



Academic Notes

CURRICULUM

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PROPOSED CREATION AND CHANGE IN DESIGNATION TO SCHOOL OF NURSING

Brief Summary:

The Department of Baccalaureate Nursing, Baccalaureate Nursing Completion, Advanced Practice Nursing and heretofore referred to as the “Nursing Unit” at Indiana State University requests that the unit be renamed a School of Nursing. The reporting structure within the College of Nursing, Health, and Human Services (CNHHS) would not change. No new administrative structure would be necessary, as the Executive Director of Nursing would remain as the nurse administrator for the School of Nursing as required by the accrediting body. Appendix A depicts the current CNHHS structure with Appendix B illustrating the proposed structure. The only difference between the two is the addition of the name School of Nursing to the existing title box with Executive Director of Nursing. No changes to the function and reporting lines of the nursing chairpersons would occur. No changes to the existing College Constitution would be necessary. The current structure is already functioning like a school without the associated title. There are no significant costs in making this change. The only essential change would be a change of stationery, name tags, and signage to reflect the new name.

Effective term: Fall 2015

PROPOSED NAME CHANGE FOR COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES

Proposed change:

Change name of College from “College of Nursing, Health, and Human Services” to “College of Health and Human Services”

Rationale:

A College name change is being proposed pending the approval of the School of Nursing within the College of Nursing, Health and Human Services structure. Removing the name “nursing” from the College title eliminates redundancy with multiple “nursing” titles, appropriately shortens the college name, and aligns with other peer institutions that house a School of Nursing within a College Structure. Examples are listed below.

Ball State University- School of Nursing housed in a College of Applied Sciences and Technology

Purdue University- School of Nursing housed in a College of Health and Human Services

Western Kentucky University- School of Nursing housed in a College of Health and Human

Effective term: Fall 2015

UNDERGRADUATE PROPOSALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: **Biology**

BIO 486 Human Genetics

3 credits

Human Genetics is an in-depth analysis of the human genome and its relationship to disease. The course covers a wide-range of topics including: Chromosomes, Mendelian inheritance of traits/diseases, simple and complex traits/diseases, human cytogenetics, and population genetics.

Prerequisite: BIO 380

A-F Grading

Effective term: Fall 2015

GRADUATE PROPOSALS

NEW COURSES

COLLEGE OF ARTS AND SCIENCES: **Biology**

BIO 586 - Human Genetics

3 credits

Human Genetics is an in-depth analysis of the human genome and its relationship to disease. The course covers a wide-range of topics including: Chromosomes, Mendelian inheritance of traits/diseases, simple and complex traits/diseases, human cytogenetics, and population genetics.

Prerequisite: BIO 380

A-F Grading

Effective term: Fall 2015

BIO 687 - Clinical Cytogenetics

3 credits

Clinical Cytogenetics is an in-depth analysis of clinically relevant human genetics and the role of genetics in disease. The course covers a wide-range of topics including: acquired diseases, cancer, an in-depth analysis of hereditary disorders.

Prerequisite: Previous completion of or concurrent enrollment in BIO 586.

A-F Grading

Effective term: Fall 2015

BIO 688 - Diagnostic Genetics

2 credits

Diagnostic Genetics is an in-depth exploration of the clinical methods for the diagnosis of human diseases. The course covers a wide-range of topics including: clinical cytogenetics, maternal-fetal medicine diagnostic tests, and targeted genomic sequencing. Students will perform diagnostic tests and pre-clinical exploration as part of an experiential learning experience.

Co-requisite: BIO 688L

A-F Grading

Effective term: Fall 2015

BIO 688L - Diagnostic Genetics Laboratory

2 credits

Laboratory course for BIO 688. Students will perform diagnostic tests and pre-clinical exploration as part of an experiential learning experience.

Co-requisite: BIO 688

A-F Grading

Effective term: Fall 2015

BIO 689 - Clinical Rotation

2 credits

Provides each master's level student with the clinical experience required to be a successful Genetic Counselor. The clinical rotations provide students with training in at least one of the key focus areas for Genetic Counseling. Instructors may change depending on the location and specific focus of the training.

Prerequisite: Program Director permission is required.

Repeatability: Students may complete the course four times for credit.

