred to facilitate new course sequence) offered by Indiana State University that would meet the accreditation requirements (Appendix A).

**b. Existing courses** *Course Work from Other Disciplines*

ATTR 691	Research Methods in AMR (Offered Every Fall semester)
ATTR 712	Evidence Based Medicine*
ATTR 725	Athletic Training Educator *
ATTR 720	EB Holistic Care I *
ATTR 726	Administration of Health Care*
ATTR 755	Clinical Experience in AT I*
ATTR 756	Clinical Experience in AT II*
ATTR 855	Clinical Experience in AT III*
ATTR 856	Clinical Experience in AT IV*
ATTR 875	Therapeutic Interventions*
ATTR 820	Manual Therapy I *
ATTR 798	Research Project*
AHS 604	Research Design and Data Analysis in Health and Human Performance*
PASS 611	Physical Diagnosis (Offered every Summer semester)

\* The above course has been previously offered, but the course number has been modified better course sequencing and titling.

**c. Exceeding the Standard Expectation of Credit Hours**

- **If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.**  
Not Applicable

**d. Program Competencies or Learning Outcomes**

- **List the significant competencies or learning outcomes that students completing this program are expected to master.**

Athletic Trainers work in environments to improve patient functional and physical outcomes. Athletic trainers have specific knowledge in the prevention, evaluation, treatment, and rehabilitation of orthopedic injuries and illnesses associated with an active population. Professionals demonstrate specialization in patient education to prevent injury, re-injury which reduces rehabilitative and other associated health care costs. Athletic trainers work under the direction of physicians, as prescribed by state licensure statutes. The desired global outcomes of the DAT, which align with the University's mission, are to engage with the community by decreasing the shortage of competent health care providers to the local, regional, and national rural communities.

The global objectives of the Doctorate in Athletic Training (DAT) program are:

1. To provide competent health care providers who possess advanced skills in prevention, evaluation, treatment, and rehabilitation of the active population.
2. To decrease the shortage of advanced practitioners in athletic training in Indiana, rural communities and the nation.
3. To improve patient access and quality care for rural and underserved populations. These skills are designed to prepare the student for advanced clinical practice.
4. To demonstrate leadership skills in advance interprofessional healthcare through effective communication effectively with clients, families, colleagues, other health care workers, and the general public orally and in writing.

#### e. **Assessment**

- **Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.**

Indiana State University is committed to continued program evaluation for all educational programs. The DAT evaluation master plan will directly correlate with both University and Commission on Accreditation of Athletic Training Education (CAATE) standards. Each program has an established mission that is reviewed every two years and revised as needed by the faculty. As with any new program, retention rates and student evaluations will be critical. All programs in the College compare student satisfaction on nine key indicators. As new programs are approved, exit surveys will be conducted and the data will be analyzed for factors that could be improved. Programs are monitored for scores on graduation rates, job placement rates, passing rates, and program satisfaction. In addition, all programs with distinct student learning outcomes design multiple methods to measure students' progress in meeting those outcomes. This process includes the rating of final projects, presentations, and clinical skills demonstrations. Future evaluation/outcome assessment of the program will mimic current assessment regime and include: Student

Instructional Reports (SIRs), instructor/faculty peer reviews, student program exit interviews, alumni assessment of program effectiveness, employer/program director assessment of students, and graduate placement information. These assessment tools are already created (electronically) within this department and could be easily transferred to meet this program's objectives.

**f. Licensure and Certification**

**Graduates of this program will be prepared to earn the following:**

- **State License:**

Students enrolled in the DAT will be required to hold both national certification and a state license in their resident state.

- **National Professional Certifications (including the bodies issuing the certification):**

Indiana State University is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The CAATE is the nationally recognized organization that accredits post-professional athletic training education. Accreditation by the CAATE is voluntary, yet necessary to remain competitive in graduate education by providing advertising, connection to the National Athletic Trainers' Association (NATA) and athletic training membership and research funds for students and faculty. The CAATE standards have been used to determine the content, clinical competencies, and qualifications of the faculty and staff of the program. The ISU master in athletic training program current holds accreditation by the CAATE and anticipates continuing with accreditation through the transition to DAT.

- **Third-Party Industry Certifications:**

See Above

**g. Placement of Graduates**

- **Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.**

The majority of athletic trainers have a master degree or higher (80%) and are employed equally in two different areas of health care; 1) in public and private educational services such as colleges, universities and high schools to service medical needs of the active population (39%) and 2) in ambulatory healthcare services like hospitals, physician offices and other health practitioner environments (38%) (NATA, 2012, US Bureau of Labor, 2012). Approximately 13% work in industrial settings, fitness, and recreational sport centers. The employment of athletic trainers' is projected to grown nationally 30% between 2008 and 2018 because of their role in prevention of injuries and reduction of healthcare costs.

Growth is concentrated in the ambulatory healthcare and prevention/fitness industry. The demand and emphasis for healthcare prevention will grow as the population ages as a way to reduce healthcare costs (US Bureau of Labor, 2012).

**h. Accreditation**

- **Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.**

The CAATE is responsible for accreditation ([www.caate.net](http://www.caate.net)). Accreditation will be sought as soon as the program is approved by ICHE. For example purposes, please see the table below. Based on time of approval, the accreditation dates can be modified.

**Implementation Timeline**

<b>Task</b>	<b>Timeline</b>
Initial approval from Provost and President	Completed January 2012
Develop the DAT curricula for University Approval	Completed Fall 2013
ICHE Approval	Spring 2014
Application for CAATE accreditation (not required to start program)	Spring 2014
Classes start	Summer 2015
Initial Self-Study Due	September 2015
CAATE Reviewer Site Visit	Spring 2016
Accreditation Action	August 2016
Matriculate first class of students	Summer 2016

- **Reason for seeking accreditation.**

Accreditation is voluntary. Currently only 16 institutions hold accreditation in post-professional athletic training programs. Current literature articulates that students select graduate programs based on reputation/prestige (Mazerolle & Dodge, 2012; <http://natajournals.org/doi/pdf/10.4085/1062-6050-47.4.11>). Accreditation lends to the prestige of the programs.

**6. Projected Headcount and FTE Enrollments and Degrees Conferred**

- **Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission’s Student Information System.**

Enrollment will be limited by class size of 30 per class in order to maintain adequate instructor to student ratios in a post-professional curricular environment. Accreditation requirements will also limit enrollment numbers. We intend to enroll 30 students in the inaugural class with maximum capacity reaching 40 students per class. The faculty –student ratio must permit the achievement of the stated objectives and be compatible with the accepted practices of similar programs at ISU.

- **Report a table for each campus or off-campus location at which the program will be offered.**

Total Program Students	FTE	Annual Degrees Conferred
90 – 120	15/1	30

- **If the program is offered at more than one campus or off-campus location.**

Not Applicable

- **Round the FTE enrollments to the nearest whole number**

We anticipate an increase from 8/1 ratio in the current master in athletic training education program to a 15/1 ratio with the addition of distance learning students.

- **If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.**

We anticipate a seamless transition from the current master program to the DAT. The master program will be phased out over a 2 year period while the DAT starts in order to facilitate adequate transition of resources without loss of FTE or need for additional faculty.