A-F Grading

Effective term: Fall 2015

COURSE REVISIONS

COLLEGE OF ARTS AND SCIENCES: Biology

BIO 680 – Seminar: Evolution and Genetics

2 credits

Change description to:

BIO 680 – Seminar: Evolution and Genetics

2 credits

Repeatability: Course may be repeated once for credit with a different topic

A-F Grading

Effective term: Fall 2015

NEW PROGRAMS

COLLEGE OF ARTS AND SCIENCES: Biology

Genetic Counseling M.S. (61 credits)

CIP Code: 511509 Major Code:

Brief Summary:

The M.S. in Genetic Counseling is a comprehensive program to train students toward certification in Genetic Counseling. Students will gain a thorough education in Human Genetics, Cytogenetics, Genomics, Genetic Disorders, Diagnostics, and the principles of counseling.

Proposed Catalog Copy:

Genetic Counseling M.S. (61 credits)

CIP Code: 511509 Major Code:

Genetic Counseling remains one of the important medical programs of the post-genomic era. There is a demonstrated need for trained individuals to help patients comprehend complex information related to the genomics of their diseases and genetics-associated risks of disease development. The M.S. in Genetic Counseling is a comprehensive degree program designed to prepare students for careers in Genetic Counseling. This program will include an in-depth exploration of human genetics including: basic genetic principles, cytogenetics, diagnostics, genomics, and counseling patients regarding genetic risk and personal genomic information.

BIO 506- Cell and Tissue Culture 2 credits

BIO 506L Cell and Tissue Culture Lab 2 credits

BIO 561-Embryology 2 credits

BIO 561L Embryology Lab1 credit

BIO 581- Genome Science 3 credits

BIO 586- Human Genetics 3 credits

BIO 587-Bioinformatics 3 credits

BIO 609-Collecting and Analyzing Biological Data 2 credits

BIO 609L-Collecting and Analyzing Biological Data Lab 1 credit

BIO 680- Seminar in Genetics 2 credits (students will take 2 Semesters)

BIO 681-Medical Genetics 2 credits

BIO 687-Clinical Cytogenetics 3 credits

BIO 688-Diagnostic Genetics 3 credits

BIO 688L Diagnostics Genetics Lab 1 credit

BIO 689 – Clinical Rotations 2 credits (students will take 4 semesters)

BIO 692- Research in Biology 1-10 credits (students will take 2 semesters at 3 credits)

COUN 533-Techniques of Counseling 3 credits

COUN 666-Multicultural Counseling 3 credits

COUN 738D-Ethics and Professional Practice: Mental Health Counseling 1-3 credits (students will enroll for 3 credits)

PHIL 525 – Bioethics of Genome Science 3 credits

PSY 566-Human Ontogeny 3 credits

Effective term: Fall 2015

PROGRAM REVISIONS

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Applied Health Sciences

Health Sciences M.S.

CIP Code: 511504 Major Code: H174

Brief Summary:

The Health Sciences M.S. was designed as an on-line degree that allowed students to focus their studies on the field of public health. However, it was not a Masters of Public Health (MPH) program. The MPH is a more structured degree program that focuses more heavily on the five areas of public health. After consideration, it was decided that our program should begin steps to offer the MPH in place of the Health Sciences M.S. One of the areas that needed more emphasis in our program was health policy. To better align with the accrediting recommendations from the Council on Education in Public Health (CEPH), we are proposing to add a health policy course (APN 842) to the degree sequence.

Rationale for Change:

As described above, the health policy course enables us to better meet CEPH accreditation standards and fully address the five core areas of public health.

Proposed Catalog Copy:

Master of Science in Health Sciences-Public Health (36-45 credits)

CIP Code: 511504 Major Code: H174

The Master's degree concentration in Public Health provides a general mastery of public health beyond that of the undergraduate level. It is particularly recommended for those students who wish to advance in their career beyond entry-level positions, who wish to assume additional organizational responsibilities, or who wish to pursue a doctorate degree. General requirements include an internship and a thesis or research related project.

The concentration in Public Health Nutrition is designed to meet the needs of Registered Dietitians and Public Health professionals who want to work with individuals and communities to promote healthy dietary intake. It also prepares public health officials who want to work in the obesity and chronic disease management area. Within the concentration, there is a track for

Registered Dietitians and a second track for those with a health promotion/public health undergraduate degree.

Core Classes (24-27 credits)

- AHS 601 - Research Methodology in Health Sciences 3 credits
- AHS 602 - Introduction to Public Health 3 credits
- AHS 604 - Research Design and Data Analysis in Health and Human Performance 3 credits
- AHS 612 - Epidemiology 3 credits
- AHS 617 - Health Behavior Theories 3 credits
- AHS 619 - Seminar: Advanced Health Program Planning and Coordination 3 credits
- AHS 628 - Seminar: Advanced Program Evaluation in Health Professions 3 credits
- AHS 699 - Master's Thesis 1-6 credits OR AHS 630 Research Project in Health Sciences 3 credits

Public Health Concentration (15 credits)

- AHS 609 - Applied Communications in Health Professions 3 credits
- AHS 614 - Principles of Environmental Health 3 credits
- AHS 691 - Internship in Community Health Promotion 3 credits
- AHS 626 - Supervision and Management in Health Professions 3 credits
- APN 842 - Health Policy Leadership 3 credits

Public Health Nutrition Concentration (12-18 credits)

Registered Dietitian Track (12 credits)

- AHS 622 - Public Health Nutrition 3 credits
- AHS 623 - Advanced Nutrition II 3 credits
- AHS 627 - Trends in Foods 3 credits
- AHS 629 - Seminar in Public Nutrition 3 credits

Non-Registered Dietitian Track (18credits)

- AHS 201 - Fundamentals of Nutrition 3 credits (prerequisite)
- AHS 521 - Life Cycle Nutrition 3 credits
- AHS 557 - Food Protection 3 credits

- AHS 622 - Public Health Nutrition 3 credits
- AHS 627 - Trends in Foods 3 credits
- AHS 629 - Seminar in Public Nutrition 3 credits

Effective term: Fall 2015

APPROVAL BY THE BOT 12/12/14 - DEPARTMENT MERGER

Merger of the Elementary, Early, and Special Education and Curriculum, Instruction, and Media Technology to form the Department of Teaching and Learning –

Brief Summary:

Provost Maynard presented a proposal in the fall of 2008, to consider the merger of the Department of Elementary, Early, and Special Education with the Department of Curriculum, Instruction, and Media Technology, auspiciously to create efficiencies and provide cost reductions. An analysis was conducted in February of 2009, which failed to produce the impetus needed to move forward. Dean Balch requested a formal conversation between the two departments regarding the potentiality of unification on December 21, 2011, as a strategy for conserving resources by the elimination of perceived curricular redundancies. A task force was formed in response to Dean Balch's request and in summer of 2012 concluded that there were insurmountable obstacles to unification of the two departments. In spring of 2013, Provost Maynard presented a proposal to the Board of Trustees for merging the departments given the lack of forward motion in the preceding five years of discussion. A recommendation was approved by the Board to consider the proposal. In fall of 2013, Provost Williams and Dean Hill-Clarke convened a meeting between the faculty and staff of both departments to discuss the merger proposal that was approved by the Board. The departments subsequently voted to move forward with the merger (Vote: 17-2-4). The breakdown of the vote was as follows:

17 voted in favor of merger

2 voted against merger

4 voted for extension to further consider the option to merge a proposal with request for resources was presented to Faculty Senate on October 14, 2013. Finally, in December of 2013, Dean Hill-Clarke provided authorization for the two departments to form a Unification Committee for the purpose of preparing a Memorandum of Understanding for the department merger.

Rationale for the Reorganization

The purpose of this unification is to increase educational effectiveness. The Departments see the following benefits to forming a unified department:

1. Broaden the knowledge base for innovative programs to meet the challenges and changing needs of preparing educators and those who provide service to educational environments.

2. Collaborate and increase the opportunities among the combined faculty members in the areas of programs and research.
3. Create opportunities for stronger leadership of student organizations.
4. Eradicate the duplication of course offerings.

Effective term: Fall 2015

APPROVAL BY THE BOT 12/12/14 – NEW DEPARTMENT

COLLEGE OF ARTS AND SCIENCES: Interdisciplinary Studies

New Department - Multidisciplinary Studies

Brief Summary:

This is a proposal for administrative restructuring to create a new department in the College of Arts and Sciences. The department will be Multidisciplinary Studies (MST) and will house the existing programs of the Multidisciplinary Studies Major and Minor, International Studies Minor, Philosophy Major and Minor, Sociology Minor, and Women's Studies (soon to be Gender Studies) Minor. The Philosophy faculty and Sociology faculty will be full-time faculty in MST. The Interdisciplinary Programs (IP) unit will be dissolved.