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## APPENDICES

Appendix A..... Program of Study

Appendix B..... Expert Opinion

Appendix C..... Letters of Support

Appendix D..... Faculty Profiles and Transition Plan



Appendix A: Program of Study

*Indiana State University*  
*Doctorate in Athletic Training*  
*Program of Study*

FALL 1	SPRING 1	SUMMER 1
		ATTR 710 Holistic Health 3
		ATTR 712 Evidence Based Medicine 3
		ATTR 713 Outcome Research Applications ☺ 3
		Semester total 9
		PROGRAM TOTAL 9
FALL 1	SPRING 1	SUMMER 2
ATTR 691 Research Methods * 3	ATTR 725 Athletic Training Educator 3	PASS 611 Physical Diagnosis 2
ATTR 720 ATTR EB Holistic Care I ** 3	*ATTR 726 Administration of Health Care* 3	ATTR 810ATTR EB Holistic Care II ** 3
ATTR 755 Clinical Exp AT I ☺ 1	ATTR 756 Clinical Exp AT II ☺ 1	ATTR 811 Translational and Action Research ☺ 3
	ATTR 798 Research Project ☺ 2	
Semester total 7	Semester total 9	Semester total 8
PROGRAM TOTAL 16	PROGRAM TOTAL 25	PROGRAM TOTAL 33
FALL 2	SPRING 2	SUMMER 3
ATTR 798 Research Project☺ 2	AHS 604 Research Design and Data Analysis in Health and Human Performance ☺ 3	ATTR 840 Manual Therapy II ** 6

<b>ATTR 820 Manual Therapy I **</b>	<b>3</b>	<b>ATTR 798 Research Project☺</b>	<b>2</b>	
<b>ATTR 855 Clinical Exp AT III☺</b>	<b>1</b>	<b>ATTR 830 EB Prevention Interventions**</b>	<b>3</b>	
<b>ATTR 875 Therapeutic Interventions**</b>	<b>3</b>	<b>ATTR 856 Clinical Exp AT IV ☺</b>	<b>1</b>	
<b>Semester total</b>	<b>9</b>	<b>Semester total</b>	<b>9</b>	<b>Semester total</b>
				<b>6</b>
<b>PROGRAM TOTAL</b>	<b>42</b>	<b>PROGRAM TOTAL</b>	<b>51</b>	<b>PROGRAM TOTAL</b>
				<b>57</b>

\* Courses online/tegrity with an in-class option for students on campus with a GA assignment

\*\* Courses that have a classroom intensive component for 1 week or less on campus.

☺ Online only



February 17, 2012

Leamor Kahanov

Chair, Applied Medicine and Rehabilitation

Sycamore Wellness and Applied Medicine Rm 201

Terre Haute, IN 47809

Dear Dr. Kahanov,

As the current president of the National Athletic Trainers' Association, I have a unique perspective as to the growth of the profession and educational needs to sustain patient care and professional integrity. I have an understanding of the changing needs of healthcare and education to facilitate advanced knowledge to efficaciously administer patient care. Currently most athletic training entry-level education programs are bachelor degree oriented with a national shift to master entry-level. The shift is occurring due to increasing competencies and responsibilities that require more mature practitioners and students who have more global goals and understanding. The shift in entry-level athletic training education necessitates the concomitant shift of post-professional (advanced) athletic training education to the clinical doctorate level. This shift is consistent with many other health care professions and is needed in the field of athletic training.

I am fully supportive of the transition to a Doctorate in Athletic Training at Indiana State University. As an alumnus and leader in athletic training, I am pleased with the direction ISU is taking in advanced athletic training education. The transition will aid in providing more advanced practitioners in Indiana, the region and the country.

## Appendix C: Letters of Support



### COLLEGE of HEALTH, EDUCATION & PROFESSIONAL STUDIES

February 13, 2012

Leamor Kahavov, EdD, ATC  
College of Nursing, Health and Human Services  
Department of Applied Medicine and Rehabilitation  
Sycamore Wellness Center and Applied Medicine Room 201  
Terre Haute, IN 47809

Department of Health & Human Performance  
Graduate Athletic Training Education Program  
720 East Fourth Street, Department 6066  
Chattanooga, TN 37403-2598

Phone: (423) 425-4209

Dear Dr. Kahanov:

Having previously been the director of a post-professional graduate athletic training education program, and currently serving as a professor in a professional (i.e. entry-level) athletic training education program at the graduate level, I have had the opportunity to gain a unique perspective on the need for substantial changes in the structure of our paradigm for professional and post-professional education. In my experience, professional education at the graduate level produces a much more proficient and knowledgeable clinician than that which is produced by an undergraduate education program. Clearly, there is a very strong trend for professional athletic training education programs to transition from the undergraduate level to the graduate level, which I strongly support. As this trend continues, there is definitely an increasing need to have different graduate-level degree designations for the differing levels of clinical proficiency and knowledge that distinguish professional education from post-professional education. A clinical doctorate (i.e. Doctor of Athletic Training) would provide an appropriate degree designation to recognize the higher level of clinical proficiency and knowledge produced by a post-professional athletic training education program in relation to that which is developed by a professional athletic training program at the graduate level (i.e. Master of Science in Athletic Training). Such an approach could serve as a model for other educational institutions, and it could eventually facilitate acceptance of a three-year professional education program at the graduate level that would combine existing professional and post-professional curricular components. I commend you for your efforts to optimize the professional qualifications of clinicians who can make major contributions to the health-related quality of life realized by young athletes and physically active people of all ages.

Sincerely,

A handwritten signature in black ink that reads "Gary B. Wilkerson".

Gary B. Wilkerson, EdD, ATC

University of Idaho  
College of Education

Movement Sciences

Physical Education Building, Room 101  
PO Box 442401  
Moscow ID 83844-2401

Phone: 208-885-7921  
Fax: 208-885-5929

movementsciences@uidaho.edu

February 16, 2012

**Indiana Commission on Higher Education**

c/o College of Nursing Health and Human Services  
Department of Applied Medicine and Rehabilitation  
Indiana State University  
Sycamore Center for Wellness and Applied Medicine, Room 201  
Terre Haute, IN 47809

Dear Indiana Commission of Higher Education:

As a former director of a post-professional graduate athletic training program and a current faculty member in the nation's first Doctor of Athletic Training Program, I am writing in support of Indiana State University's proposed doctorate in athletic training. Indiana State University has a strong history of leading the country in professional and post-professional education for athletic trainers. If this tradition is to continue, Indiana State University needs to adapt to changes in the healthcare education market.

Market forces have necessitated changes in healthcare education in many healthcare professions, including athletic training. The clinical doctorate educational model has been adopted by many health professions as a way to train independent practitioners to directly access and treat their patients. Chronic shortages of primary care services and increasing healthcare costs necessitates greater support for post-professional educational programs. Athletic trainers have been shown to provide high quality, cost-effective care and can be found in many healthcare settings throughout the country. The Bureau of Labor Statistics projects a 37% increase in employment opportunities for Athletic trainers between now and 2018. Concurrently, the shortage of healthcare personnel is expected to increase.

Post-professional education and specialty training must accommodate new knowledge and technological advances. In a 2011 report of an allied health workforce and services, the Institute of Medicine stated that "governments, regulators, and administrators need to be flexible to let professions change." As a profession, athletic training has gained a sufficient body of knowledge to support another step in the educational and career ladder to accommodate doctoral-level study. Doctoral-level preparation is crucial for the adoption of Institute of Medicine mandates for research training to support evidence-based practice and interprofessional collaboration.

It is with great interest for the growth of the Athletic Training profession and awareness of healthcare system needs that I support the development of Indiana State University's Doctor of Athletic Training Program. Student interest in our program here at the University of Idaho is strong and growing, doubling in size between its first and second years. Furthermore, the program achieved financial solvency in its first year with sufficient funds to support the hire of

an additional faculty member. If you would like to discuss this matter further, you may reach me at 208-301-2224, 208-885-0355, or [jeffreys@uidaho.edu](mailto:jeffreys@uidaho.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Jeff Seegmiller". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Jeff Seegmiller EdD, AT  
Assistant Professor  
Chair, Musculoskeletal Anatomy  
WWAMI Medical Education/Movement Sciences  
University of Idaho  
PO Box 442401 PEB 204  
Moscow ID 83844-2401  
Phone: 208-885-0355

**Indiana State University**  
**College of Nursing, Health, and Human Services**

**Doctorate in Athletic Training**

**Faculty Information Table**

<b>Name</b>	<b>Degree</b>	<b>Rank</b>	<b>Specialization</b>	<b>Appointment</b>
<b>ADMINISTRATORS</b>				
Richard Williams	Ph.D.	Dean; Professor	<ul style="list-style-type: none"> <li>• Athletic Training</li> <li>• Curriculum</li> <li>• Leadership/Administration</li> </ul>	Full-time
Leamor Kahanov	Ph.D., LAT, ATC	Department Chair; Professor	<ul style="list-style-type: none"> <li>• Athletic Training</li> <li>• Health Care Policy</li> <li>• Curriculum</li> <li>• Leadership/Administration</li> </ul>	Full-time
<b>Name</b>	<b>Degree</b>	<b>Rank</b>	<b>Specialization</b>	<b>Appointment</b>
<b>FACULTY</b>				
Daniel Coovert	Ph.D.	Assistant Professor, Anatomist	<ul style="list-style-type: none"> <li>• Directed evolution approaches for development of high efficiency molecule delivery systems into skeletal muscle</li> </ul>	Full-time
Timothy Demchak	Ph.D., LAT, ATC	Associate Professor; Athletic Training & Physician Assistant Studies	<ul style="list-style-type: none"> <li>• Musculoskeletal Biomechanics</li> <li>• Therapeutic Interventions</li> <li>• Exercise Physiology</li> <li>• Evidence Based Medicine</li> </ul>	Full-time
Lindsey Eberman	Ph.D., LAT, ATC	Associate Professor; Director, Graduate Athletic Training	<ul style="list-style-type: none"> <li>• Environmental Illness</li> <li>• Musculoskeletal Evaluation and Diagnosis</li> <li>• Athletic Training Education/ Outcome Measurements</li> <li>• Evidence Based Medicine</li> </ul>	Full-time
Kenneth Games	Ph.D., LAT, ATC	Assistant Professor, Athletic Training	<ul style="list-style-type: none"> <li>• Neuromuscular changes resulting from injury and therapeutic interventions</li> <li>• Musculoskeletal</li> </ul>	Full-time

			<ul style="list-style-type: none"> <li>Biomechanics</li> <li>Exercise Physiology</li> </ul>	
Shaun Grammar	MSPA, PA-C	Assistant Professor; Physician Assistant Studies	<ul style="list-style-type: none"> <li>Cardiology</li> <li>Pulmonology</li> </ul>	
Al Gurovich	Ph.D., DPT	Assistant Professor; Athletic Training	<ul style="list-style-type: none"> <li>Cardiopulmonary</li> <li>Biomechanics &amp; muscle activation</li> </ul>	Full-time
Tiffany Idlewine	DPT	Assistant Professor; Physical Therapy	<ul style="list-style-type: none"> <li>Musculoskeletal Evaluation and Diagnosis</li> <li>Manual Therapy</li> </ul>	Full-time
Catherine Patterson	Ph.D., LAT, ATC	Associate Professor	<ul style="list-style-type: none"> <li>Athletic Training Education</li> <li>Community Engagement</li> </ul>	Full-time
Marie Pickerill	Ph.D., LAT, ATC	Associate Professor, Director, Undergraduate Athletic Training	<ul style="list-style-type: none"> <li>Fall prevention regarding balance and coordination</li> <li>Kinesiotaping</li> </ul>	Full-time
Christopher Roman	MMS, PA-C	Assistant Professor; Interim Director, Physician Assistant Studies	<ul style="list-style-type: none"> <li>Dermatology</li> <li>Infectious Diseases</li> </ul>	Full-time
Shecanna Seeley	PT, MPT, ATC, LAT	Director, Physical Therapy and Sports Rehab Clinic	<ul style="list-style-type: none"> <li>Gait</li> <li>Musculoskeletal Biomechanics</li> <li>Rehabilitation</li> <li>Manual Therapy</li> </ul>	Full-time Clinical Faculty
James Turner	DO	Medical Director	<ul style="list-style-type: none"> <li>Family Medicine</li> <li>Addiction</li> </ul>	Part-Time
Carolina Valencia	Ph.D., PT	Assistant Professor; Research Coordinator	<ul style="list-style-type: none"> <li>Pain</li> </ul>	Full-Time



## Athletic Training

### Masters to Doctorate in Athletic Training Transition

Master in athletic training courses will be taught with DAT courses during the transition. Faculty with a \* are year round faculty. Summer offerings in ATTR 110, 212, 280 and 225 will no longer be offered beginning 2015-2016 due to changes in the undergraduate athletic training, clinical concentration, education competencies, allowing for faculty to teach in the DAT without impacting fiscal deployment.

COURSES	2014-2015		2015-2016		2015-2016 summer	2016-2017	2016-2017 Summer
	MASTER	DAT	MASTER	DAT	DAT ONLY	DAT ONLY	DAT ONLY
ATTR655/656 - Clinical ATTR 755/756/855/856 Clinical	Kahanov		Kahanov			Kahanov	
ATTR691 – Research	Valencia		Valencia			Valencia	
ATTR625/ATTR 725 – Educator	Eberman		Eberman			Eberman	
ATTR 661 Evidence Based Rehab/ATTR 830 EB Prevention Int.	Eberman		Eberman			Eberman	
ATTR 675/ATTR875 Modalities	Demchak		Demchak			Demchak	
ATTR626/726 Admin	Kahanov		Kahanov			Kahanov	
ATTR 662 Diag of inj/ATTR 720	Games		Games			Games	
ATTR 675/ATTR 820 Manual Ther	Gurovich		Gurovich			Gurovich	
ATTR 698/699 Rsh Project/Thesis ATTR 798 Research Project	ALL		ALL			ALL	
PASS 611 Physical Diagnosis					Roman*		Roman*
AHS 604 Data Analysis	AHS Instructor		AHS Instructor			AHS Instructor	
<b>DAT Additional Courses</b>							
ATTR 710 Holistic Health I					Pickerill		
ATTR 712 Evidence Based Medicine					Games		
ATTR 713 Outcomes Based Research					Kahanov		
ATTR 811 Translational and					Eberman		

Action Rsh					
ATTR 810 EB Holistic Care II			Idlewine		
ATTR 840 Manual Therapy II			Idlewine*		

Courses revised from existing Masters in Athletic Training Courses

Courses already taught continuing through DAT

File 5,

Motion in response to charge to revise the allocation of voting rights in Removal of Department Chairperson

Approved unanimously, October 14, 2013

Review/Rationale/Recommendation for review of additional items

The Faculty Affairs Committee revisited the change in the constitution that granted voting rights to Instructors, as members of the Regular Faculty alongside limitations in specific governance actions. For example, only tenured members of the Faculty participate in annual probationary reviews of tenure-track colleagues. Members of FAC agreed that the Senate action to extend voting rights indicated a desire to safeguard that vote and to ensure that any exclusions from participation be justified. We also recognized that we cannot substitute the inferred judgment of an earlier body of Senators that did not act on this question for that of the current body of Senators who will be asked to do so. This charge, then, cannot be viewed as correcting an oversight, but as an open question. FAC considers that an audit of limitations on participation probably should be undertaken soon.

To this specific charge, FAC finds that Instructors should be allowed to participate with tenure-track and tenured faculty in department faculty action to remove a chairperson. FAC members recognize that some colleagues are concerned that Instructors may be subject to more significant pressure in such situations, given the fact that their job-security is significantly less than other Regular Faculty. However, other colleagues observe that pre-tenure faculty in their 1<sup>st</sup> and 2<sup>nd</sup> years are no more job-secure than Instructors with 3 year contracts. Further, the invitation to participate does not mandate participation.

As part of its deliberation, FAC reviewed data showing distribution of Instructor positions. We believe these data should accompany presentation of the motion, should one be forthcoming, to the Senate. A total of 70 Instructor positions and 386 TTT positions were represented in the data we reviewed. We note that Instructor positions are in no way evenly distributed across colleges or departments; this means that some departments will be differentially impacted by this change. For example, a total of 26 Instructor positions are allocated to the CAS, but 16 of them are housed in two departments -- English has 20 TTT faculty and 10 Instructors; Communication has 9 TTT faculty and 6 Instructors. The CNHHS houses 22 Instructors and 69 TTT faculty and 15 are held by two departments (BNUR has 8 TTT and 8 Instructors; KRS has 14 TTT and 7 Instructors).