Rationale for Change:

Dean Murray charged the New Department Working Group with creating a new department centered around a common theme that would include, at a minimum, faculty from Philosophy and Sociology, the programs from those units, and the programs housed in Interdisciplinary Programs. Multidisciplinary Studies will be fully resourced and will solve some of the existing structural problems associated with an extremely small department (philosophy), the previous dissolution of a department (sociology), and the lack of both faculty and monetary resources for the programs currently in IP. It is the hope that this new structure will better support faculty and students, encourage the growth of current programs, serve as a place for new program development, provide more opportunities for collaboration among the various constituents, and provide more opportunities for students to have access to a truly multidisciplinary experience.

Proposed Catalog Copy:

Department of Multidisciplinary Studies

Chairperson:

Department Office: Holmstedt Hall, room 291

Web site:

E-mail: Barbara.McNeill@indstate.edu

The Multidisciplinary Studies Department offers several programs, including the Multidisciplinary Major and Minor, the Philosophy Major and Minor, the International Studies Minor, and the Women's Studies Minor.

[NOTE: no changes to program curricula are being proposed here, so the current programs will have hyperlinks changed so they connect to the new department.]

Effective term: Fall 2015

UNDERGRADUATE APPROVALS

NEW PROGRAMS

BAYH COLLEGE OF EDUCATION: Elementary, Early, and Special Education

Early Intervention Non-Licensure Minor

CIP Code: 131202 Major Code: 8542

Brief Summary:

This proposal is to add a non-licensure minor in Early Intervention to the offerings in the Department of Elementary, Early, and Special Education. Currently enrolled students can add the early intervention minor to their programs, in particular students enrolled in BCOE. The minor will offer the opportunity to become an early interventionist. The courses required for the minor are currently existing and approved courses.

The Early Intervention (EI) non-licensure minor program will consist of 4 Early Childhood Education and 2 Special Education courses (in total of 6 courses/ 18 credits). Three (3) out of six (6) courses (i.e., SPED 203, SPED 226, and ELED 425) will focus on early childhood special education and the rest of the courses (i.e., ELED 110, ELED 432, and ELED 449) will provide foundational knowledge and skill on early childhood, diversity and working with family and community agencies. Students will have field practicum opportunity which is included within the course work.

Rationale for Change:

Numerous research reports show that children's early experiences have a significant impact on their brain development. High quality early intervention services can change a child's developmental trajectory and improve learning outcomes.

According to the Infants and Toddlers with Disabilities Program (Part C) of the Individuals with Disabilities Education Act (IDEA) of 1986 and No Child Left Behind Act (NCLB) of 2001, for the appropriate early intervention services, Early Interventionists (EI) for infants and toddlers (i.e., birth to three year olds) with disabilities should be trained in the area of early intervention and early childhood. Thus early childhood teachers with EI training can collaboratively and professionally work with the infants and toddlers' families and specialists on observing, assessing, providing adequate information, promoting the development in the area of cognitive,

social/emotional, physical, and communication, and minimizing potential developmental delays. The positive outcomes could significantly reduce educational costs to our society by minimizing the need for special education services as children with disabilities become school aged. Therefore early intervention services are critical and EI's roles are important.

According to Indiana First Steps Early Intervention Personnel Guide published by Indiana Department of Education in 2012, there are requirements to become Early Interventionists or Developmental Therapists (on page 5). In the State of Indiana, a Bachelor's, Master's and/or Doctorate degree in early childhood or special education (with an early childhood focus) is required to become the professional Developmental Therapist - Early Childhood Specialist (DT-EC) or Early Interventionist (EI).

There are limited higher education institutions in the State of Indiana which offer programs in early childhood or early childhood special education with an early intervention focus. In addition, there are many potential job openings to hire people who have course work or training in early intervention. Therefore, the Department of Elementary, Early and Special Education is proposing an Early Intervention (EI) non-licensure minor program (18-credit) which offers learning opportunities for students who want to become professional DT-EC or EI specialists.

Proposed Catalog Copy:

Early Intervention Non-Licensure Minor

CIP Code: 131202 Major Code: 8542

(18 credits)

The Early Intervention non-licensure minor may be added to the elementary and special education programs.