Our review of the Handbook to answer this charge generated additional concerns. The Handbook explicitly notes that the chairperson serves at the pleasure of the faculty and the dean. In addition to including all Regular Faculty in the process, FAC recommends that other revisions be pursued to minimize the pressure faculty may feel and to equalize the respective roles of Dean and Faculty. We recommend specifically that:

- a party other than the Dean be charged with conducting the investigation that results from a majority vote to remove a department chair;
- the required vote will be reported to the Dean without names of faculty; to provide verification, department faculty should be directed to designate an outside party to administer, count, report, and retain ballots

Since we have been told that the President intends to call for a thorough review of all sections of the Handbook that describe the role of the academic department chairperson, FAC chose at this time not to draft sample language reflecting the additional recommendations.

FAC also encourages the Executive Committee to ensure that changes made in this section parallel those made in the section governing appointment and removal of an Acting Chairperson.

#### Recommendation

FAC recommends the following revision in the Handbook:

350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her

administrative post provided at least 50 per cent of the Regular faculty members of the department endorse a written communication to the appropriate academic dean giving support of such action.

#### Current Language:

350.5.4.1 Departmental Faculty Communication. After serving at least one (1) academic year as chairperson, a chairperson may be relieved of his/her

administrative post provided at least 50 per cent of the full-time tenured or tenure-track faculty members of the department endorse a written

communication to the appropriate academic dean giving support of such action

## File 6

Motion in response to the charge to review proposed revision in description of Student Success Council

Approved unanimously October 14, 2013

### Recommendation

The Faculty Affairs Committee reviewed material submitted by the AVP for Student Success and discussed especially the role of the faculty members on the Council with Dr. Dan Clark. FAC members recognize that we offer only advice on this matter. Our discussions identified two concerns about the composition of the committee that we believe may limit the effectiveness of the Council.

The Council membership is very large, regardless of purpose or composition of membership. While we are not certain it is possible to reduce the members, we do recommend changes in the composition. Specifically, we recommend that the proposed list of members:

1. exclude nearly all “duplicate” members (i.e. members from the same unit and/or reporting line);

The proposed membership is broadly and deeply inclusive of university units. While it is desirable to establish a table that includes representatives from each relevant unit, it does not appear necessary to include multiple representatives from any unit. We note that more than one of the proposed members is in a direct reporting line to another member. Given that the Council is expected to raise the level of attention paid to student success across the university, we take it for granted that members will go back to their units and discuss the Council’s deliberations, initiatives, and needs. Further, duplicate members over-represent a unit and a reporting line. We reviewed the University Organizational Chart in an effort to identify “duplicate” representatives; we are not confident we were reviewing a current chart.

2. include a faculty representative from each college (i.e. the elected head of the faculty governance body of each college: Chair of Foundational Studies Council, Chair of CAS Faculty Council, etc.)

The stated goal of “raising and forwarding a thoughtful dialogue” about “key issues affecting undergraduate student success” would predict the presence of more than three faculty members, two of whom serve “at-large” rather than as a consequence of a position (i.e. Chair of the Foundational Studies Council). We argue that including one faculty member representative from each College (except the CGPS) will increase the likelihood that a dialogue will emerge and be sustained within colleges and departments.

The proposed membership includes the chair of the governing council of the University College; FAC recommends that membership should be extended to the chairs of the governing bodies of

the remaining undergraduate colleges, or a designee. We recognize that this recommendation may contradict the first recommendation; if there is a choice to be made between increasing faculty involvement and decreasing the membership of the Council, FAC supports the former.

3. omit a specific number of members in description

#### FAC Suggested Revision of Handbook

270.11.1 Membership. The members of the Student Success Council will be appointed as follows: The Associate Vice President for Student Success; one Assistant or Associate Dean (or equivalent) appointed from each College, and the Library, excluding the CGPS; two (2) faculty members at-large appointed by Faculty Senate; the Associate Vice President and Assistant Treasurer; two undergraduate students appointed by the Student Government Association; the Director of the African American Cultural Center; the faculty chair of the governing bodies of each College and the Library, excluding the Graduate Council, the Associate Vice President for Student Affairs; the Director of Financial Aid, the Registrar, and the Executive Director of Career Services.

*Note: Colleges include BCOE, CAS, CNHHS, COT, SCOB, and UC. FAC notes that Dir of Financial Aid reports to VPEM, Dir of Career Services reports to AVPCE, Registrar reports to AVPFA; their presence constitutes representation from those areas. Also, of course, other others may be invited to attend Council meetings--Residential Life, new student initiatives, student success center, student support services report to the chair of the Council and can attend, without voting rights, at his request.*

#### Student Success Council Proposed Revisions to Handbook Language (dft 8/31/13)

270.11 Student Success Council. Student success is a strategic priority of Indiana State University. Student retention and degree completion, while maintaining high academic standards and challenging classroom environments, serves our ultimate goals. To that end, the mission of the Student Success Council is (1) to focus attention and energy on key issues affecting undergraduate student success by raising and forwarding a thoughtful dialogue, (2) to provide oversight for and evaluation of the university's strategic retention and completion initiatives, (3) to advise and advocate regarding policy and resource allocation in support of student success, and (4) to expect the use of data in concert with a broad, university-wide perspective to inform decision making.

270.11.1 Membership. The Student Success Council will be composed of 22 members. The members will be appointed as follows: The Associate Vice President for Student Success; six (6) Assistant or Associate Deans, one appointed from each College and the Library; two (2) faculty members at-large appointed by Faculty Senate; a representative from the Center for Student Success (formerly the Student Academic Services Center); the Director of New Student Programs; the Associate Vice President and Assistant Treasurer; two undergraduate students appointed by the Student Government Association; the Director of the African American

Cultural Center; a representative from the University College; the Chair of the Foundational Studies Council; the Associate Vice President for Student Affairs; the Director of Financial Aid; the Registrar; the Executive Director of Residential Life and Housing; and the Executive Director of Career Services.

270.11.2 Chair. The Associate Vice President for Student Success shall be the Chair of the Council.

#### Current University Handbook Language

270.11 Student Success Council. Recognizing the need for increasing student success is clearly one of the strategic priorities of Indiana State University. Improving student retention, while maintain high standards and challenging classroom environments, will serve both our students and the university well. The Student Success Council is charged with the responsibility of developing and implementing both short and long term strategies to impact student retention/success.

270.11.1 Membership. The Student Success Council will be composed of twenty (20) members. The members of the Assessment Council will be appointed as follows: The Associate Vice President of Academic Affairs; six (6) Associate Deans, one appointed from each College and the Library; one (1) faculty member at-large, appointed by Faculty Senate; one (1) representative from SASC; the Director of New Student Programs; the Assistant Treasurer and University Bursar; two students, one undergraduate and one graduate; the Assistant Vice President for Student Auxiliary Services; one (1) Staff Council representative; the Director of Student Activities and Organizations; the General Education Coordinator; the Director of Financial Aid; the Registrar; and the Director of Marketing.

270.11.2 Chair. The Associate Vice President for Academic Affairs shall be the Chair of the Council.



File 7

Steve,

The committee did not feel it is necessary to write a separate report and simply passed the motion I forwarded to you. If you would like me to come to Exec. to talk about our discussion, just put me on the agenda and let me know when to show up.

Nora

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From: Steven Lamb  
Sent: Friday, October 18, 2013 3:12 PM  
To: Nora Hopkins  
Subject: RE: AAC Business

Dear Nora;

I would like you to forward your report to me concerning Karl Burger, and we will put it on the agenda, and have you discuss the particulars. It is advisory , but we want to make sure that it gets the hearing that it deserves.

-----Original Message-----

From: Nora Hopkins  
Sent: Friday, October 18, 2013 7:45 AM  
To: Steven Lamb  
Subject: AAC Business

Steve,

At our AAC meeting yesterday, the committee approved the change to Karl Burger's position to that of Executive Director of Strategic Initiatives and Director of Enterprise Services, to be effective January 1, however noting that "the position is being filled without a search, which should not become our usual practice." Do you want to inform Biff, or shall I do so?

Nora

File 8a

**From:** Robert Guell (as edited by Lamb)  
**Sent:** Thursday, October 03, 2013 2:28 PM  
**To:** Steven Lamb  
**Cc:** Biff Williams; Susan Powers; Chris MacDonald  
**Subject:** Agenda item for Tuesday

Steve,

I have been piecing together a really bad scenario over the last couple of days and have come to the conclusion that Susan Powers is saying things in CAAC and MySam training sessions that need to be heard by Exec . If there is an opening in the next Exec meeting we need to have her asap.

As a for instance, I heard her say at CAAC that courses on graduation plans will not allowed to be full before the end of priority registration. For instance, your Bus 205 CANNOT fill prior to the end of priority registration. (Your ACCT and our Econ 200&201 courses routinely close before priority registration. Freshman courses routinely close in the middle of New Student Orientation.) In a different report, a colleague who got MySam training heard her say that advisors will be “accountable and liable” if they make an advising error and that advisors will have to produce an updated graduation plan for each student for each semester whether or not the advisee see the advisor.

I find Susan rarely misspeaks, so if she is not misspeaking, then there are three things Exec needs to consider with the P&P. First, what faculty member will agree to ever advise when there is legal downside and no consideration of advising in performance evaluations and no compensation. Second, how are resource allocations going to be made to accommodate the open-ended registration commitments required by the graduation guarantee. Third, how is it that Department X (when filling out its graduation plans) supposed to communicate with Department Y about Department X's need for Department Y's courses when course schedules, staffing decisions and resource allocations are made months prior to actual registration. History will no longer be good enough.

Robert Guell

Professor of Economics

Indiana State University

**From:** Susan Powers  
**Sent:** Thursday, October 03, 2013 3:14 PM  
**To:** Robert Guell; Steven Lamb  
**Cc:** Biff Williams; Chris MacDonald  
**Subject:** Re: Agenda item for Tuesday

I would be pleased to come talk to Exec anytime about what House Enrolled Act 1348-2013 is requiring all state institutions to do. I just received the final implementation rules for that from the Commission of Higher Education on Tuesday.

In terms of open and closed classes during priority registration, the new implementation rules state that we have to make room in classes that are identified on the degree map for students entering as new, full-time students in Fall 2014. With MySAM, we will be able to provide reports of how many students have a certain class on their plan for a particular semester. With the example of ECON 200, it would make sense to make sure that courses are placed on different majors' plan so that one particular semester is overloaded. So this year, we will need a lot of help from departments and deans' office to coordinate that type of planning. Also determining where we can put choices for students or placeholders to lessen some that impact. But yes, the implementation rules state "Guarantee course availability so that students finish on time" based on the student degree map.

In terms of accountable and liable, I will not disagree that this what someone heard, but that is an out of context statement for what I said. We were having a discussion as to who would be paying the tuition for students when a student misses a class because of advisor error or not updating a plan, etc. I did pose that if an advisor is continually and egregiously making errors that results in additional time to degree for students, then the department has a responsibility to fix that problem. I have talked repeatedly about accountability, but in the context that departments control their P&T documents and given our increased accountability and liability for accurate advising and the requirement for correctly updated degree maps, then I would think that it is important for a department to reassess who it evaluates and awards good advising.

Again, the rules for this legislation JUST came out. Believe it or not, they are radically improved from where they were a month ago, but they will have a huge impact on faculty advising. I was going to ask to be able to come talk to you all, I need to plan a meeting with the chairs to determine how we go about doing this and what informations chairs need, and etc.

Susan M. Powers

# DEGREE MAPS 101

## Creating a Degree Map

**Degree maps provide college students with a clear and direct path to on-time completion.**

### Required Elements

- ✓ Description of specific Program Major **OR** broad Major Interest Area
- ✓ Description of expected employment opportunities **OR** link to relevant career resources
- ✓ Expected on-time graduation date
- ✓ Specific required courses listed by semester
- ✓ List or link to list of possible general education courses and electives
- ✓ Milestone courses and action steps clearly identified by semester
- ✓ Minimum of 30 credits per year (include *15-to-Finish* icon and [15toFinishIndiana.org](http://15toFinishIndiana.org) link)
- ✓ Notice of financial aid credit completion requirements and FAFSA application deadline
- ✓ Dual credit, AP, and remediation included (on customized map only)
- ✓ Streamlined content (no codes, acronyms, superfluous information)

## Using the Degree Map to Guide Student Success

**A clear degree map combined with proactive advising will guide students to on-time completion.** **Step 1:** Give every student a standard degree map at orientation and registration.

Suggestion: Have students participate in a “choose your major/interest area” seminar to help guide the creation of the degree map. Note that students must choose a major by 30 credits (4-yr) or 15 (2-yr).

**Step 2:** Student customizes standard degree map in consultation with an academic advisor.

Suggestion: Use predictive analytics or transcript analysis to suggest 2-3 courses for a student in a given elective slot. Use Major Interest Areas to better prescribe courses for undeclared students.

**Step 3:** College integrates the degree map into the registration and advising process every semester.

Suggestion: Set up registration processes so that the student’s map courses are the default selection. Streamline registration (early registration, preferential course selection) if students select map courses.

**Step 4:** College uses the map to provide targeted proactive advising for students that go off of their degree map, fail milestone courses, transfer, change major, or let their GPA fall below 2.0 or SAP.

Suggestion: Schedule mandatory meeting with advisor for students whenever these issues

arise.

**Step 5:** Guarantee course availability so that students finish on time.

Suggestion: Use the collective maps as a representation of “customer demand” and schedule courses proactively to meet that demand and remain unaffected by the legislated “free course” guarantee.



INDIANA COMMISSION  
HIGHER *for* EDUCATION

# Degree Map Guidance for Indiana's Public Colleges and Universities

**Published by the Commission for Higher Education  
Pursuant to HEA 1348-2013**

*October 1, 2013*

## INTRODUCTION

Indiana's economy needs college graduates. By the year 2025, nearly two-thirds of jobs will require a degree or quality workforce credential. Sadly, only one-third of Hoosier adults have reached this level of educational attainment. Indiana has set a Big Goal that 60 percent of Hoosier adults obtain a degree or credential by the year 2025 to meet the needs of the economy and to increase the income and opportunities afforded to Hoosiers. To meet that goal, more high school students must continue their education after graduation and more working adults need to come back to school. But the aspiration is not enough. For every 10 students who enter the doors of an Indiana college, only 5 will graduate. Only half of those who do graduate finish on-time. This low completion rate represents a huge missed opportunity for our state. To meet the Big Goal, Indiana must pursue every option to help students who aspire to a college degree graduate, and do so in shorter time and at a lower cost.

The stakes are high for all students. An additional year of college can cost a Hoosier student nearly \$50,000 in extra tuition, lost wages and related costs. For students whose dreams are supported by state financial aid programs, on-time graduation is even more critical because this aid is limited to four years. And for any student who incurs debt to finance a college degree, failure to graduate represents a worst-case scenario: debt and no degree.

To improve our state's graduation rates, students, colleges and the State must embrace a shared responsibility in higher education. Students must make the commitment to enroll in classes at the *on-time* pace of 15 credits per semester and follow through by completing the courses in which they enroll. The 2013 Indiana General Assembly set this as the standard for financial aid recipients, requiring them to complete 30 credits per calendar year to stay eligible for the standard financial aid award.<sup>1</sup> To reinforce this signal for all students, the Commission has partnered with Indiana's public and private colleges and universities to send the signal to all students through a "15-to-Finish" public awareness campaign that explains the benefit of enrolling in 15 credits each semester and completing milestone courses early.

At the same time, universities must provide students with the tools necessary to graduate on-time and at a lower cost. To meet this challenge, Indiana colleges have cut back program requirements to fit within the limits of 60 credits for an associate degree and 120 for a bachelor's degree. They worked together to create a guaranteed-transfer general education core and will soon have guaranteed transfer of a 2-year degree to 4-year institutions. Many have implemented their own student incentives such as tuition freezes for on-time graduates and graduation bonuses.<sup>2</sup> However, some students continue to report that they do not have a clear path to graduation and that advising, if available, does not always steer them in the right direction.