Required Courses:

ELED 110 – Foundations of Early Childhood Education 3 credits

SPED 203 – Preschool Special Education 3 credits

SPED 226 – The Exceptional Learner in the General Education Classroom 3 credits

ELED 432 – Early Childhood: Teaching within a Diverse Society 3 credits

ELED 449 – Early Childhood: Family, School and Community Relationships 3 credits

ELED 425 – Educating Infants and Toddlers with Developmental Delays 3 credits

Effective term: Fall 2015

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Kinesiology, Recreation, and Sport:

Nonprofit Leadership Minor (24-31 credits)

CIP Code: 31.0301 Major Code:

Brief Summary:

This proposal is one portion of a broader revision to the B.S. in Recreation and Sport Management (RCSM) program by adding a minor in Nonprofit Leadership to departmental offerings. This proposal is simply taking the nationally-recognized and award-winning ISU Nonprofit Leadership Alliance Certification Program and converting it into a minor. The total number of required credit hours is 24, which is a bit high, but necessary so that all students completing the minor will receive the Nonprofit Leadership Alliance – Certified Nonprofit Professional (CNP) national credential. It should be noted that the Indiana State University Nonprofit Leadership Alliance Certification Program was recognized as the 2013 Sprint Campus Partner of the Year making us the #1 Nonprofit Leadership education program in the United States among 55 campus partners.

Student Learning:

In 2011, the national NLA office conducted a national revalidation study of the nonprofit education competencies/learning outcomes used as the basis for all NLA campus partners. The results of this study were published in: "The Skills the Nonprofit Sector Requires of Its Managers and Leaders." There were 3,200 nonprofit executives and human resource professionals who responded to the study and provided input and feedback on the program learning outcomes. The output of this study was a revised set of NLA nonprofit education learning outcomes (or competencies) that are intended to guide each of the 55 campuses' curricular and co-curricular experiences and requirements. The full revalidation report can be found at:

<http://www.nonprofitleadershipalliance.org/cnp/revalidation.html#sthash.pYgWGQu2.dpbs>

The new 2012 NLA learning outcomes/competencies for curriculum guidance can be found at:

<http://www.nonprofitleadershipalliance.org/cnp/competencies.html#sthash.8OP843BZ.dpbs>

Shortly after the Revalidation Study was published, the NLA national office funded a Cohen Grant project for 5 NLA campus/executive directors and 2 national staff members to develop the 2012 Nonprofit Management and Leadership Competencies and Learning Outcomes Rubric. This rubric is a comprehensive learning outcomes assessment guide for campus/executive directors to use for program revisions and growth. This rubric was used in the development of this proposal.

The proposal to create a Nonprofit Leadership minor is based on: 1) the national NLA Revalidation Study of Competencies; 2) the national NLA Learning Outcomes Rubric; and 3) the growth and national recognition of the ISU Nonprofit Leadership Alliance Certification Program.

Proposed Catalog Copy:

Nonprofit Leadership Minor (24-31 credits)

CIP Code: 31.0301 Major Code:

The Nonprofit Leadership minor is an innovative course of study that prepares students for disciplinary-based careers in all nonprofit subsectors: faith-based; youth, human, and social services; environmental and conservation; animal-rights; fine, performing, and studio arts, humanities, and cultural; educational and historical; health and medical-related; and international non-governmental organizations. The minor leads to the Nonprofit Leadership Alliance credentialing as a Certified Nonprofit Professional (CNP). The minor compliments the following

academic programs: human development and family studies, psychology, recreation management & youth leadership, sport management, social work, business, marketing, communication, public relations, criminology and criminal justice, theater, applied health sciences, and the University Honors Program-Leadership and Civic Engagement Concentration.

RCSM 150 - Intro Nonprofit Ldrshp &Mgt (3 credits)
RCSM 205 - Experience Management Cycle I (3 credits)
RCSM 310 - Nonprofit Ldrshp Practicum I (1 credit)
RCSM 332 - Public & Nonprofit Finance (3 credits)
RCSM 410 - Nonprofit Ldrshp Practicum II (1 credit)
RCSM 440 - Volunteer Management (3 credits)
RCSM 462 - Nonprft Ldrshp Profssnl Exp (1 credit)
RCSM 483 - Fundamentals of Fundraising (3 credits)
RCSM 489 - Advanced Nonprofit Admin (3 credits)
Internship (3 credits)

Note: All nonprofit internships must be in a nonprofit organization for a minimum of 300 contact hours and count for a minimum of 3 credit hours via ISU. A minimum of five nonprofit leadership competencies must be significantly addressed through pre-determined internship goals and objectives. The following internship credits may qualify for nonprofit leadership internship credit.