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<sup>1</sup>A discounted award is available for financial aid recipients that complete between 24-29 credits per year.

<sup>2</sup>Purdue University froze tuition for the next two academic years at its West Lafayette campus; Indiana University is freezing tuition for upperclassmen who are on track for on-time graduation; Ball State University and Vincennes University offer some type of graduation bonus, and Indiana University-Kokomo offers a reduced tuition rate; Indiana University and the University of Southern Indiana offer reduced summer tuition to help students stay on track for on-time or early graduation.



One strategy that has proven successful in addressing these challenges is the implementation of degree maps – a semester-by-semester list of courses a student must take to graduate on-time. Georgia State University combined degree maps with a new model of proactive advising and increased their graduation rates by more than 20 percentage points over ten years. At Florida State University, the implementation of degree maps increased graduation rates 12 percent and closed the achievement gap of low-income and underrepresented students.<sup>3</sup> Florida also found that degree maps helped the bottom line; they invested roughly \$2 million in the program, while the increased retention rates brought in tuition that was \$8 million above historical averages. Other schools have used degree maps to better plan course offerings and classroom space and used them to plan faculty schedules and sabbaticals.

Recognizing the promise of this practice, Governor Pence and the Commission for Higher Education strongly urged the Indiana General Assembly to pass House Enrolled Act 1348-2013 which established, for the first time, a requirement that public colleges provide degree maps to all new full-time students.<sup>4</sup> It also provides a course-scheduling guarantee to these students; if a course on a student’s degree map for a particular semester is not offered or is full, the institution must provide the course for free in a future semester unless it provides a revised degree map. The Act directs the Indiana Commission for Higher Education to work in consultation with state educational institutions to provide guidance for establishing degree maps, including:

1. Procedures for establishing a degree map, including requirements for adjusting a degree map when a student changes his/her major;
2. Requirements and guidance for colleges to determine when the college must offer a course at no cost to the student; and
3. Any other provisions the Commission determines are necessary.

The purpose of this document is to provide said guidance, in accordance with the Act. This guidance has been developed with input and direction from fifteen university representatives, spanning various functions of administration and with representation from each of the public institutions. The guidance has been developed with an eye toward embracing the work done by colleges and universities prior to the establishment of this new mandate. It will provide some guidance that is required and some guidance that is optional. It will explain what the Commission sees as necessities for any degree map offered by public colleges, and will provide guidance for handling “special circumstances (e.g. transfer, major changes, and students who do not declare majors when they initially enroll). It will also outline how institutions should handle the scheduling and free course provisions. The final important component of the document will outline how technology can and should be used to produce and distribute degree maps.

## **A FEW DEFINITIONS**

A few terms will be used throughout this document and need to be first defined. The guidance that follows will explain which of these are required and which are suggested.

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<sup>3</sup> Complete College America. *Guided Pathways to Success*.

<sup>4</sup>New refers to first-time full-time students. The Act can be viewed in its entirety at <http://www.in.gov/legislative/bills/2013/HE/HE1348.1.html>.

According to the statute, a **“Degree map”** refers to a student reference developed by a state educational institution under guidelines developed by the commission under IC 21-12-14-1 that provides an academic term by academic term sequence of course options that will allow a full-time student to complete:

- (1) a baccalaureate degree within four (4) academic years; or
- (2) an associate degree within two (2) academic years;

in the student's intended field of study. The reference must specify the expected date that the student will earn a baccalaureate degree or an associate degree and the academic requirements that a student should complete each academic year to timely earn a degree.

**“Student,”** when used in this document in relation to the degree map, refers to a full-time student that is eligible to receive a degree map.

**“Two- and Four- Years”** in the context of on-time graduation refers to the number of terms that constitutes two or four academic years.

An **“Interest Area”** as used in this document refers to a broad category of majors and is suggested in the guidance. For instance, a Social Sciences Interest Area might encompass majors such as anthropology, psychology, sociology and economics while a STEM Interest Area would cover biology, chemistry, mathematics and engineering, among others. It is suggested that a single institution have 10 or fewer Interest Areas from which incoming freshman would choose. The institution should determine which interest areas are most appropriate given its degree offerings.

A **“Milestone Course”** is one that a student must be able to pass to persist and succeed in a particular major. Students who want to be nurses, for example, should know that they are expected to be proficient in courses like biology in order to be successful. These would be identified by the institutions for each degree program. There may also be milestone “action items” that a student should complete, such as applying for graduation during senior year.

A **“General Education Requirement”** is a requirement that students must complete one course from a particular list, but the student is able to select the course they will take to fulfill the requirement. By contrast, an **“Elective”** is a slot on a degree map that can be satisfied by any course in the course catalog.

A **“Resident Student”** who is entitled to receive a degree map refers to an Indiana resident, not a student living on-campus.

## **PROCEDURES FOR GIVING STUDENTS A DEGREE MAP**

To be the most impactful for students, a degree map must be both *relevant* and *prevalent* throughout a student's time on campus. To be relevant, the map needs to be dynamic as student's circumstances change, whether the student changes course of study, changes majors, or transfers to a new school. To be prevalent, it should be a key guidepost for a student's progress through the degree program. As such, it should be discussed with advisors, professors, and other individuals who help guide student choice and be readily available to students when they are making course-scheduling decisions.

## Required Procedures

Degree maps must be offered to all students at public institutions beginning with first-time full-time students first entering in AY 14-15. The Commission wants to allow for as much freedom as possible in how maps are conveyed to students. Institutions may select the template, formatting and mode of delivery that best meets the needs of their students. In terms of requirements, institutions must provide a degree map to students upon entry and update the student's degree map when student circumstances change (see section entitled HANDLING SPECIAL CIRCUMSTANCES for more). This will be a multi-step process. First, the institution should select an "entry point" to give students a standard degree map, assuming no credit at entry or remedial needs. This could be when the student is admitted to the university, upon matriculation, at orientation, or during registration. Then, during the first semester the student should meet with an academic advisor, at which point a customized degree map will be given. It is the responsibility of students to ensure that the university has been notified of AP and dual credit or received a transfer transcript (if applicable) in a timely manner. With the customized degree map, universities may employ messaging to encourage students to shape their own unique educational experience in consultation with an advisor.

In future semesters, institutions must present the student with their customized degree maps or degree audits at each semester registration or integrate it into the registration process. While various strategies could be employed, the intent is that students have their up-to-date degree map made *readily available* to them during registration without the students having to request or locate it ahead of time. Universities are not required to put a hold on students' records to comply with this procedure, but are instead encouraged to integrate the map data more seamlessly into the registration process.

## Suggested Procedures

The Commission has suggestions for institutions to consider, in addition to the required guidance above. It would be helpful to have students either declare a major or select an Interest Area upon entering the institution to help guide the development of the degree map. The use of Interest Areas is meant to allow students to make a choice about their educational path even if they are not ready to select a major, providing a middle ground between having declared a major and having remained entirely exploratory. A significant portion of the student population changes majors during their academic career. Colorado State University, for example, calculated that on average 37% of incoming new undergraduates change their major at least once and that each change in major increases the time to graduation by about a half a semester.<sup>5</sup> The use of Interest Areas can help students make a broader choice and perhaps avoid selecting a major early without adequate experience or information, which would then lead to a later change in major.

This will work best if students have an opportunity to reflect on their options; it is suggested that the institution provide overviews of Interest Areas at the time of entry and allow students to take an interest inventory or use other exploratory tools to help determine an Interest

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<sup>5</sup> <http://www.ir.colostate.edu/pdf/briefs/Major-Changes-and-Persistence-Patterns.pdf>

Area. This would provide students with more direction, and ultimately would serve the interests of the institution in seeing students make wise educational choices. As a practical matter, the use of Interest Areas can inform the creation of a degree map for a student who has yet to declare a major; students will be more likely to take courses that align with their interests, making them more likely to persist and less likely to take courses that will not count toward graduation.