Effective term: Spring 2015

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Kinesiology, Recreation, and Sport:

**Outdoor Recreation Leadership Minor (19-21 credits)
CIP Code: 31.0301 Major Code:**

Brief Summary:

The Outdoor Recreation Leadership Minor will offer a 19-21 credit hour minor to prepare students for careers in the outdoor recreation industry.

Student Learning:

This proposal is one portion of a broader revision to the B.S. in Recreation and Sport Management (RCSM) program. RCSM majors must select one of four concentrations: Recreation Management and Youth Leadership (RMYL), Sport Management (SPM), Recreation Therapy (RT), or Nonprofit Leadership (NPL). Currently, the SPM Program Faculty in the Department of Kinesiology, Recreation, and Sport are concurrently revising the Sport Management Concentration. The existing program offers students in RMYL a choice of two outdoor courses. The new program in RMYL will no longer require outdoor recreation courses. The faculty is proposing this minor in order to meet the needs of many students with a desire to be prepared for careers in the Outdoor Recreation Industry. The new minor will use existing

approved RCSM courses.

Proposed Catalog Copy:

Outdoor Recreation Leadership Minor (19-21 credits)

CIP Code: 31.0301 Major Code:

The Outdoor Recreation Leadership minor is designed to prepare students for careers in the outdoor recreation industry. Potential careers include outdoor skill instruction, guiding, base camp management, adventure education, outdoor adventure education, environmental education, natural resource management, wilderness therapy, search and rescue, equipment manufacturing and sales, and outdoor business enterprises, including the adventure travel industry.

Courses are designed to offer a broad base of education, training, and experience in outdoor recreation, adventure programming, tourism, and facility operations. This minor complements the following majors on campus: Criminology, Earth and Environmental Sciences, Geography/Geology, Recreation Management and Youth Leadership, Science Education.

Required Courses [19-21 credit hours]:

- RCSM 262 – Outdoor Living Skills (3 credits) or RCSM 464 – Consortium on Outdoor Recreation (3 credits)
- RCSM 361 – Introduction to Outdoor Education (3 credits)
- RCSM 363 – Design and Facilitation of Adventure Challenge Experiences (1 credit)
- RCSM 363L – Design and Facilitation of Adventure Challenge Experiences Lab (2 credits)
- RCSM 369 – Expedition Leadership (3 credits)
- RCSM 393 – Outdoor Recreation Leadership Fieldwork (3 credits)
- RCSM 460 – Organization and Administration of Camping (3 credits)
- RCSM 449 – Independent Readings and Research (1-3 credits)

Effective term: Fall 2015

GRADUATE APPROVALS

PROGRAM REVISIONS

COLLEGE OF NURSING, HEALTH, AND HUMAN SERVICES: Applied Medicine and Rehabilitation

Physical Therapy, Doctor of (100 credits)

CIP Code: 512308 Major Code: A175

Brief Summary:

Since the time that the original curriculum for the Doctor of Physical Therapy Program

(Program) was approved in spring 2010, the DPT program submitted a candidacy self study document, had an onsite candidacy visit and received a candidacy response from the accreditation agency indicating the need for curriculum revisions in order to meet accreditation standards. These changes need to be implemented before the first cohort of students (anticipated start date of June 2015) are admitted into the Program to facilitate the students' progression through the Program in a coordinated fashion. The revisions needed to meet candidacy status for accreditation are listed below:

1. Pre-requisite Change: Students will be required to have taken "Pathophysiology" or "Human Disease" as a pre-requisite for entry to the DPT Program.
2. Pre-requisite Change: Instead of "any biology course", a "general cellular biology" course will be required for entry into the DPT Program.
3. Change in course sequence: PHTH 620 Applied Neuroscience I (PHTH 606 Neuroscience I) will be taught in fall semester (3 credits) and PHTH 604 Lifespan Development (PHTH 623 Lifespan Development) will be taught in spring semester (3 credits)
4. Course Code Change: PHTH 620 Applied Neuroscience I will be recoded as "PHTH 606 Applied Neuroscience I"
5. Course Code Change: PHTH 604 Lifespan Development will be recoded as "PHTH 623 Lifespan Development"
6. Course Code Change: PHTH 610 Clinical Education I will be recoded as "PHTH 685 Clinical Education I"
7. Course Code Change: PHTH 720 Musculoskeletal II will be recoded as "PHTH 710 Musculoskeletal II"
8. Course Code Change: PHTH 716 Wound Care will be recoded as "PHTH 725 Wound Care"
9. Course Code Change: PHTH 710 Clinical Education II will be recoded as "PHTH 785 Clinical Education II"
10. Course Code and Name Change: PHTH 810 Clinical Education III-IV will be recoded as "PHTH 885 Clinical Education III"
11. Course Name Change: PHTH 605 Clinical Medicine I will be renamed as "PHTH 605 Physical Therapy Procedures"
12. Course Name Change: PHTH 622 Clinical Medicine II will be renamed as " PHTH 622 Therapeutic Agents in Physical Therapy"
13. Course Name Change: PHTH 706 Clinical Medicine III will be renamed as " PHTH 706 Orthopedic Procedures"
14. Course Description Change: PHTH 601 Advanced Human Anatomy.
15. Course Description Change PHTH 620 Applied Neuroscience I (PHTH 606)
16. Course Description Change PHTH 604 Lifespan Development (PHTH 623 Lifespan Development)
17. Course Description Change: PHTH 624 Musculoskeletal I
18. Course Description Change: PHTH 710 Musculoskeletal II
19. Course Description Change: PHTH 728 Musculoskeletal III
20. Course Addition/Substitution: PHTH 603 Functional Anatomy and Kinesiology will be taught in fall semester in place of "PE 584 Biomechanics" in order to provide kinesiology and biomechanics content in one course to meet accreditation requirements.
21. Course Addition: PHTH 802 Pediatrics will be taught as a separate course for 2 credits in fall semester of the final year to provide specific content related to didactic and laboratory

components of pediatric physical therapy with enough depth and breadth required for accreditation purposes.

22. Credit hour reductions to balance the increase in credit hours for Pediatrics (2 credits) will be taken from the following courses: PHTH 823 Special Populations (currently 3 credit hours will become 2 credit hours), and ATTR 626 Leadership and Administration in AMR (3 credits) will be replaced with PHTH 800 Leadership and Administration in Physical Therapy (2 credits).

23. Course Addition/Substitution: PHTH 800 Leadership and Administration (2 credits) will be added to allow PT students to take fewer hours for this content.

24. Due to name, number, and sequence changes the following courses will have an impact on their pre- and/or co-requisites: PHTH 602, 603, 605, 606, 621, 622, 623, 624, 685, 701, 706, 710, 712, 721, 724, 725, 728, 785, 801, 802, 823, 841, 891, and 888.

25. Credit Hour reduction: The PHTH 899 Scholarly Project course will be repeated 3 times over 3 semesters as a 1 credit hour course instead of a single 3 hour course in one semester to allow time for a more substantial research project.

26. Course Description Change: PHTH 899 Scholarly Project

27. Course Addition/Substitution: AHS 720 Health Promotion and Wellness (1 credit) will be added to meet CAPTE criteria for health promotion, prevention and fitness criteria related to the profession of physical therapy.

28. Course Addition/Substitution: PHTH 820 Health Promotion Outreach (2 credit) will be added to meet CAPTE criteria for health promotion, prevention and fitness criteria related to the profession of physical therapy. This course will incorporate service learning and community engagement, allowing PT students to practice skills learned in previous coursework in a real-world setting.

29. Course Addition/Substitution: AHS 617 Health Behavior Theories (3 credits) will be replaced by AHS 720 (1 credit) and PHTH 820 (2 credits) since it does not meet CAPTE criteria for health promotion, prevention and fitness as they related to physical therapy.

30. Change in proposed catalog copy narrative.

Rationale for Change:

Because the Program has not yet admitted students, there are no outcome assessment measures being utilized to make this curricular decision. The suggested changes are strictly based upon Accreditation standards and the Commission on Accreditation for Physical Therapy Education's candidacy report and requirements. There is no change from the originally stated student learning outcomes/objectives of this program.

Student learning goals of this program are to graduate successful physical therapy practitioners who are skillfully able to:

1. Utilize critical thinking with the knowledge derived from the biological, behavioral, and clinical sciences for clinical decision making.
2. Demonstrate professional and ethical behavior consistent with professional and legal standards.
3. Provide guidance and interventions to promote wellness, health promotion and enhance the physical performance of persons in the community, including rural and underserved.
4. Provide safe and effective standards of care for a diverse client population.
5. Communicate effectively with clients, families, colleagues, other health care workers, and

the general public orally and in writing.

6. Plan and execute research, disseminate research findings, and critically evaluate the professional literature to promote evidence-based practice.

7. Demonstrate continuing personal and professional growth to maintain professional competence, advance career development, and contribute to the development of the profession.