While degree maps are required only for resident students who first enter college in AY 2014-15 or after, we suggest making degree mapping a standard practice for all students, including non-residents and transfer students.

## **ELEMENTS OF THE DEGREE MAP**

### Required Procedures

It is in the area of content that the Commission will be most prescriptive with respect to the degree maps. Institutions should feel free to make additions to the required items, if they feel that these additions will have a positive impact on student success. Many of the required elements focus on the intent of the legislation: providing a clear path for students to graduate on-time and helping state financial aid recipients stay on track to meet credit completion requirements. Others are designed specifically with the goal of a “student-friendly” degree map in mind. Each of the elements listed in this section are required. For more detail on which are required for the standard map, customized map, or both, please see Appendix A.

#### *“On-Time Completion” Elements*

The INTRODUCTION to this document detailed a number of policies and practices designed to signal to students a standard of 30 credits per year for on-time completion. These include the financial aid credit completion requirements, the 15-to-Finish Campaign and the various institutional policies that reward on-time completion. It is important that the degree map reinforce the “30 credit per year” standard (or in some cases, requirement) and incorporate other related messages as well. Each map should have a 15-to-finish icon or banner somewhere on the map. It should also clearly mention that 30 credit hours is the benchmark for full financial aid eligibility. The map must tell students that if they follow the map and find a course unavailable, they may be eligible to take that course free of charge in a future semester (more on the details of this later in the document). Finally, the semester-by-semester list of courses should sum to no fewer than 30 credits by the end of the first year, 60 by the end of the second, and 90 by the end of the third.<sup>6</sup>

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<sup>6</sup> There may be limited exceptions to this requirement. Specifically, a small number of programs comprising courses that are not all 3-credit hours courses may have been designed for 29 credits in the first year (with 31 in a future year) to meet the standard 120 credit hour expectation. In this case, it is permissible to map fewer than 30/60/90 credits *for students not receiving state financial aid*. All students who receive state financial aid must have maps that enable them to meet the 30/60/90 benchmarks tied to their aid eligibility.

### *“Student-Friendly” Elements*

The easiest way to guarantee on-time graduation would be for the degree map to list a *single* course for each particular requirement. That ease, however, must be balanced against the desire and ability of students to shape their own educational experience. Therefore, the map should be a list of *specific courses* for each slot on the map that can only be satisfied by a particular course. For general education requirements, a university may either list 1-3 options on the map itself or link to or attach a list of options provided the link/attachment contains only courses that comply with that particular requirement (as opposed to linking to something more general like a course catalog). Additional suggestions for the link/list are included under “Suggested Procedures.”

To meet the test of relevance, *customized* degree maps should also contain other components which account for a student’s previously earned credits. The customized map, done during first semester, must incorporate a student’s dual credit and/or advanced placement work and show it as completed; students should not feel confused as to whether or not their previous work will count toward their degree. For transfer students, the map must incorporate any transferred coursework accepted by the new institution, as on-time completion will ultimately be based on when the student initially enrolled at the first institution. (There are some exceptions in the case of transfer that allow for a degree map to extend beyond 2 or 4 years. Please see the section entitled HANDLING SPECIAL CIRCUMSTANCES for more.)

Institutions should ensure student-friendly degree maps through a number of other seemingly minor considerations. Reducing the number of (or, better yet, avoiding entirely) acronyms, superfluous information and codes (other than course names like A101) would go far in providing students with an easy-to-understand, streamlined map. Information should be provided about the major or Interest Area a student has chosen, including the type of work that a student is expected to be prepared for upon graduation, to allow students to consider the program requirements in the context of return on investment. Institutions could employ various strategies, including placing text directly on the map or directing students to a career center website. (The Commission’s reports on Return of Investment could be referenced if the institution wishes.) Milestone courses, as described above and defined by the institution, should also be clearly identified on the map. Finally, pursuant to the new law, the degree map must list the expected graduation date (assuming continuous enrollment).

### Suggested Procedures

Many of the existing degree maps point students to a list of options, or use generic terms such as “mathematics requirement” that imply an array of choices. This approach fails to address a key challenge. Students presented with extensive choices without adequate information about the options may experience paralysis or make poor decisions. A report done by the Commission and Public Agenda found that some students themselves voiced a preference for more specific guidance. While schools have varying degrees of complexity or options in their requirements, there are many cases where students could be overwhelmed and would benefit from additional guidance. Many state institutions have expansive lists of courses spanning many departments that satisfy general

education requirements. A student might be faced with hundreds of courses from which they pick one or two to fulfill such a requirement.

To overcome these challenges and give students more advice through the degree map, it is suggested that institutions list 1-3 suggested courses for each general education requirement or optional course. Two successful strategies have been employed by other institutions to provide these suggestions. Both are data-driven and evidence-based. This is critical; the alternative to using data to develop suggestions is to make university-level policy choices which would create additional competition among the departments and faculty and not necessarily provide the best chance for student success. Note that the suggested courses could be student-facing (on the map) or advisor-facing in an internal system that would enable advisors to more efficiently work with students to develop customized maps.

The first approach to course suggestion is predictive analytics, which employs models that use students' past performance, selected major and other factors to determine courses in which they have the highest probability of success. (Austin Peay University has developed a model that predicts with over 90 percent accuracy whether a student will pass or fail a course.)

The other solution is to rely on transcript analysis of what students in a particular major *tend to take* for each elective. Many departments already convey to their students that there are preferred electives. Whether students tend to make a particular choice because it is strongly advised, because it is the most efficient path forward, or because particular types of students prefer particular types of courses, transcript analysis can provide an evidence-based "best path" for students within a major or departments.

If these strategies are not employed and colleges choose instead to rely on linked lists, we strongly suggest that the list contain the following information to help students make informed choices about which elective to take:

- The link/attachment clearly indicates the pre-requisites that are required for each course so that the student can easily check if the pre-requisites are mapped for a prior semester
- The list enables students to understand which courses fulfill multiple requirements
- The list indicates which courses are part of the core transfer library

## **HANDLING SPECIAL CIRCUMSTANCES**

### Required Procedures

Institutions may inquire as to how to handle degree maps where there are special circumstances. Those circumstances may include students who do not declare a major or Interest Area when they initially enroll; students who change a major or Interest Area at some point after initial enrollment; students who transfer from one institution to another; and students who are in need of remedial coursework (especially relevant to two-year institutions). One way to handle some of these issues is by *partially completing* the degree map when a student initially enrolls; this is a particularly useful strategy in the case of students who do not select a major or Interest Area.

### *Four-Year Institutions*

Students who have selected a major should have a full map complete with specific courses. Students who have not selected a major should have the first 30 credit hours mapped, based on the general education core, and then receive a full map when they have selected a major at or before the 30-credit mark. If a student has selected an Interest Area, the map should likewise extend only 30 credits until a major is selected, but the courses within those 30 credits should be more customized to the student's academic goals.

### *Two-Year Institutions*

Students who have selected a major should have a full map complete with specific courses. Students who have not selected a major should have the first 15 credit hours mapped, based on the general education core, and then receive a full map when they have selected a major at or before the 15-credit mark. If a student has selected an Interest Area, the map should likewise extend only 15 credits until a major is selected, but the courses within those 15 credits should be more customized to the student's academic goals.

The statute requires institutions to give on-time degree maps to students. However, in certain cases students may have made decisions during their academic path that make it unlikely for them to graduate on-time through no fault of the institution. In such cases, as the institution updates the customized map it is permissible for the map to be an *extended-time* map. Any student meeting the following conditions *must still have a degree map* but the map may extend beyond the two- or four-year time horizons. However, every effort should be made to ensure on-time graduation whenever possible. Even if a student has an extended-time map, that student is still eligible for the "free course guarantee" discussed in the next section for the courses as mapped on their extended-time map. In addition, institutions should work with students who express a desire to graduate on-time despite these circumstances, including academic and financial aid counseling where appropriate, to provide them with a map for on-time completion.

Circumstances that allow an extended-time map to be used include:

- Students who change their majors within the same Interest Area after earning 60 credits
- Student who change their majors into a different Interest Area after earning 30 credits
- Students who fail to obtain entry into a competitive-admission major or school
- Students who are enrolled in Commission-approved programs that exceed 60 or 120 credits
- Students who have declared double-majors or minors that extend their program requirements beyond 60 or 120 credits
- Students who transfer to another institution after earning 60 credit hours
- Students who shift academic focus or pathway as they transfer from a two-year institution to a four-year institution
- Students who are identified as needing more than six credits of developmental or remedial coursework. This coursework includes credit-bearing courses that a student is directed to take to prepare for a particular major that are not part of that major's degree requirements.

- Students who are not meeting Satisfactory Academic Progress or are not in good academic standing with the institution overall
- Students who fail to adhere to the degree map by not completing 30 credits in an academic year due to course withdrawals or incompletes
- Students in the military who have scheduled deployments or other special circumstances, though *every effort should be made* to develop a path to graduation within two or four years' worth of terms, even if the student does not enroll in consecutive terms.

One issue that should *not* be reason for an extended-time map is remediation (except in extreme cases). Remediation has been a persistent problem for universities, secondary schools, the Commission, and most importantly, for students. While remediation creates additional burdens on students in terms of courses to take, new approaches should help alleviate the number of remedial credits students must earn before enrolling in college-level work. Institutions should strive to find ways for students with moderate developmental needs to graduate on-time and to make clear to students the implications of remedial work on their expected graduation date. Therefore, for a student who needs remediation, the customized degree map must include those remedial classes.<sup>7</sup> If the student's remediation needs are six or fewer credit hours, the map should still provide for on-time completion. Summer sessions may be mapped to make this possible. Schools that opt to use a co-requisite approach to remediation should find this to be an easy situation to accommodate.

## **COURSE SCHEDULING AND AVAILABILITY**

### Required Procedures

HEA 1348-2013 contains a provision requiring institutions to provide (at no cost to the student) any course on a student's map for which the student cannot enroll (because it is full, offered only at the same time as another mapped class, or is simply not offered). **Please note that the free course guarantee is written into the law and the Commission has no authority to alter that directive.** The guarantee applies to students that have complied with their degree maps. If a course is not available for a student (whether it is full, offered only at the same time as another mapped class or is simply not offered), the institution faces a choice: either it can provide a new map to the student, or provide the course free of charge to the student in the next available semester. The ideal solution would be to avoid this situation altogether by proactively ensuring that courses listed on degree maps are available to students. This is supported by the legislation which states that schools "shall ensure that courses necessary for the student to comply with the student's degree map are available for the student during the academic term in which the student is required to complete the particular course." In the following section we present suggested procedures with that goal in mind. In the event that the course is not available, the student is entitled to the free course.

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<sup>7</sup> Note also that the remedial coursework, pursuant to CHE policy, should be completed at the 2-year institutions. This may require coordination between schools for the purpose of degree maps.



To determine that a student is entitled to the “free course guarantee,” the university should verify the following:

- The student has followed his or her degree map in each prior semester, meaning the student completed the prescribed courses or satisfied the prescribed electives in the semester they were mapped.
- The student is unable to register for a course mapped for the current semester because it is not offered, offered only at the same time as another mapped course, or is full. Note that the course is considered full only if *all sections* of the course are full, not just the student’s preferred time slot. If an online version is available to the student, the course is considered available to that student even if he or she prefers a different modality. For general education requirements with multiple options, all sections of eligible options must be full, not just the student’s preferred choice.
- The student attempted to register for the course during the *typical* registration period (sometimes called priority registration). Universities may set policies that exclude *late registrants* from the free course guarantee provided that *late registrant* is clearly defined and the policy is made publicly available on the university’s website.
- The student has not received a revised degree map that maps the unavailable course in a future semester without altering the graduation date.
- The student is within 150 percent of the standard time to complete the degree (two or four years).

Universities should develop a simple and transparent process for students to follow to claim the free course guarantee. Universities should track the free courses given in a particular year by student and course number. The Commission may request that information for policy analysis or to investigate a student complaint.

### Suggested Procedures

The “free course” provision poses some fiscal challenges for institutions, but also provides some incentive for institutions to re-think their current approaches to scheduling and existing course offerings. It provides an opportunity for institutions to think strategically about whether a course should really be included on a map, particularly if it is not regularly offered or experiences low enrollments (which prompt cancellation). Institutions can, and probably should, use the degree maps as a means of thinking more broadly about what courses to offer and when to offer them.

The strongest strategy to ensure course availability would be to automatically enroll students in their map classes (and provide them with instructions for opting out) and base course offerings around the assumption that most students will follow their maps. Note that this approach would require some consent or streamlined registration from these students since registration is a contract between the student and the institution and results in a financial liability for the student. This approach is supported by research<sup>8</sup> showing that establishing a desirable outcome as the

<sup>8</sup> For example, Thaler, Richard H. and Cass R. Sustein, 2008. *Nudge: Improving Decisions about Health, Wealth, and Happiness*. New Haven, CT: Yale University Press.

*default* selection increases the tendency of people to make that choice. In this case, the desirable outcome is that students stick to their maps, creating predictability for the student and the school and increasing on-time graduation rates.

A more moderate strategy would be to more fully integrate the degree map into the registration process through use of defaults. Specifically, when students log in for registration, the courses listed on their degree map could be pre-populated as the suggested selections for the semester. These students could be afforded the ability to change the section of the course or pick a different course, with the latter flagging a warning that the student has deviated from the map, if this occurs. This integration and use of defaults would increase the likelihood that students adhere to their degree maps, again creating predictability for the purpose of course scheduling.

Another suggestion that has been successfully employed by some of our universities is to offer a “rain check” or priority registration for the next semester. We suggest this as an additional student benefit (supplementing, not replacing the free course). This is particularly important for students near the end of their academic sequence, for whom a free course in a future semester may still extend graduation time and add cost to the degree even if the course itself is free.

## **WHAT TECHNOLOGY IS REQUIRED?**

In this area, the Commission wants to allow for the most flexibility for schools and their vendors to promote innovative approaches to dealing with the technological challenges. After conducting a survey of public institutions, many already have programs in place to handle most of the requirements of a degree map. Specifically, schools have degree audit programs which currently function in many ways like degree maps: they list specific courses or course options, are organized by semester, and sometimes reflect dual credit and advanced placement coursework.

Universities are responsible for making decisions of what technology to use to produce a degree map. Presumably, existing degree audit software and related, interactive planning software, is a logical place for institutions to start, but certainly are not the only available platform that a university could select. Universities should begin working with their information technology offices to generate a sample degree map. Sample degree maps must be sent to the Commission by April 2014 for verification that the maps conform to this guidance.

As degree maps become an established fact, and as we gain more experience with their functionality, the institutions and the Commission need to consider ways in which the technology platforms underlying the degree maps can evolve in more coordinated and integrated ways in the future, so that a more seamless experience for students can be achieved. This will make it easier for high school students to explore potential majors at different institutions and to understand how dual credit courses will apply to different programs. It will also allow college students to consider transfer opportunities, ease the transition from one institution to another after they have actually transferred, and remain on their degree map.

## **CONCLUSION**

New full-time undergraduate students attending public institutions must be presented with degree maps beginning in the 2014-2015 academic year. This guidance should provide institutions with a path forward to developing and refining degree maps to meet the specifications of HEA 1348-2013 and existing Commission policy.

## APPENDIX A

Requirement	Standard Map	Customized Map
Description of specific Program Major <b>OR</b> broad Major Interest Area	required	required
Description of expected employment opportunities <b>OR</b> link to relevant career	required	required
Expected on-time graduation date	not required	required
Specific required courses listed by semester	required	required
List or link to list of possible general education courses and electives	required	required
Milestone courses and action steps clearly identified by semester	required	required
Minimum of 30 credits per year*	required	required
Incorporate 15-to-Finish message	required	not required
Notice of financial aid credit completion requirements and FAFSA application	required	required
Dual credit, AP, and remediation included	not required	required
Streamlined content (no codes, acronyms, superfluous information)	required	required

\*with limited exceptions