Proposed Catalog Copy:

Physical Therapy, Doctor of (100 credits)

CIP Code: 512308 Major Code: A175

The purpose of the doctor of physical therapy degree is to educate competent health care providers who are skillfully able to effectively examine, evaluate, diagnose, and provide appropriate interventions for clients with primary, secondary, and tertiary physical impairments, functional limitations, and disabilities across the lifespan. The physical therapist has in-depth knowledge of cardiopulmonary, musculoskeletal, integumentary and neuromuscular disorders. Physical therapists function as point-of-entry providers of physical rehabilitation and rehabilitation services. Students are accepted into a full-time cohort model once a year starting with the first summer term. Students enroll in courses in a predetermined sequence as outlined in the program of study which can be found on the program website at:

<https://www.indstate.edu/amr/physical-therapy/> . The Doctor of Physical Therapy Program requires 100 post-baccalaureate graduate credit hours. The core of the clinical hours are spent with physical therapy preceptors providing supervised client care for a total of 18 credit hours. The didactic and theory credit includes laboratory time, service learning, practice hours using patient simulation/volunteers and independent research culminating in a scholarly project. Applicants must meet the admission requirements for the College of Graduate and Professional Studies. Admission into the Physical Therapy Program also requires the following:

- A bachelor's degree from a four-year accredited university in a discipline other than physical therapy with a minimum cumulative 3.0 and science grade point average of 3.0 recommended; the degree must be earned before enrolling in the Doctor of Physical Therapy Program.
- Graduate Record Examination required of all applicants. Official score reports must be received directly from the Educational Testing Service www.gre.org
- Recommendation forms from the following: a licensed physical therapist, an academic source, and community service experience.
- Resume that includes a comprehensive outline of the student's volunteer and professional work experiences, and all honors and awards.
- Essay describing personal career objectives.
- Personal interview with members of the physical therapy admissions committee may be required.
- Physical therapy experience is required. Students must complete a minimum of 40 hours of volunteer or paid work under the supervision of a licensed physical therapist. Prerequisite course work is also required if the student's undergraduate degree did not include the identified foundational courses. A listing of these courses is available on the program Web site. Academic advisors are also available at Indiana State University to consult about

undergraduate prerequisites. Official transcript evaluation is not conducted until a student has applied to the program.

- PHTH 600 - Introduction to Physical Therapy 2 credits
- PHTH 601 - Advanced Human Anatomy 8 credits

- BIO 633 - Advanced Pathophysiology 3 credits
- PHTH 602 - Physical Therapy Examination 3 credits
- PHTH 603 - Functional Anatomy & Kinesiology 3 credits
- PHTH 605 - Physical Therapy Procedures 3 credits
- PHTH 606 - Applied Neuroscience I - 3 credits

- PE 680 - Advanced Physiology of Exercise 3 credits
- PHTH 621 - Pharmacology 3 credits
- PHTH 622 - Therapeutic Agents 3 credits
- PHTH 623 - Lifespan Development 3 credits
- PHTH 624 - Musculoskeletal I 3 credits

- PHTH 685 - Clinical Education I 5 credits

- ATTR 691- Research Methods in AMR 3 credits
- PHTH 701 - Imaging and Diagnostics 2 credits
- PHTH 706 - Orthopedic Procedures 3 credits
- PHTH 710 - Musculoskeletal II 3 credits
- PHTH 712 - Applied Neuroscience II 3 credits
- PHTH 899 - Scholarly Project 1 credit

- AHS 720 - Health Promotion and Wellness 1 credit
- PHTH 721 - Differential Diagnosis 3 credits
- PHTH 724 - Applied Neuroscience III 3 credits
- PHTH 725 - Wound Care 2 credits
- PHTH 728 - Musculoskeletal III 3 credits
- PHTH 899 - Scholarly Project 1 credit

- PHTH 785 - Clinical Education II 5 credits

- PHTH 800 – Leadership and Administration in Physical Therapy 2 credits
- PHTH 801 - Cardiopulmonary Rehabilitation 2 credits
- PHTH 802 - Pediatrics 2 credits
- PHTH 820 - Health Promotion and Community Outreach 2 credits
- PHTH 823 - Special Populations 2 credits
- PHTH 841 - Health Care Systems 3 credits
- PHTH 885 - Clinical Education III 8 credits
- PHTH 899 - Scholarly Project 1 credit

Effective term: Spring 2015